

SOUTH AFRICAN COUNCIL FOR PLANNERS



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Qualifications in SAQA Format Competencies and Standards Project Phase 2 Draft 18 February, 2015

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Task 6 Qualifications in SAQA Format

1. Purpose

The purpose of this report is to develop a framework that will assist HEIs and Planning Schools to document their qualifications in the format required for the registration with the South African Qualifications Authority (SAQA); and assist SACPLAN in monitoring the process. It draws together the relevant information from Phase 1 of the Competencies and Standards project and presents templates which can be used for the following generic planning qualifications:

- National Diploma (3 years)
- Bachelor degree (4 years)
- Bachelor degree (3 + 1 years)
- Masters degree (2 years or 1 + 1).

The next section outlines the competencies and performance outcomes associated with each qualification with cross reference to previous reports in which these matters have been addressed in more detail. The final sections identify SACPLAN's role in respect of registration of qualifications with SAQA by HEIs and the programme for implementation.

2. Existing qualifications

The current planning qualifications (degrees and diplomas/certificates) on offer at South African Planning Schools and accredited by SACPLAN as the academic base for professional registration are listed in **Table 1**. This also gives their accreditation status and the category of registration awarded (for existing and new categories).

Table 1: Planning Schools, qualifications and accreditation status quo

Institution	Qualification(s)	Existing Registration category	New Registration category	Date of Last Accreditation Visit	Outcome of Accreditation	Next Accreditation visit	SAQA registration date ⁱ
1. Cape Peninsula University of Technology (CPUT)	National Diploma: Town and Regional Planning (ND TRP) NQF 6	Technical Planner	Assistant Planner	18-19 August 2009	Accredited	28-29 August 2014	
	Bachelor of Technology: Town and Regional Planning (BTech TRP) NQF 7	Professional Planner	Planner	18-19 August 2009	Accredited	28-29 August 2014	
2. Durban University of Technology (DUT)	National Diploma: Town and Regional Planning (ND TRP) NQF 6	Technical Planner	Assistant Planner	2-3 March 2009	Accredited	March / April 2014	
	Bachelor of Technology: Town and Regional Planning (BTech TRP) NQF 7	Professional Planner	Planner	2-3 March 2009	Accredited	March / April 2014	
3. University of North West (NWU)	Bachelor of Arts ET Science (Planning) NQF 8	Professional Planner	Professional Planner	24-25 August 2011	Accredited with conditions	May / June 2014	
	M Art et Science (Planning) NQF 9	Professional Planner	n/a	24-25 August 2011	Accredited	Discontinued	

Institution	Qualification(s)	Existing Registration category	New Registration category	Date of Last Accreditation Visit	Outcome of Accreditation	Next Accreditation visit	SAQA registration date ¹
4. University of Cape Town (UCT)	Master in City and Regional Planning (MCRP) NQF 9	Professional Planner	Professional Planner	13-14 October 2009	Awaiting SAPLAN response to "self-improvement" plan	May 2015 or August 2015	
	Master in City Planning and Urban Design (MCPUD) NQF 9	Professional Planner	Professional Planner	20-21 August 2002	Previously accredited. Accreditation lapsed in September 2011		
5. University of the Free State (UFS)	Master in Urban and Regional Planning (MURP) NQF 9	Professional Planner	Professional Planner	18-19 November 2008	Provisionally Accredited with Conditions	September / October 2014	
6. University of Johannesburg (UJ)	National Diploma: Town and Regional Planning (ND TRP) NQF 6	Technical Planner	Assistant Planner	16-17 July 2009 & 30 July 2010	Accredited	28-29 May 2015	
	Bachelor of Technology: Town and Regional Planning (BTech TRP) NQF 7	Professional Planner	Planner	16-17 July 2009 & 30 July 2010	Accredited	28-29 May 2015	

Institution	Qualification(s)	Existing Registration category	New Registration category	Date of Last Accreditation Visit	Outcome of Accreditation	Next Accreditation visit	SAQA registration date ⁱ
7. University of KwaZulu-Natal (UKZN)	Master of Town and Regional Planning (MTRP) NQF 9	Professional Planner	Professional Planner	26-27 February 2009 & 29 September 2010	Provisionally Accredited with Conditions	End of 1 st Term 2014	
8. University of Pretoria (UP)	Bachelor of Town and Regional Planning (BTRP) NQF 8	Professional Planner	Professional Planner	17-18 March 2009	Accredited	Either 2014 / Early 2015	
	Master of Town and Regional Planning (By Coursework) (MTRP) NQF 9	Professional Planner	Professional Planner	17-18 March 2009	Provisionally Accredited	Either 2014 / Early 2015	
9. University of Stellenbosch (US)	Master of Town and Regional Planning – phased out in 2004	Professional Planner	Professional Planner	4-5 August 1998	Accredited	Discontinued	
	MPhil (Development Planning) – offered from 2001 to 2004 NQF 9			15-16 August 2013	Outcome pending		
	MPhil (Sustainable Development Planning and Management) – option: Development Planning – offered from 2003 to 2007 NQF 9	?		15-16 August 2013	Outcome pending		

(SACPLAN / Planning Schools to insert this information)

3. NQF levels and progression routes

Figure 1 sets out the NQF for degrees, diplomas as well as exit levels. **Table 2** shows the progression routes to registration for all the above planning qualifications in relation to NQF levels.

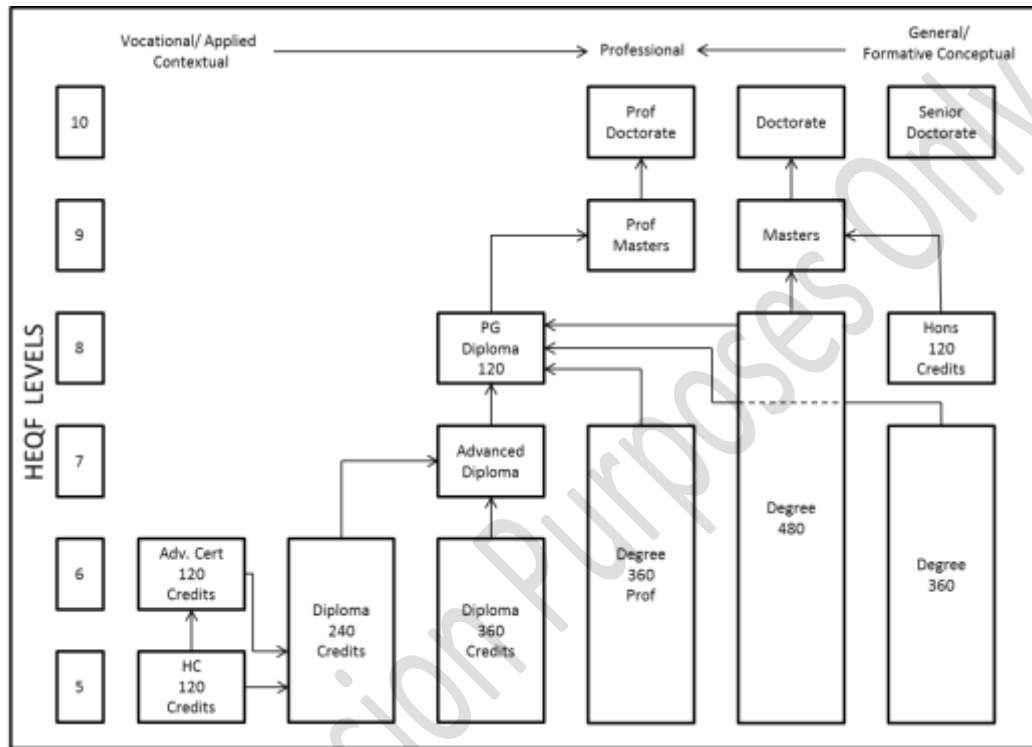


Figure 1: NQF levels and progression routes

Table 2: NQF levels, current planning programmes, progression routes and registration

NQF Level	Current Offerings	Progression routes	Registration
10 – PhD			
9 – Master	Master (UCT, UKZN, UP, Wits, UFS, US) – These include both the 2y Masters and the 1+1 ¹	Master (2 yr)	Pr.PIn (Professional Planner)

¹ In cases where Students complete only one year, they should be allowed to enter the registration category of Assistant Planner only. This will ensure that such Candidates will opt to complete the Final Year of a Taught Masters.

8 – Post Graduate Diploma (PG Dip) / Degree (Professional – 4 years) / Honours Degree	Degree (4 years) (UP, Univen, NWU) Honours (3+1) (Wits) Honours (3+1) (UFS) ² PG Dip (US)	Hons; PG Dip; Hons; Degree (4 years)	Pr.PlN (Professional Planner) (Minimum Experience towards registration = Candidate Planner + 2y)
7 – Advance Diploma / Degree (3 years)	BTech (CPUT, DUT, UJ) Degree (3 Years) (Wits part of 3+1)	Adv Dip; Degree (3 y)	Planner (Minimum Experience towards registration = Candidate Planner + 2y)
6 – Advance Certificate / Diploma	ND (CPUT, DUT, UJ)	Dip (360-Credits)	Assistant Planner (Minimum Experience towards registration = Candidate Planner + 1y)
5 – Higher Certificate			In process of being phased out.
		Students – Registration as Student Planner	Candidate Planner (in associated stream – e.g. Candidate Professional Planner)

Annexure 1 shows the NQF levels and its relationship to competencies.

4. SAQA templates

The SAQA templates for each of the generic qualifications follow as:

Table 3: National Diploma

Table 4: Bachelor degree (4 years)

Table 5: Bachelor degree (3 + 1 years)

Table 6: Masters degree (coursework) (2 years or 1 + 1)

² In cases where Students complete only one year, they should be allowed to enter the registration category of Assistant Planner only. This will ensure that such Candidates will opt to complete the degree.

In each case the template needs to be supported by narrative covering the following matters. This can be completed by each Planning School after mapping its qualifications in terms of the Competencies framework.

- Purpose and rationale of the qualification
- Learning assumed to be in place
- Recognition of prior learning
- Exit level outcomes
- Associated assessment criteria
- Articulation options
- Moderation options
- Criteria for registration of assessors
- Notes
- Learning programmes recorded against this qualification
- Providers currently accredited to offer this qualification

Table 3: National Diploma template

SAQA QUAL ID		QUALIFICATION TITLE		
ORIGINATOR				
University of				
QUALITY ASSURING BODY			NQF SUB-FRAMEWORK	
CHE - Council on Higher Education			HEQSF - Higher Education Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD		SUB-FIELD	
National Diploma	Field 12 - Physical Planning and Construction		Physical Planning, Design and Management	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	???	Level ??	NQF Level 7	Regular-Provider-ELOAC
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		

Table 4: Bachelor degree (4 years) template

SAQA QUAL ID		QUALIFICATION TITLE		
		Bachelor of Town & Regional Planning		
ORIGINATOR				
University of				
QUALITY ASSURING BODY			NQF SUB-FRAMEWORK	
CHE - Council on Higher Education			HEQSF - Higher Education Qualifications Sub-framework	

QUALIFICATION TYPE	FIELD	SUB-FIELD		
National First Degree (Min 480)	Field 12 - Physical Planning and Construction	Physical Planning, Design and Management		
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined		Level 7	NQF Level 8	Regular-Provider-ELOAC
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		

Table 5: Bachelor degree (3 + 1 years) template

SAQA QUAL ID	QUALIFICATION TITLE			
	Bachelor of Town & Regional Planning			
ORIGINATOR				
University of				
QUALITY ASSURING BODY			NQF SUB-FRAMEWORK	
CHE - Council on Higher Education			HEQSF - Higher Education Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD	SUB-FIELD		
National First Degree (Min 480)	Field 12 - Physical Planning and Construction	Physical Planning, Design and Management		
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined		Level 7	NQF Level 8	Regular-Provider-ELOAC
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		

Table 6: Masters degree (coursework) (2 years or 1 + 1) template

SAQA QUAL ID	QUALIFICATION TITLE		
	Master of Urban & Regional Planning		
ORIGINATOR			
University of			
QUALITY ASSURING BODY		NQF SUB-FRAMEWORK	
CHE - Council on Higher Education		HEQSF - Higher Education Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD	SUB-FIELD	
??	Field 12 - Physical Planning and	Physical Planning, Design and	

	Construction		Management	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined		Level ??	NQF Level 9	Regular-Provider-ELOAC
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		

5. Competencies and outcomes

The report “Guidelines for Competencies and Standards for Curriculum Development” (2014) addressed competencies and outcomes in detail. The following summary is relevant to the present report.

Competencies are the amalgam of knowledge, skills and attitudes deemed to be required by a planner on graduation and as applied in practice.

For the purpose of the planning profession in South Africa, three inter-related sets of competencies have been identified. These are:

- **Generic competencies**
- **Core competencies**
- **Functional competences.**

This grouping is disciplinary but accords broadly with DHET competencies.

Generic competencies are the essential skills, attributes and behaviours which are considered important for all planners, regardless of their function or level. Generic competencies are the basic competencies that are common in all the built and natural environment disciplines and indeed in most professions. They are the competencies that are expected from any person studying towards a professional qualification in an institution of higher learning. The *generic* competencies listed below are founded on the SAQA set of generic competencies and then matched with a comprehensive set of generic competencies, similar to those used by the Canadian Institute of Planners, but adapted to the South African context.

Core competencies are the set of specific knowledge, skills, abilities, or experience that a Planner must possess in order to successfully perform the work and activities that are central to professional planning practice. This is the set of competencies that distinguishes planning from the other built and natural environment and development professions with which planning interfaces. They may be considered as the ‘what’ and the ‘how’ of the planning profession. The *core* part of the term indicates that an individual has a strong knowledge and skill basis from which to add value when undertaking a specific planning task.

Functional competencies are the basic skills and behaviour that are needed to do a job successfully. These are competencies which relate to the “how to do” aspects of planning. For this reason the functional competencies focus strongly on techniques and methodologies, some but not all are unique to the planning profession. These have been based on a fairly common set of functional competencies used both internationally and locally.

These three sets of competencies are mandatory for training and education of all categories of planners. However, the NQF Level and the focus area/specialisation of the different qualifications will determine the emphasis of coverage on these competences. In other words, while the generic, core and functional competencies are expected to be covered in each curriculum at one level or another there are some competences that will be covered more than others depending on the focus areas of the qualification (Refer also to **Annexure 1**)

Figure 2 illustrates the ways in which different Planning Schools and programmes may be located in relation to the three sets of competencies.

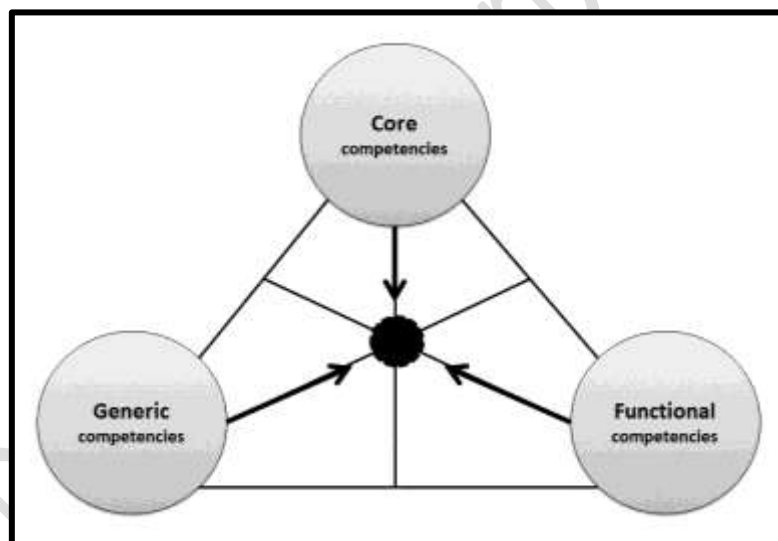


Figure 2: Alignment of competencies

As all accredited qualifications must cover the full range of competencies at one level or another, three levels of competency are proposed. These are less complex than NQF matrix (**Annexure 1**) and will allow differentiation between qualifications at different NQF levels and with different focus and character.

Level 1 “Awareness of and basic understanding of terminology and concepts; and ability to source further information and insights when required in the work environment” (typical of NQF level 6)

Level 2 “Have a good understanding of a field of knowledge, or an ability to apply a methodology” (typical of NQF level 7);

Level 3 “Be able to *apply or engage with the area of competency with increasing degree of mastery and sophistication*” (typical of NQF levels 8 and 9).

Planning Schools can decide at which level each competency is covered in its programmes using mapping tables. Planning Schools can also decide how to allocate credits across all courses covering Core and Functional competencies, as well as other courses on related subjects (Tables 6 and 7 on pp 37 and 38 of the Competencies Guidelines report). Minimum levels for Competencies (in terms of minimum credits) need to be linked to NQF levels. These would differ depending on outcome level (which should be linked to registration category). Registration as a Professional Planner will have a specific set of minimum competencies on a required minimum level. These will be different for a qualification leading to registration as a Planner or Assistant Planner. This must then be linked to the required core competencies, functional and generic competencies (see section 3.2 in the Guidelines for Registration of Planners). Each institution will be able to develop its curriculum (modules) and should indicate to SACPLAN (during Accreditation) how the required minimum credits per level have been addressed between and within the different modules. Any accredited qualification must devote at least 65% of its credit points to courses delivering Core or Functional competencies as defined in the Guidelines.

6. SACPLAN’s role

It is the responsibility of each HEI and its Planning School to register the qualifications it offers with SAQA. SACPLAN’s role in the process is one facilitation and support (as and when requested), and of monitoring to ensure consistency and compliance.

7. Implementation plan (including transition arrangements)

(To be written after the stakeholder consultation process and the final workshop with the Steering Committee)

8. References

Annexure 1: NQF levels and competencies

There are 10 areas under each of the NQF level. The following matrix gives a brief explanation of the learning achievement a learner should be able to demonstrate at each NQF level.

Areas	NQF level 6	NQF level 7	NQF level 8	NQF level 9
Scope of knowledge	Detailed knowledge	Integrated knowledge	Knowledge of engagement in forefront areas	Specialist knowledge
Knowledge literacy	An understanding different forms of knowledge	An understanding of knowledge as contested	Ability to interrogate multiple sources of knowledge	Ability to evaluate current processes of knowledge production
Method and procedure	The ability to evaluate, select and apply	An understanding of a range of methods	Understanding the complexities and uncertainties	The ability to design, select and apply creative methods
Problem solving	The ability to identify, analyse and solve problems in unfamiliar context	The ability to identify, analyse, evaluate, critically reflect on complex problems	The ability to use a range of specialised skills	The ability to use a wide range of specialised skills
Ethics and professional practice	Understanding of ethical implications of decisions and actions	Ability to take decisions and to justify decisions	Ability to identify and address ethical issues based on critical reflection	Ability to make autonomous ethical decisions
Accessing, processing and managing information	Ability to evaluate different sources of information	Ability to develop appropriate processes of information gathering	Ability to critically review information in specialised context	Ability to design and implement processing strategy
Processing and communicating information	Ability to present and communicate complex information	Ability to develop and communicate well-formed arguments	Ability to present and communicate academic, professional occupational ideas	Ability to use academic and professional resources and defend substantial ideas
Context and system;	Ability to make decisions and act appropriately	Ability to manage processes in unfamiliar contexts	Ability to operate effectively in a system	Ability to make interventions at an appropriate level within a system
Management of learning	Ability to evaluate performance against criteria	Ability to identify learning needs in a self-directed manner	Ability to apply in self-critical manner learning strategies	Ability to develop own learning strategies
Accountability	Ability to work effectively in a team	Ability to take full responsibility for own work, decision making, and limited accountability	Ability to take full responsibility for own work, decision making, and full accountability	Ability to operate independently and take full responsibility

Source: Steering Committee Report on 26 Sept 2013 workshop

SACPLAN / Planning Schools to insert this information

For Discussion Purposes Only