

SACPLAN COMPETENCIES

Table A1: Generic Competencies – Through Qualifications

Generic Competencies ¹		List modules / subjects ² (Include Module name and code with number of credits in brackets as well as NQF level)	Explain how competencies were obtained Comments to explain – refer to Portfolio of Evidence (e.g. page number and paragraph))
Critical Thinking	Issue identification		
	Problem solving		
	Research and analysis		
	Innovation and creativity		
	Societal and political awareness		
	Strategic thinking		
Interpersonal	Integrity and trust		
	Diversity and inclusiveness		
	Collaboration and consensus building		

¹ See SACPLAN Guidelines for Competencies and Standards for Curriculum Development document – Table 2

² Provide module descriptors (paragraph explain module content) as annexure to table.

Generic Competencies¹	List modules / subjects² (Include Module name and code with number of credits in brackets as well as NQF level)	Explain how competencies were obtained Comments to explain – refer to Portfolio of Evidence (e.g. page number and paragraph))	
	Change management		
Communication	Listening		
	Written and oral communication and presentation		
	Information and knowledge		
	Information and technology		
	Internal and external communications		
Leadership and Management	Vision and leadership		
	Responsiveness and influence		
	Team building		
	Climate of excellence		
	Managing resources and results		
	Project Management		

Generic Competencies¹		List modules / subjects² (Include Module name and code with number of credits in brackets as well as NQF level)	Explain how competencies were obtained Comments to explain – refer to Portfolio of Evidence (e.g. page number and paragraph)
Professionalism and Ethical Behaviour	Continuous learning		
	Ethical standards		
	Professionalism		
Social Responsibility	Legal responsibility		
	Community activism		
	Leadership and participation		
	Social justice		

Table A2: Generic Competencies – Through Experience

Generic Competencies ³		When did activity occur	Explain how competencies were obtained ⁴ Comments to explain – refer to Portfolio of Evidence (e.g. page number and paragraph))
Critical Thinking	Issue identification		
	Problem solving		
	Research and analysis		
	Innovation and creativity		
	Societal and political awareness		
	Strategic thinking		
Interpersonal	Integrity and trust		
	Diversity and inclusiveness		
	Collaboration and consensus building		
	Change management		
Communication	Listening		
	Written and oral communication and presentation		

³ See SACPLAN Guidelines for Competencies and Standards for Curriculum Development document – Table 2

⁴ Submit any evidence as annexures.

Generic Competencies³		When did activity occur	Explain how competencies were obtained⁴ Comments to explain – refer to Portfolio of Evidence (e.g. page number and paragraph))
	Information and knowledge		
	Information and technology		
	Internal and external communications		
Leadership and Management	Vision and leadership		
	Responsiveness and influence		
	Team building		
	Climate of excellence		
	Managing resources and results		
	Project Management		
Professionalism and Ethical Behaviour	Continuous learning		
	Ethical standards		
	Professionalism		
Social Responsibility	Legal responsibility		
	Community activism		
	Leadership and participation		

Generic Competencies ³	When did activity occur	Explain how competencies were obtained ⁴ Comments to explain – refer to Portfolio of Evidence (e.g. page number and paragraph))
	Social justice	

Table B1: Core Competencies – Through Qualifications

Core Competencies ⁵	Competency Level 1 ⁶ (Include Module name and code with number of credits in brackets as well as NQF level)	Competency Level 2 ⁷ (Include Module name and code with number of credits in brackets as well as NQF level)	Competency Level 3 ⁸ (Include Module name and code with number of credits in brackets as well as NQF level)	Notes (Comments to explain – refer to Portfolio of Evidence (e.g. page number and paragraph))
Settlement History and Theory				
Planning Theory				
Planning Sustainable Cities and Regions				
Urban Planning and Place making				
Regional Development and Planning				
Public Policy, Institutional and Legal Frameworks				

⁵ See SACPLAN Guidelines for Competencies and Standards for Curriculum Development document – Table 3 for Components; Knowledge; Skills; and Behaviours and attitudes.

⁶ 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)

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

⁸ 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)

Core Competencies⁵	Competency Level 1⁶ (Include Module name and code with number of credits in brackets as well as NQF level)	Competency Level 2⁷ (Include Module name and code with number of credits in brackets as well as NQF level)	Competency Level 3⁸ (Include Module name and code with number of credits in brackets as well as NQF level)	Notes (Comments to explain – refer to Portfolio of Evidence (e.g. page number and paragraph))
Environmental Planning and Management				
Land Use and Infrastructure Planning				
Transportation Planning and Systems				
Land Economics				
Integrated Development Planning				
Social Theories related to Planning and Development				
Research				
TOTAL (Number of Credits per NQF Level)				

Table B2: Core Competencies – Through Experience

Core Competencies⁹	Competency Level 1¹⁰	Competency Level 2¹¹	Competency Level 3¹²	Notes (Comments to explain – refer to Portfolio of Evidence (e.g. page number and paragraph))
Settlement History and Theory				
Planning Theory				
Planning Sustainable Cities and Regions				
Urban Planning and Place making				
Regional Development and Planning				
Public Policy, Institutional and Legal Frameworks				
Environmental Planning and Management				

⁹ See SACPLAN Guidelines for Competencies and Standards for Curriculum Development document – Table 3 for Components; Knowledge; Skills; and Behaviours and attitudes.

¹⁰ 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)

¹¹ Level 2 – “Have a good understanding of a field of knowledge, or an ability to apply a methodology” (typical of NQF level 7)

¹² 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)

Core Competencies ⁹	Competency Level 1 ¹⁰	Competency Level 2 ¹¹	Competency Level 3 ¹²	Notes (Comments to explain – refer to Portfolio of Evidence (e.g. page number and paragraph))
Land Use and Infrastructure Planning				
Transportation Planning and Systems				
Land Economics				
Integrated Development Planning				
Social Theories related to Planning and Development				
Research				
TOTAL (Time per NQF Level)				

Table C1: Functional Competencies – Through Qualifications

Functional Competencies¹³	Competency Level 1¹⁴ (Include Module name and code with number of credits in brackets as well as NQF level)	Competency Level 2¹⁵ (Include Module name and code with number of credits in brackets as well as NQF level)	Competency Level 3¹⁶ (Include Module name and code with number of credits in brackets as well as NQF level)	Notes (Comments to explain – refer to Portfolio of Evidence (e.g. page number and paragraph))
Survey and Analysis				
Strategic Assessment				
Local Area Planning				
Layout Planning				
Plan Making				
Plan Administration, Implementation and Land Use Management				
Participation and Facilitation				

¹³ See SACPLAN Guidelines for Competencies and Standards for Curriculum Development document – Table 4 for Components; Knowledge; Skills; and Behaviours and attitudes.

¹⁴ 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)

¹⁵ Level 2 – “Have a good understanding of a field of knowledge, or an ability to apply a methodology” (typical of NQF level 7)

¹⁶ 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)

TOTAL (Number of Credits per NQF Level)				
--	--	--	--	--

Table C2: Functional Competencies – Through Experience

Functional Competencies ¹⁷	Competency Level 1 ¹⁸	Competency Level 2 ¹⁹	Competency Level 3 ²⁰	Notes (Comments to explain – refer to Portfolio of Evidence (e.g. page number and paragraph))
Survey and Analysis				
Strategic Assessment				
Local Area Planning				
Layout Planning				
Plan Making				
Plan Administration, Implementation and Land Use Management				
Participation and Facilitation				
TOTAL (Time per NQF Level)				

Table D: Summary of Achievement of competencies for each category of registration

¹⁷ See SACPLAN Guidelines for Competencies and Standards for Curriculum Development document – Table 4 for Components; Knowledge; Skills; and Behaviours and attitudes.

¹⁸ 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)

¹⁹ Level 2 – “Have a good understanding of a field of knowledge, or an ability to apply a methodology” (typical of NQF level 7)

²⁰ 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)

	Professional Planner (NQF 8 or 9)		Summary of achievement (to be completed by applicant)	Technical Planner (NQF 6)		Summary of achievement (to be completed by applicant)
Generic	All at Level 1			All at Level 1		
Core	35%	35% at Level 3		25%	50% at Level 2	
		35% at Level 2			50% at Level 1	
		30% at level 1				
Functional	30%	35% at Level 3		40%	75% at Level 2	
		35% at Level 2			25% at Level 1	
		30% at Level 1				