SOUTH AFRICAN COUNCIL FOR PLANNERS

Recognition of Prior Learning (RPL) Policy and Procedure

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REPORT

RECOGNITION OF PRIOR LEARNING (RPL) POLICY AND PROCEDURE

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1. Purpose

Recognition of Prior Learning (RPL) in terms of this Report relates only to registration with SACPLAN and is not applicable to the role of the Universities in admission to planning programmes being offered within any such organisation. It is however crucial for all Universities and SACPLAN to uphold and maintain the practice of Recognition of Prior Learning (RPL) in support of the notion of lifelong learning and outcomes based education. SAQA has published a Policy and Criteria for RPL (Government Gazette No. 35747, 5 October 2012). There is existing provision within the Planning Profession Act, 2002 (PPA) to recognise other qualifications for the registration of an applicant as a Candidate, Technical or Professional planner. Similarly, there is acknowledgement that the Council can administer a competency assessment in terms of the PPA which refers to registration as a Candidate, Technical and Professional Planner, after he or she "has passed a competency assessment determined by the Council". These registration categories will be replaced by Candidate Planners (with different subcategories), Technical Planners and Professional Planners (SACPLAN C&S Report, Phase 1, 2014).

The purpose of this report is thus to develop a Recognition of Prior Learning (RPL) policy and procedures for the purposes of registration with SACPLAN.

2. National guiding principles

Definition: The national understanding and context of RPL by SAQA (2013) is as follows:

- *The idea of RPL is aligned to main elements of South African national policy discourse since 1994.*

- *Transformation; accreditation; lifelong learning; and the NQF.*

- *The RPL process is a multi-dimensional one. It is a process through which non-formal learning and informal learning are measured, mediated for recognition across different contexts and certified against the requirements for credit, access, inclusion or advancement in the formal education and training system, or workplace, (as well as for entry into professional registration). RPL processes can include guidance and counselling, and extended preparation for assessment.*

- *Assessment, an integral feature of all forms of RPL, does not exist in isolation from a range of other strategies that allow for different sources of knowledge and forms of learning to be compared and judged.*

- *RPL is multi-contextual. How it takes place differs from one context to another. RPL may be developed and implemented differently for the purposes of personal development, further learning and advancement in the workplace, and recognition within the three Sub-frameworks of the NQF.*

- *Furthermore, it may be conducted by a variety of methods using a combination of teaching-learning, mentoring and / or assessment approaches, as appropriate. The purposes and contexts determine the practices and outcomes of RPL in each case.*

Application: The underlying principles as formulated by SAQA include the following:

- *RPL may be carried out at any level of learning and at any NQF level.*

- *There are two main forms of RPL which reflect the different purposes and the different processes within which RPL takes place:*

    - *RPL for access: To provide an alternative access route into a programme of learning for those who do not meet the formal entry requirements for admission. RPL for access applies to learning programmes offered by an accredited institution of further learning (including a post-school institution and an adult learning centre) or workplace-based training provider.*
    - *RPL for credits: To provide for the awarding of credits for, or towards, a qualification or part qualification registered on the NQF.*
    - *In both cases, RPL processes may take place at a diagnostic, formative or summative point, or in-curriculum to create opportunities for advanced standing or recognition in the workplace.*

Principles: The following principles as formulated by SAQA are important elements in the RPL approach:

- *The focus is on what has been learned and not on the status of the institution, organisation or place where the learning was obtained.*

- *Credit is awarded for knowledge and skills acquired through experience and not for experience alone.*

- *Prior learning is made explicit through assessment and/or other methods that engage the intrinsic development of knowledge, skills and competencies acquired.*

- *Candidate guidance and support, the preparation of evidence and the development of an appropriate combination of further teaching and learning, mentoring and assessment approaches are core to RPL practice.*

- *An applicant cannot undergo RPL twice in order to move from one category of registration to another.*

3. SACPLAN policy

A person will only be able to submit an application to register in terms of the RPL Policy Guidelines and Procedure once. Any applicant wishing to register as a Professional or Technical Planner using the SACPLAN RPL route must have a minimum of five (5) years' practical experience in categories A, B, and C as set out in Table 3 hereunder.

No applicant will be registered within the category of Professional Planner in terms of the RPL policy if not in position of a Higher Degree on at least an NQF level 8 in a related field of study to Planning[1].

3.1 Policy of registration in terms of RPL with SACPLAN:

- In addition to the national guiding principles on RPL the policy outlined in this section will be applicable to the SACPLAN registration process only.

- The policies set out in this document applies only to persons who wish to be registered as a Technical Planner or Professional Planner with SACPLAN but who do not hold a SACPLAN accredited qualification.

- This may include persons who hold foreign Higher Education Institution degree qualifications.

- All Universities formulate and apply their own internal RPL Policy for admission to programmes offered by such institutions. Such policies are applied independently from the policy principles contained in this SACPLAN Policy document relating to registration in terms of the RPL route.

- SACPLAN may recommend a course or courses to bridge the gap in the experience within a minimum period of time or stipulate more experience thereon in particular areas of competences where deemed inadequate. It does however still remain the responsibility of the applicant to identify and address the gaps as identified as being inadequate.

- SACPLAN may recommend any additional requirements it deems appropriate to ensure that all persons that are registered are meeting similar standards of adherence as applicable to persons applying with South African Qualifications.

- The qualitative assessment of the competencies will be measured up against specific performance outcomes as formulated in the SACPLAN Guidelines for Competencies and Standards for Curricula Development and the SACPLAN Accreditation Criteria.

- In addition to the qualitative assessment of the competencies level of such a person, the experience claimed will be subject to rigorous analysis as to ensure that all persons applying for registration are measured against similar standards of adherence as applicable to persons applying with South African Qualifications.

[1] SACPLAN will determine which studies would be acknowledged as “related field of study to Planning”.

3.2 Application to SACPLAN for registration with a formal qualification[2]

- Any person with a qualification that is not a planning qualification (South African or Foreign) may only apply for registration as a Technical Planner or Professional Planner[3] (subject to the NQF level requirements[4]).

- Any person with a foreign planning qualification that does not meet the requirements as set out in the SACPLAN Policy for Facilitating the Registration of Applicants with Foreign Qualifications may only apply for registration as a Technical Planner or Professional Planner[5] (subject to the NQF level requirements[6]).

- Any individual (applicant) who wishes to register as a Technical Planner or Professional Planner with SACPLAN who is in position of a Foreign Qualification will be required to submit such qualifications to SAQA for assessment.

- The outcome of such assessment will have to be submitted with certified copies of all such qualification to SACPLAN supported with all the completed forms for Registration purposes. All such qualifications will have to be certified by a Commissioner of Oaths.

- All applicants are required to provide a certified full transcript of the applicant's results together with his/her curriculum of the year during which the study was completed from the institution(s) where he/she studied.

- All applicants are required to submit two (2) letters of support from registered Professional Planners.

- A detailed portfolio of evidence in the format that SACPLAN will provide needs to be submitted with the Application for Registration in terms of the RPL policy.

- The qualitative assessment of the application for registration will be based on the competency level that will be evaluated against the generic, core and functional competencies as formulated by SACPLAN for the various categories of registration. This also applies to the assessment of an appropriate NQF level; skill levels and practical experience that is applicable to all registration categories. The qualitative assessment of the competencies will be measured up against specific performance outcomes as formulated in the SACPLAN Guidelines for Competencies and Standards for Curricula Development and the SACPLAN Accreditation Criteria.

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[2] This would also apply to such applicants that do not meet the criteria set out in the SACPLAN Policy for Facilitating the Registration of Applicants with Foreign Qualifications

[3] No applicant will be registered within the category of Professional Planner in terms of the RPL policy if not in position of a Higher Degree on at least an NQF level 8 in a related field of study to Planning .

[4] NQF Level required as set out in the SACPLAN Guidelines for Registration of Planners.

[5] No applicant will be registered within the category of Professional Planner in terms of the RPL policy if not in position of a Higher Degree on at least an NQF level 8 in a related field of study to Planning .

[6] NQF Level required as set out in the SACPLAN Guidelines for Registration of Planners.

- SACPLAN may require that any such individual to write an examination in order to assess the professional knowledge and experience on any related planning topic or issues.

- SACPLAN may invite such an applicant for an in depth interview in this assessment for registration process.

- SACPLAN may send the portfolio of evidence for evaluation to at least two registered Professional Planners[7].

- In addition to the qualitative assessment of the competencies level of such a person, the experience claimed will be subject to rigorous analysis as to ensure that all persons applying for registration are measured against similar standards of adherence as applicable to persons applying with South African Qualifications.

- The framework to be used by SACPLAN in assessing applications for registration is contained hereunder in the section dealing with the assessment process and possible outcomes for persons in terms of this RPL policy. All such applications (foreign as well as local qualifications), notwithstanding the category of registration, will be dealt with in a similar fashion and adherence level.

- In special circumstances e.g. in cases where the applicant has completed a qualification with additional modules that is essentially equivalent to a SACPLAN Accredited qualification, the ETC (or RPL Advisory Board) may approve an application in terms of this RPL policy. In this the regard the institution against which the equivalent qualification is claimed will be approach for validation.

3.3 Application to SACPLAN for registration based on RPL principles only (with no formal qualification)

The process followed in addition to the RPL-assessment for persons holding a formal qualification's (competencies, skills and experience fit) is applicable to persons with no formal qualification and could include the following:

- All applicants are required to provide a certified full transcript of any courses / modules results together with his/her curriculum of the year during which the study was completed from the institution(s) where he/she studied.

- All applicants are required to submit two (2) letters of support from registered Professional Planners.

- A detailed portfolio of evidence in the format that SACPLAN will provide needs to be submitted with the Application for Registration in terms of the RPL policy.

[7] In the case of a disagreement of outcome the portfolio of evidence will be sent to a third registered Professional Planner for evaluation.

- The qualitative assessment of the application for registration will be based on the competency level that will be evaluated against the generic, core and functional competencies as formulated by SACPLAN for the various categories of registration. This also applies to the assessment of an appropriate NQF level; skill levels and practical experience that is applicable to all registration categories. The qualitative assessment of the competencies will be measured up against specific performance outcomes as formulated in the SACPLAN Guidelines for Competencies and Standards for Curricula Development and the SACPLAN Accreditation Criteria.

- SACPLAN may require that any such individual to write an examination in order to assess the professional knowledge and experience on any related planning topic or issues. Writing of a formal examination is to determine the competencies, skills and experience levels of such a person.

- SACPLAN may invite such an applicant for an in depth interview in this assessment for registration process.

- SACPLAN may send the portfolio of evidence for evaluation to at least two registered Professional Planners[8].

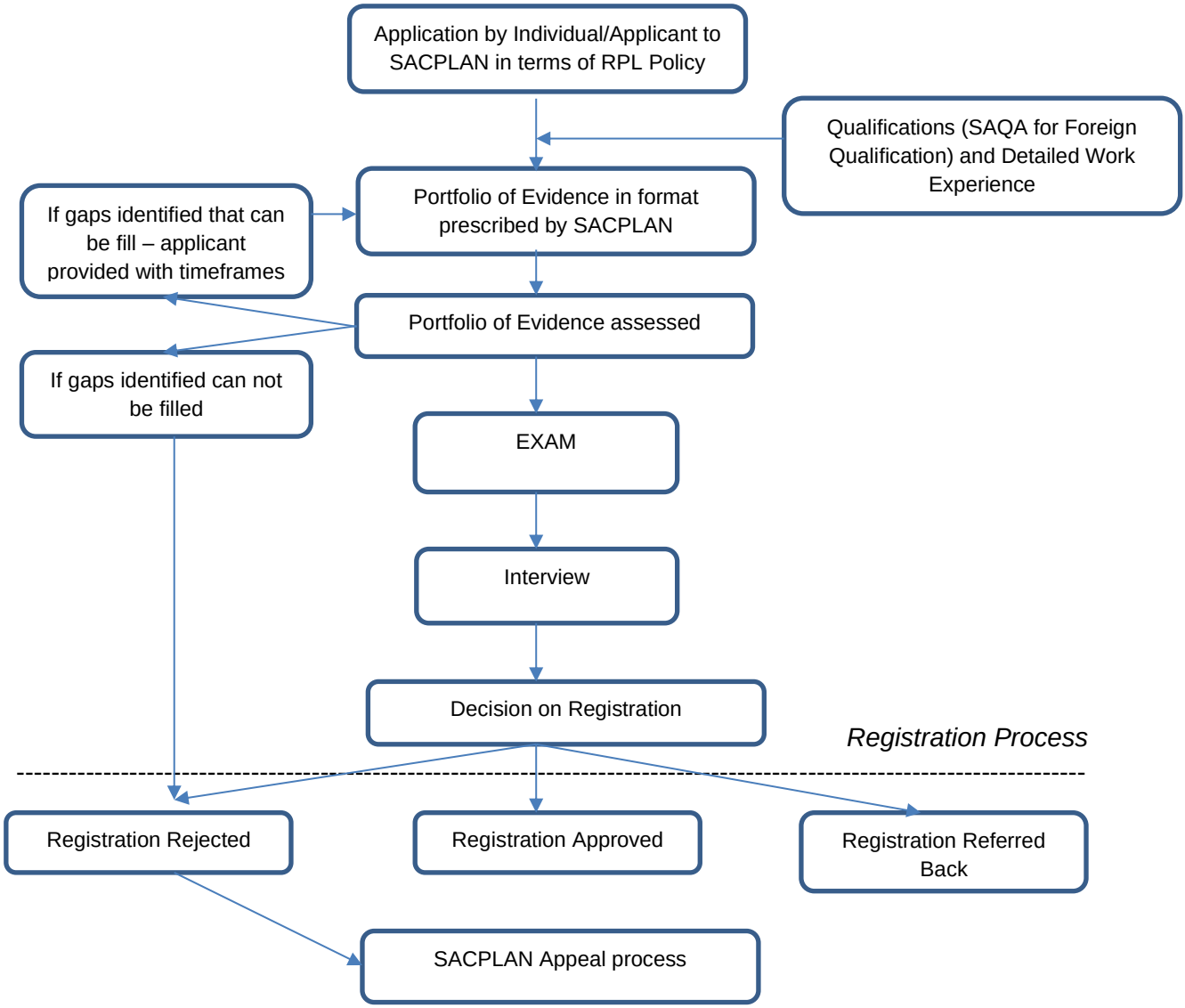
- In addition to the qualitative assessment of the competencies level of such a person, the experience claimed will be subject to rigorous analysis as to ensure that all persons applying for registration are measured against similar standards of adherence as applicable to persons applying with South African Qualifications.

- The framework to be used by SACPLAN in assessing applications for registration is contained hereunder in the section dealing with the assessment process and possible outcomes for persons in terms of this RPL policy. All such applications (foreign as well as local qualifications), notwithstanding the category of registration, will be dealt with in a similar fashion and adherence level.

Figure 1 shows the recommended RPL Process who wishes to register with SACPLAN

[8] In the case of a disagreement of outcome the portfolio of evidence will be sent to a third registered Professional Planner for evaluation.

Figure 1 - RPL Process to register with SACPLAN



4. Assessment for Registration with SACPLAN based on the RPL Route

4.1 Planning knowledge proficiency and assessment

Table 1: Competencies categories for knowledge proficiency assessment of RPL Registration Applications[9]

Generic Competencies	Core Competencies	Functional Competencies
• Critical thinking • Interpersonal competencies • Communications • Leadership • Professionalism and ethical behaviour • Social responsibility.	• 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 • Transportation planning and systems • Land use and infrastructure planning • Integrated development planning • Land economics • Social theories related to planning and development • Research	• Survey and analysis • Strategic assessment • Local area planning • Layout planning • Plan making • Plan implementation • Participation and facilitation

The norms for competencies for each registration category is shown in Table 2 will be applied to all applications for registration in terms of RPL.

[9] To be demonstrated and proofed through evidence to be provided by applicant in terms of formal learning and education by the applicant. Will also be determined based on the outcome of the Professional Examination and the Formal Interview (Figure 1 above). For detailed assessment refer to the SACPLAN Guidelines for Competencies and Standards for Curricula Development and the SACPLAN Guidelines for the Registration of Planners

Table 2: Norms for competencies for each category of registration (same as the traditional route)[10]

Competencies	Professional Planner (NQF 8 or 9)	Technical Planner (NQF 6)
Generic	All at Level 1	All at Level 1
+		
Core	30% at Level 1	50% at Level 1
	35% at Level 2	50% at Level 2
	35% at Level 3	
+		
Functional	30% at Level 1	25% at Level 1
	35% at Level 2	75% at Level 2
	35% at level 3	

Each applicant is required to complete Table A1, A2, B1, B2, C1, and C2 (SACPLAN Competency Tables) included as Annexure A to demonstrate meeting the Generic, Core and Functional Competencies required as set out in Table 2 above.

4.2 Practical training

Table 3 shows the practical training content and experience focuses (based on core and functional competencies) that needs to be attained for registration through the RPL route.

Table 3: Practical training and experience to be demonstrated by applicants in terms of registration category for registration through RPL[11].

Category A: Survey and research	Category B: Plan formulation	Category C: Plan implementation and administration	Category D: Other planning work in related fields
• Planning surveys and analysis	• Policy formulation	• Land use management	• Facilitation, negotiation,

[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)
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).

[11] Predominantly core and functional competencies focuses

• Operational surveys • Data collection, compilation, analysis and interpretation • Development potential evaluation • Planning research • Academic work (further studies, teaching, publications)	• Strategic spatial planning • Spatial planning at different scales and in different contexts (see Figure 2 in Competency Guidelines) - National - Regional - Sub-regional - Urban - Rural - Local • Layout plans, township plans, land development plans • Land use planning • Housing and informal settlement upgrading • Rural development • Integrated development planning	• Land use schemes • Preparing, motivating and evaluating applications in terms of land use schemes • Development control • Consent use in terms of statutory requirements • Administration and co-ordination of development applications • Appeals • Planning law • Plan evaluation • Management of development processes • Site planning	mediation and arbitration • Environmental management • Urban design • Transportation planning • Infrastructure planning • Property development and management • Project management • Corporate strategic planning • Project development and business plans • Other planning work

Table 4 shows the years of training within each category for practical work for each registration category to be complied with through RPL registration.

Table 4: Practical training and experience per main category for each registration category - Outcome of assessment of Work Record[12]

Category[13]	Professional Planner	Technical Planner
1. Survey and research		
2. Plan formulation		

[12] Comply/Partially complies/Does not comply. Evidence and portfolio of practical work to be provided.

Category[13]	Professional Planner	Technical Planner
3. Plan implementation and administration		
4. Other planning work in related fields		

4.3 Summary of assessment of applicant based on professional knowledge and practical assessment

Competencies	Professional Planner (NQF 8 or 9)	Technical Planner (NQF 6)
Assessment in terms of the applicant's formal training and education proficiency profile[14]		
Formal education		
Informal education		
Other merit		
Assessment in terms of the applicants practical training and experience[15]		
Practical work[16]		
Other exposure		

4.4 Assessment scales to be applied

The following assessment scales should be applied when evaluating an application in terms of the RPL policy:

1: sufficient evidence provided;
2: needs more exposure; and
3: insufficient exposure to competencies knowledge, performance outcome mastery and practical experience.

In compiling the qualitative assessment profile of a person following the RPL route to be registered in any registration category, SACPLAN may determine the level of competencies; performance outcome mastery and practical experience a person will need to be registered. All cases where the qualitative assessment demonstrates that a person demonstrates a lack

[14] Comply/ Partially complies/Does not comply for registration within a specific category as indicated.
[15] Comply/ Partially complies/Does not comply for registration within a specific category as indicated.
[16] As per table 3 (categories A, B, and C)

of sufficient knowledge or exposure, such an application should be referred back. The deficiencies may then be addressed through following formal accredited training and education courses; improvement of performance mastery and skills and gaining additional practical and work experience. This may include formal short courses offered by Universities and CPD activities as applicable. SACPLAN will determine a timeframe for meeting the shortcomings identified.

In cases where an application is rejected such a person will not be allowed to re-apply. Such a person will need to complete an accredited programme required for registration applicable to the category applied for and will need to have competed the practical work experience for such category as provided for in the SACPLAN Registration Guidelines.

4.5 General

- In cases where registration through the RPL route is considered, any person applying will only be registered in a single category.

- Progression to another category will depend on the earning of further accredited qualifications and the work experience required for progression to a higher level of registration.

All RPL submissions should be evaluated by the Education and Training Committee (ETC) (or the RPL Advisory Board) against the formulated competencies for planners (**Table 1** included under point 4.1 above and the SACPLAN Guidelines for Competencies and Standards for Curricula Development Report):

- If the applicant demonstrates sufficient compliance, he or she should be allowed to apply for registration category approved by the ETC (or RPL Advisory Board);

- If the applicant demonstrates partial evidence of competency, the application will be referred back and will be advised which additional courses or additional experience is needed in order to achieve registration in the category approved by the ETC (or RPL Advisory Board). This may require that the applicant successfully completes one or more of the modules contained in an accredited planning programme or within an accredited learning institution.

- If the portfolio submitted demonstrates little or no compliance, the application should be rejected.

- SACPLAN may request any additional information to it requires to evaluate the application submitted.

ANNEXURE A

SACPLAN COMPETENCIES

Table A1: Generic Competencies – Through Qualifications

Generic Competencies[17]		**List modules / subjects**[18] (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		

[17] See SACPLAN Guidelines for Competencies and Standards for Curriculum Development document – Table 2
[18] Provide module descriptors (paragraph explain module content) as annexure to table.

Generic Competencies[17]		**List modules / subjects**[18] (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))
	Collaboration and consensus building		
	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		

Generic Competencies[17]		**List modules / subjects**[18] (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))
	Managing resources and results		
	Project Management		
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[19]		**When did activity occur**	**Explain how competencies were obtained**[20] 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		

[19] See SACPLAN Guidelines for Competencies and Standards for Curriculum Development document – Table 2
[20] Submit any evidence as annexures.

Generic Competencies[19]		**When did activity occur**	**Explain how competencies were obtained[20]** 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[19]		**When did activity occur**	**Explain how competencies were obtained**[20] Comments to explain – refer to Portfolio of Evidence (e.g. page number and paragraph))
	Social justice		

Table B1: Core Competencies – Through Qualifications

Core Competencies[21]	**Competency Level 1**[22] (Include Module name and code with number of credits in brackets as well as NQF level)	**Competency Level 2**[23] (Include Module name and code with number of credits in brackets as well as NQF level)	**Competency Level 3**[24] (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				

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

[22] 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)

[23] Level 2 – "Have a good understanding of a field of knowledge, or an ability to apply a methodology" (typical of NQF level 7)

[24] 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[21]	**Competency Level 1**[22] (Include Module name and code with number of credits in brackets as well as NQF level)	**Competency Level 2**[23] (Include Module name and code with number of credits in brackets as well as NQF level)	**Competency Level 3**[24] (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))
Public Policy, Institutional and Legal Frameworks				
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				

Core Competencies[21]	**Competency Level 1**[22] (Include Module name and code with number of credits in brackets as well as NQF level)	**Competency Level 2**[23] (Include Module name and code with number of credits in brackets as well as NQF level)	**Competency Level 3**[24] (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))
Research				
TOTAL (Number of Credits per NQF Level)				

Table B2: Core Competencies – Through Experience

Core Competencies[25]	**Competency Level 1**[26]	**Competency Level 2**[27]	**Competency Level 3**[28]	**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				

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

[26] 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)

[27] Level 2 – "Have a good understanding of a field of knowledge, or an ability to apply a methodology" (typical of NQF level 7)

[28] 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[25]	**Competency Level 1**[26]	**Competency Level 2**[27]	**Competency Level 3**[28]	**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 (Time per NQF Level)				

Table C1: Functional Competencies – Through Qualifications

Functional Competencies[29]	**Competency Level 1**[30] (Include Module name and code with number of credits in brackets as well as NQF level)	**Competency Level 2**[31] (Include Module name and code with number of credits in brackets as well as NQF level)	**Competency Level 3**[32] (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				

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

[30] 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)

[31] Level 2 – "Have a good understanding of a field of knowledge, or an ability to apply a methodology" (typical of NQF level 7)

[32] 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[33]	**Competency Level 1**[34]	**Competency Level 2**[35]	**Competency Level 3**[36]	**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)				

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

[34] 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)

[35] Level 2 – "Have a good understanding of a field of knowledge, or an ability to apply a methodology" (typical of NQF level 7)

[36] 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

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

	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				

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