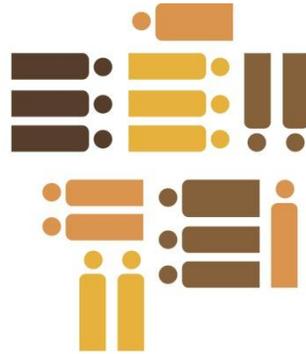


SOUTH AFRICAN COUNCIL FOR PLANNERS



The South African
Council *for* Planners
S A C P L A N

Guidelines for the Registration of Planners

December 2014

REPORT

GUIDELINES FOR THE REGISTRATION OF PLANNERS

| | |
|--|---|
| Document number | 8/4/1/C&S/Reg/12-2014 |
| File Number | 8/4/1 |
| SACPLAN Committee | Education and Training Committee |
| Custodian / Responsible Executive | CEO |
| Status | Approved |
| Approved by | Council |
| Date of Approval | 18 September 2014 |
| Amendments | New |
| Date of Amendments | |
| Implementation date | |
| End Date | |

Acknowledgments

This report is published by:

The South African Council for Planners
International Business Gateway Office Park
Cnr New Road and 6th Road
Midridge Office Park
Block G – 1st Floor

PO Box 1084
Halfway House
Midrand
1685 South Africa

planner@sacplan.co.za

www.sacplan.org.za

SACPLAN Project Steering Committee:

Prof Matthew Dayomi
Prof Mfaniseni Sihlongonyane
Prof Verna Nel
Mr Thisamphiri Madima
Ms Nontsundu Ndonga
Mr Martin Lewis

Consultants:

Prof CB Schoeman
Prof Peter Robinson

This report is made possible by the work compiled by the Consultants as well as the inputs from the Project Steering Committee, Committee of Heads of Planning Schools (CHoPS), as well as the inputs and comments received from a number of stakeholders and partners through inter alai workshops held in various centres.

Table of Contents

| | | |
|------|--|----|
| 1. | Introduction | 6 |
| 1.1. | Background and context | 6 |
| 1.2 | Evolution of planning from an occupation to a profession in South Africa | 8 |
| 1.3 | Current legal framework for planner registration in South Africa | 9 |
| 1.4 | Key considerations for registration | 10 |
| 2. | Planner Categories | 11 |
| 2.1. | Professional Registration | 12 |
| 2.2 | Awards and future directions | 13 |
| 3. | Practical Training | 14 |
| 3.1. | Practical training content | 14 |
| 3.2. | Hierarchy of competencies for registration categories | 17 |
| 3.3. | Registration of supervisor with SACPLAN | 20 |
| 3.4. | Submission of a Practical Training Report | 21 |
| 3.5. | Managing Supervisor Capacity Constraints | 22 |
| 3.6. | Dormant registration | 23 |
| 4. | Introducing an Assessment and Examination for Registration | 24 |
| 5. | Implementing the Amended Registration Process | 25 |
| 6. | Process for the Registration of Unregistered Planners | 26 |
| 6.1. | The registration of non-registered planners | 26 |
| 6.2. | Registration of Planners with Foreign Qualifications | 27 |
| 7. | Managing Prior Learning | 28 |
| 8. | Introducing Continuing Professional Development | 29 |

List of Tables

| | |
|--|----|
| Table 1: Current legislated Categories of Planners | 9 |
| Table 2: Proposed Planner categories | 11 |
| Table 3: Proposed registration categories, qualifications and experience | 12 |
| Table 4: Proposed categories of practical training | 16 |
| Table 5: Hierarchy of competencies for each category of registration | 19 |

List of Figures

| | |
|---|----|
| Figure 1: Linkages and golden thread in registration path for planners | 7 |
| Figure 2: Road to professionalization of the planning profession (1960-2014) | 8 |
| Figure 3: Progression of planner's education, registration and continued professional development | 22 |
| Figure 4: Routes and processes for RPL registration | 28 |

1. Introduction

1.1. Background and context

The South African Council for Planners (SACPLAN) is the statutory council responsible for regulating the planning profession in terms of the Planning Profession Act, 36 of 2002 (PPA) (herein referred to as the Act). In terms of the Act, the Minister of Rural Development and Land Reform is responsible for appointing the SACPLAN, a statutory Council of nominated members. The main purpose of the Council is to regulate the planning profession by:

- setting standards,
- accreditation of planning schools for ensuring and promoting a high standard of education and training in planning,
- providing for different categories of planners,
- registration of planners,
- identification and authorisation of areas of work for planners,
- recognition of certain voluntary associations,
- protection of the interests of the public in relation to planning, and
- enforcement of disciplinary action against registered persons contravening the provisions of the Planning Profession Act.

In order to formulate new competencies and standards for the planning profession, the SACPLAN initiated a process involving two years of research and consultation aimed at achieving the following:

- setting out the competencies expected of Planners based on qualifications,
- establishing standards and competencies for planning educators,
- establishing processes for recognising these competencies in relation to the accreditation of qualifications,
- revising and enhancing a process for registering Planners,
- processing the registration of unregistered Planners,
- making provision for the recognition of prior learning,
- establishing a process of continuing professional development, and
- job profiling.

The present report addresses the bullet points highlighted. It is one of a five part series:

- Consolidated report
- Guidelines for Competencies and Standards
- Guidelines for Registration of Professional Planners
- Guidelines for Job profiling
- Executive summary

It should be noted that the subject matter contained all these reports are linked and, mutually re-enforcing as shown in Figure 1

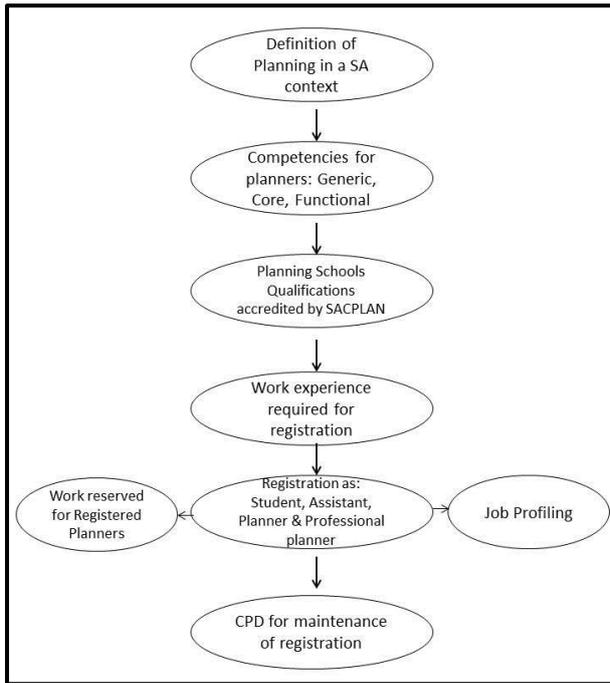


Figure 1: Linkages and Golden Thread in registration path for planners

Internationally and in South Africa, competencies form the basis for curricula design, for accreditation of qualifications, registration and job profiling.

This report on guidelines for registration and the Report on Competencies draw on previous research on competencies and standards for Planners in South Africa; recent research commissioned by the SACPLAN (existing knowledge) and in-house workshops; experience of professional planning organisations and educators in other countries including United Kingdom, Australia, Canada, India and Vietnam; and lessons from other professional bodies in South Africa.

1.2 Evolution of planning from an occupation to a profession in South Africa

What is a profession?



- It must be founded on a corpus of specialised, esoteric, or systematic knowledge not commonly known or available to everybody.
- It must involve a community of like learned individuals, professionals who share a common vision.
- Must offer services that are genuinely of benefit to society.
- Must be in control of, and autonomous over, the expertise that defines its special contribution to society.
- Must be organised as an exclusive association, with mechanisms in place to secure its autonomy over its expertise.

33

Text box: What is a Profession and how does it relates to Registration of Planners?

From above text box it is clear that the 'planning profession' distinguishes itself from other careers and professions in terms of its focus on specialisation in spatial planning matters; its community of specialised persons; provision of services to benefit and protect society; and that it is organised through a Statutory Council that guides, transform and ensures autonomy over its members.

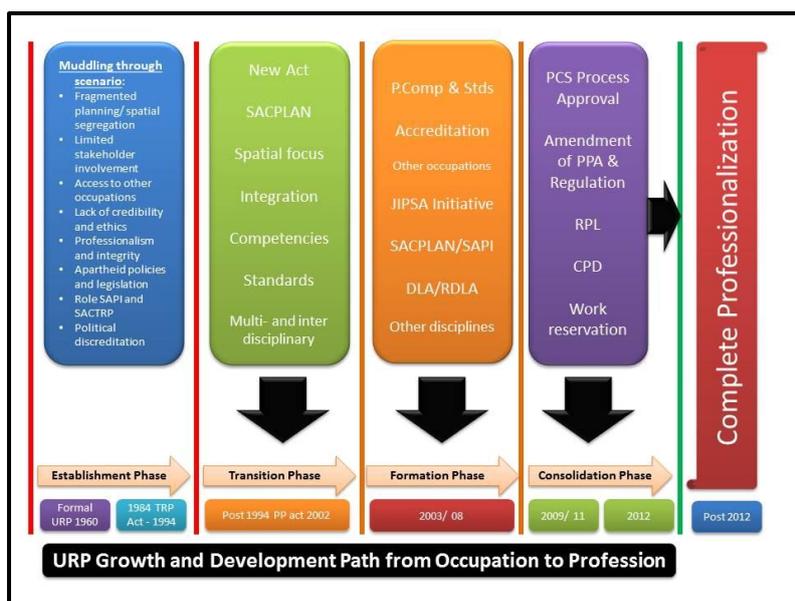


Figure 2: Road to Professionalization of the Planning Profession (1960 to 2014)

Figure 2 shows the road to professionalization of the Planning Profession from 1960 (inception of the first formal education and training) to 2014 with completion of the professionalization process. It consisted of an Establishment Phase (1960 to 1994); Transition Phase (1994 to 2002); Formation Phase (2003 to 2008); Consolidation Phase (2009 to 2012) and the Post 2012 Phase up to 2014 with completion of professionalization.

1.3 Current legal framework for planner registration in South Africa

The registration requirements for planners are specified in the PPA. It makes provision for three categories of planners, namely:

- Candidate Planner
- Technical Planner
- Professional Planner

The criteria for registration within each category, as specified in section 13 of the Act, are contained in Table 1.

Table 1: Current legislated Categories of Planners

| Requirement as stated in the Act | Candidate Planner | Technical Planner | Professional Planner |
|-----------------------------------|---|--|--|
| NQF Level | Registered students on accredited planning programmes, or completed an accredited planning education - NQF Level 5 ¹ or higher | Completed accredited planning educational programme – NQF Level 6 ² | Completed accredited planning educational programme – NQF Level 7 ^{3.8} |
| Supervision | Technical or Professional Planner | Technical or Professional Planner | Professional Planner |
| Practical training requirement | None | Not less than 2 years | Not less than 2 years |
| Competency Assessment Requirement | None | Yes, as determined by the SACPLAN | Yes, as determined by the SACPLAN |
| Signing off | | Technical or Professional Planner | Professional Planner |

In the recently published government Gazette 1230, 23 December 2013, a further sub category was introduced, namely a Candidate Planner (Student). In addition the SACPLAN

¹ Old NQF Level
² Old NQF Level
³ Old NQF Level

proposes to allow students who have successfully completed the first year of an undergraduate planning degree or diploma or upon registration for a post-graduate planning degree to register in this category as a Student Planner.

1.4 Key considerations for registration

The formulation of a registration system needs to balance a number of key considerations which include, *inter alia*:

- The need to transform planning and planners in relation to current priorities;
- The need to shift the focus of planning to accommodate both local conditions and global shifts in planning thought;
- The need to recognise diversity at the cultural, social, political and economic level which manifests in relation to planning in various contexts;
- The need to accommodate the wide subject area of planning and planning qualifications;
- The technical and professional planning capacity constraints in some locations within the country;
- The need to encourage qualified planners to register;

There are increasing legal requirements, especially in Provincial planning legislation, for certain functions to only be completed by Professional Planners. Examples include KwaZulu-Natal Planning and Development Act, Act 6 of 2008; and revised drafts of the Gauteng Planning and Development Act.

While the system proposed should not be so onerous that it discourages registration, it must take account of the need to ensure that once registered, persons can be relied on to perform their duties professionally, ethically and competently. At the same time the system should provide a basis for ensuring that where work has been reserved for certain categories of registration it is undertaken by properly qualified Planners.

2. Planner Categories

The SACPLAN proposes changes to the Planner Categories as set out in the PPA. A category of **Student Planners** has been introduced through the Rules in line with international trends and to bring undergraduates into the ambit of the professional body in preparation for registration once they meet the candidate and professional qualifying criteria. It is therefore a way of building professionalism for planners from the start of their careers.

Table 2 sets out the existing and proposed planner categories, with the NQF levels and progression routes. The changes to planner categories are:

- Candidate Planner (Student) to Student Planner
- Candidate Planner to remains unchanged
- Technical Planner to Assistant Planner
- Creation of a new category of Planner
- Professional Planner to remains unchanged

Progression can be achieved by means of an additional qualification, or a progression examination (written and personal interview) with the required recognition of prior learning evidence (requirements) administered by the SACPLAN.

Table 2: Proposed Planner categories

| Existing category | Proposed new category | NQF level | Progression |
|-----------------------------|--------------------------------|---|--|
| Candidate Planner (Student) | Student Planner | n/a (Must be registered as a student in an accredited planning qualification) | Student Planner to Candidate Planner |
| Candidate Planner | Candidate Professional Planner | Minimum level 6 | Candidate Professional Planner to Professional Planner |
| | Candidate Planner | | Candidate Planner to Planner |
| | Candidate Assistant Planner | | Candidate Assistant Planner to Assistant Planner |
| Technical planner | Assistant Planner | 6 | Assistant Planner |
| <i>New Category</i> | Planner | 7 | Planner to Professional Planner |
| Professional Planner | Professional Planner | Minimum level 8 | |

2.1. Professional Registration

Table 3 sets out the qualifications, experience and proposed designations.

Table 3: Proposed Registration Categories, qualifications and experience

| Membership Category | Qualification and experience |
|--|---|
| Student Planner No designation | Full-time or part-time students enrolled for an accredited planning education programme |
| Candidate Professional Planner Candidate Planner Candidate Assistant Planner No designation | Graduates of a SACPLAN accredited planning educational programme on an NQF level 6; level 7; or level 8 or higher |
| Assistant Planner Designation to be used: APIn with registration number | Graduates of a SACPLAN accredited Planning programme on NQF level 6 e.g. National Diploma level Not less than 12 months practical training in predetermined fields after obtaining qualification. One year registration as a Candidate Assistant Planner |
| Planner Designation to be used: PIn with registration number | Graduates of a SACPLAN accredited Planning programme on NQF level 7 e.g. B Tech or Three year degree level Not less than 24 months practical training in predetermined fields after obtaining qualification. Two years registration as a Candidate Planner |
| Professional Planner Designation to be used: Pr. PIn with registration number | Graduates of a SACPLAN accredited planning programme on an NQF level 8 or higher e.g. Professional four year degree. Not less than 24 months practical training in predetermined fields after obtaining qualification. Two years registration as a Candidate Professional Planner |

2.2 Awards and future directions

The SACPLAN proposes to introduce two awards relating to membership:

- Fellows are registered planners who have rendered long and outstanding services to the profession (and the community). A Fellow will be nominated and elected subject to certain conditions. These include a motivation for the award of this status made by a Professional Planner and supported (co-signed) by seven other Professional Planners and approved by the SACPLAN. The proposed designation is **F.Pln.**
- Honorary status may be awarded to an individual who is not a registered planner, but who has made a significant contribution to the planning profession or in the field of planning as defined in the Competencies Guidelines. The motivation process will be the same as for a Fellow.

Registered Professional Planners, Planners and Assistant Planners who have reached retirement age, may apply to be transferred to a “retired” category. Designation to be used with (Ret.).

3. Practical Training

3.1. Practical training content

The Act requires 24 months of practical training, which can only commence after the candidate has completed the necessary planning qualification. Exceptions to this are only permitted with Council approval. The purpose of this practical training:

- To ensure that before registration, a person develops (or demonstrates) the ability and achieves competency in applying theoretical concepts and academic knowledge of the nature of professional responsibility, and
- To obtain experience in practical planning and to gain knowledge of the nature of professional responsibility.

Based on Core and Functional competencies, Council has identified 33 types of planning work. For purposes of practical training these are divided into four categories:

- A - Survey and research
- B - Plan formulation
- C - Plan implementation and administration
- D - Other types of planning work in related fields

Assistant Planner:

To be registered as an Assistant Planner, an applicant will be required to have:

- a package of 12 months with at least 3 months in
 - Planning surveys and analysis, and
 - Operational surveys,
- at least 6 months in types of work from Category C (covering a minimum of two types of work), and the balance in any of the Categories.
- must have passed the relevant examination.

Planner:

To be registered as a Planner, an applicant will be required to have:

- a package of 24 months with at least 3 months in types of work from category B (covering a minimum of two types of work), at least 9 months in types of work from Category C (covering a minimum of two types of work), and the balance covering over a minimum of two different types of work in any of the Categories.
- must have passed the relevant examination.

Professional Planner:

To be registered as a Professional Planner, an applicant will be required to have:

- a package of 24 months with at least
 - (a) 6 months in each of Categories A, B, and C, (covering a minimum of two types of work) and the balance covering over types of work in any of the Categories.

Or

 - (b) 8 months in each of Categories B, and C, (covering a minimum of two types of work) and the balance covering over types of work in any of the Categories.
- The applicant must also demonstrate development from working under the guidance of a supervisor towards being able to work independently.
- Must have passed the relevant examination.

Reference to months above refers to actual time of experience obtained.

Table 4 outlines the proposed broad types of planning work in each category.

Table 4: Proposed categories of Practical Training

| Category A: Survey and research | Category B: Plan formulation | Category C: Plan implementation and administration | Category D: Other planning work in related fields |
|---|---|--|--|
| <ul style="list-style-type: none"> ○ Planning surveys and analysis ○ Operational surveys ○ Data collection, compilation, analysis and interpretation ○ Development potential evaluation ○ Planning research ○ Academic work (further studies, teaching, publications) | <ul style="list-style-type: none"> ○ Policy formulation ○ Strategic spatial planning ○ Spatial planning at different scales and in different contexts (see Figure 2 in Competency Guidelines) <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> ○ Land use management ○ 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 | <ul style="list-style-type: none"> ○ Facilitation, negotiation, 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 |

The SACPLAN proposes to introduce the posting of work experience interactively on line in order to overcome the tendency for generic generation of claimed practical experience.

Practical training also needs to include the overarching Generic competencies. Although these are not a separate “work” category, the registration application form needs to be amended to make provision for applicants to report on the ways in which they have gained experience in Generic competencies. This should not only be descriptive but needs to provide evidence in some or other way that can be assessed by the SACPLAN (quantitatively or qualitatively).

All the work must reinforce and be done in a way that increases understanding of working in a way that is professional, ethical and in line with the Code of Conduct.

The minimum time periods of experience are similar for both Planners and Professional Planners but the level at which the activities are undertaken will be evaluated by the SACPLAN and must be commensurate with the level of academic qualification and nature of experience.

All planning experience must be under the supervision of a registered Professional Planner for people seeking professional registration, and either a registered Planner or Professional Planner for people seeking registration as a ‘Planner’; and either a registered Planner or Professional Planner for people seeking registration as an ‘Assistant Planner’. Ways of managing supervisor capacity constraints are discussed in 3.4 below.

Internships and mentorship form an important part of practical training.

3.2. Hierarchy of competencies for registration categories

The points of departure for linking competencies with registration categories are derived from the Competencies guidelines (page 13). These are the following:

- All accredited qualifications must cover the range of Generic competencies at Level 1 (at least)
- The full range of Core and Functional competencies must be covered at one of the three levels (see below)
- Three levels of competency are:
 - **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).
- All Planning Schools need to map or classify their existing programmes in

terms of each category of competencies (generic, core, and functional). This will provide a 'footprint' of each programme at different Schools.

- Any accredited qualification must devote at least 65% of its credit points to courses delivering Core or Functional competencies as defined in the Guidelines.

The text boxes summarise the competencies expected of planners in each registration category.

A Professional Planner must demonstrate

- A good conceptual grasp of the field of urban and regional planning as practised in South Africa,
- Ability to assess a situation which requires planning intervention and formulate appropriate responses,
- Provide leadership to fellow professional planners, professionals in related fields, communities and other stakeholders in planning processes,
- Possess some specialist planning knowledge or skills.

A **Professional Planner** must have an all-round set of competencies, most of which are at the upper competency Levels (2 and 3). Registration as a Professional Planner requires competencies spread over Core (35% of credit points) and Functional (30%). In each at least 35% must be at Level 3 and 35% at Level 2. All Generic competencies at Level 1 with the exception of Critical Thinking; Leadership and management; and Professional and ethical behaviour, which must be at Level 2 or 3.

A Planner must demonstrate:

- A reasonably good conceptual grasp of the field of urban and regional planning as practised in South Africa
- An array of most of the technical skills expected of an Assistant Planner
- Ability to interact with other professionals, communities and stakeholders in planning processes under supervision of a Professional Planner
- Ability to provide direction to Assistant Planners.

For a **Planner** competencies must be spread over Core (30% of credit points) and Functional (35%) competencies. In contrast to the Professional, at least 25% of Core competencies must be at Level 3 and 40% at Level 2; while for Functional competencies 30% must be at Level 3 and 35% at Level 2. The requirement that a Planner has at least a Level 1 competency in the balance of Core and Functional competencies provides a base for further studies to register as a Professional Planner in due course.

An **Assistant Planner** must demonstrate

- A basic conceptual grasp of the field of urban and regional planning as practised in South Africa
- Technical skills across the range of activities related to Functional Competencies
- Ability to carry out planning tasks as directed by a Professional Planner
- Ability to manage aspects or stages of a planning process under supervision

An **Assistant Planner's** package of competencies:

- the emphasis is on the techniques and methodologies, the "how to do" aspects of planning.
- competencies must be spread over Generic, Core, and Functional, but weighted towards Functional competencies.
- Most of the Functional competencies must be at Level 2, preferably one at Level 3, and the balance at level 1.
- All the Generic competencies must be at Level 1 at least
- Of the Core competencies, the following must be at level 2 :
 - Environmental planning and management;
 - Integrated Development planning;
 - Urban planning and place making.
- The requirement that an Assistant Planner has at least a level 1 competency in the balance of Core and Functional competencies provides a base for further studies to register as a Planner, or a Professional Planner in due course.

Table 5 sets out the hierarchy of competencies expected for Professional Planners, Planners and Assistant Planners. Levels indicated in the Table are the minimum expected. These should be used as guidelines which may be adjusted in the future.

Table 5: Hierarchy of competencies for each category of registration

| Competencies | Professional Planner (NQF 8 or 9) | | Planner (NQF 7) | | Assistant Planner (NQF 6) | |
|----------------|-----------------------------------|----------------|-----------------|----------------|---------------------------|----------------|
| Generic | All at Level 1 | | All at Level 1 | | All at Level 1 | |
| + | | | | | | |
| Core | 35% | 35% at Level 3 | 30% | 25% at Level 3 | 25% | 50% at Level 2 |
| | | 35% at Level 2 | | 40% at Level 2 | | 50% at Level 1 |
| | | 30% at level 1 | | 35% at Level 1 | | |
| + | | 100% | | 100% | | 100% |

| Competencies | Professional Planner (NQF 8 or 9) | | Planner (NQF 7) | | Assistant Planner (NQF 6) | |
|--|-----------------------------------|----------------|-----------------|----------------|---------------------------|----------------|
| Functional | 30% | 35% at Level 3 | 35% | 30% at Level 3 | 40% | 75% at Level 2 |
| | | 35% at Level 2 | | 35% at Level 2 | | 25% at Level 1 |
| | | 30% at Level 1 | | 35% at Level 1 | | |
| + | 65% | 100% | 65% | 100% | 65% | 100% |
| Practical experience as indicated in section 3.1 of Registration Guidelines | | | | | | |

3.3. Registration of supervisor with SACPLAN

In accordance with the Rules and Code of Conduct in relation to the Act a supervisor shall be a registered Planner or Professional Planner with a minimum of three (3) years post registration experience, and be in good standing in regard to payment of registration fees and continued professional development.

All planning experience must be under the supervision of a registered Professional Planner for people seeking professional registration, and either a registered Planner or Professional Planner for people seeking registration as a Planner, and either a registered Planner or Professional Planner for people seeking registration as an Assistant Planner.

In the case of registration as an Assistant Planner as well as Planner, the Candidate Planner or Candidate Assistant Planner must have worked under the control and supervision of a duly registered Planner or Professional Planner. In the case of registration as a Professional Planner the Candidate Professional Planner must have worked under the control and supervision of a duly registered Professional Planner. The role of a supervisor in this context is taken to include mentoring the candidate as well as oversight and supervision of his or her work.

In order to avert a common tendency for candidates to generate the practical experience profile only when they want to register, it is proposed to place greater emphasis on the process of acquiring practical by requiring that candidate planners be required to register their supervisor(s) prior to the commencement of the practical training. This would be necessary to protect the interests of the candidate planner and would ensure that the supervisor is qualified and remains in good standing with the Council. The process of registration of the supervisor should not take longer than two weeks from date of submission to acknowledged supervisor registration.

The SACPLAN would need to be notified if the candidate wishes to change or register a

different supervisor due to, for example, change in employment, the supervisor resigning from the organisation in which the candidate is employed, or going on maternity leave, or the death of a supervisor.

An online system should be developed to facilitate this process, similar to the system proposed for CPD. This will make it possible to retain continuity even if the supervisor is not available at the time of registration; and it will allow the SACPLAN to carry out interim spot checks on the progress of candidates as to intervene when necessary. As candidates may need to communicate with the SACPLAN about registration, there should be contact details and an online system whereby they can be assisted with this process.

3.4. Submission of a Practical Training Report

Currently, technical and professional planners are not required to take a written examination at the completion of their practical training. Applicants are required to submit a Practical Training report, which must be signed off by his or her registered supervisor together with an affidavit where:

- the supervisor confirms that he or she has personally scrutinised the application documents and the record of in-training experience which forms part of the application for registration by Applicant;
- the supervisor confirms that the in-training experience claimed by the applicant, for which he or she has inserted their details and signed on the record of experience, is a correct and accurate reflection of the facts presented and the time periods claimed by the applicant. The supervisor also confirms that such experience was gained by the applicant;
- the supervisor further confirms that, as a Registered Professional Planner or Technical Planner, he or she is satisfied that the applicant is of good professional standing and has gained sufficient in-training experience to justify registration in terms of the Planning Profession Act, 2002 (Act 36 of 2002).

The SACPLAN are currently in all instances verifying the submission with at least one of the supervisors who signed off on the practical training report. In addition the SACPLAN proposes to introduce an examination with the possibility of an additional personal interview if the Registration Committee of the Council deemed it necessary, possibly by a panel, on completion of the practical training. The purpose is to ensure that people obtaining registration as Assistant Planners, Planners or Professional Planners are adequately trained. This is an important part of the life-long learning process shown in Figure 3. This is discussed in detail in Section 4.

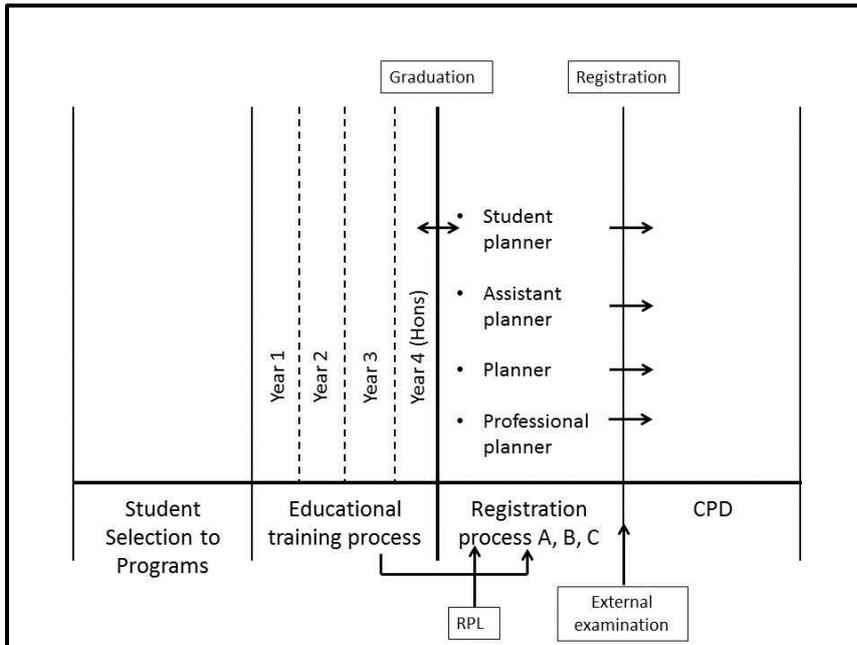


Figure 3: Progression of a planner's education, registration and continued professional development

3.5. Managing Supervisor Capacity Constraints

Given the diverse contexts and distances within which planners work, it is proposed that a system of **distance supervision** be established for those areas with few or no registered Assistant Planners, Planners or Professional Planners. It is recommended that with the assistance of the DRDLR, the following be considered:

- The establishment of a Panel of registered Planners and Professional Planners for the provision of supervisory support to Planners doing their two (2) years practical training (established and administered by the SACPLAN);
- A process to train potential supervisors to ensure effective and efficient skills transfer between supervisor and candidate planner;
- Panels should be established for the term of office for the SACPLAN Council members (four years) and the system then be reassessed;
- While the panel would be overseen at national level (and be conceived of as a national panel), it should have Provincial and District components to provide professionals closer to areas of need;
- The payment of supervisors should be made by the Department of Rural Development and Land Reform;
- A maximum and a minimum ratio of supervisor to Candidate planner work time will need to be established to ensure sufficient supervision takes place but also prevents abuse of the system – it is proposed that a registered planner or professional planner should not supervise more than 3 candidate planners at any one time;
- Determination of the processes and procedures for Assistant planners to apply for distance supervision support.

3.6. Dormant registration

In order to make provision for registered planners who know they will not be able to practice planning for a period of time, e.g. people doing full-time studies, or leaving the profession temporarily to raise children, a “dormant” category is proposed. This can be applicable to planners in any category of registration, on application to the SACPLAN in advance. It will involve a reduced fee as well as re-registration procedures (possibly an examination) and catching up on CPD points. Details are to be worked in the next phase.

4. Introducing an Assessment and Examination for Registration

A professional examination is a crucial pre-requisite for our professionals to be recognised internationally. This report provides guidelines to be considered if a professional examination is to be introduced. The motivation for the introduction of an Assessment Examination is linked to the growing role for registered planners prescribed in provincial legislation. The examination will also set a national benchmark, providing consistency in the standard of planners entering the professional arena. It is also in line with international trends. An examination will ensure that all persons wishing to register in a particular category possesses a certain competency level. This will also assist in the verification of the experience claimed, and to address the “gaps” in the areas of experience. An ethics section, which planners will have to pass, will be Included in the examination.

In order for the Council to enhance and protect the image of the profession and to ensure that planners are able to fulfil their functions competently, it is recommended that planners wishing to register as a either an *assistant planner*, *planner*, or a *professional planner* are required to submit an integrated report and undertake a written or oral examination at the end of the practical training. The examination papers, one for assistant planners, one for planners, and one for professional planners should follow the following proposed structure and be marked on a “pass” or “fail” basis:

| | | |
|----------------------------------|---|--|
| <i>Part 1 of the Examination</i> | – | 20%: professional practice, South African planning law and ethical behaviour |
| <i>Part 2 of the Examination</i> | – | 40%: core competencies |
| <i>Part 3 of the Examination</i> | – | 40% functional competencies |

The parts should be different for the different categories. This would link up to the areas identified that should be covered as part of the experiential training. Where there are similarities in areas the complexity and in-depth knowledge would differ.

There should be no limit placed on the number of times the candidate may take the examination. A fee for covering the examination administration costs should be payable by the candidate. Internationally, an exam such as this tends to be offered twice a year.

The SACPLAN Education and Training Committee should be responsible for managing this examination overall. In summary the key functions of managing the examinations are that:

- It would need to be undertaken by the SACPLAN Education and Training Committee (ETC);
- This will require creating an examination board that reports to the ETC, It should comprise registered professional planning academics and registered professional planners with a minimum of 10 years professional experience (the feasibility of this requirement needs to be assessed); The board would be responsible for setting and assessing the examination, and this may require the development of its own procedures for this.

5. Implementing the Amended Registration Process

The following aspects will be addressed by the SACPLAN when implementing the amended registration process:

- Finalise the inclusion of the revised categories in the PPA;
- Amend the practical training categories and implement accordingly;
- Establish the process and requirements for the registration and functions of supervisors including the development of an online system;
- Creation of an Examination Board that will report to Council. Their responsibilities will include, inter alia :
 - Develop and introduce a registration examination. :
 - To be responsible for the compilation and moderation of the examinations;
 - Be responsible for the marking and moderation of the examinations;
 - Administer the examination across the country. Establish a source of funding to introduce, administer and manage the examination system;
 - Formulate the necessary rules with respect to passing (minimum marks, number of times it can be written, etc.).
- Other matters related to registration process.

6. Process for the Registration of Unregistered Planners

While the number of planners applying for professional and technical registration has increased over time, it is important that all practicing planners become included in the professional registration system.

6.1. The registration of non-registered planners

In addition to what is already specified in the existing SACPLAN “Policy on Registration in Special Circumstances” the following proposals for supporting the registration of non-registered planners, are suggested:

- The new registration system will take time to implement and as such, provides an opportunity for non-registered planners to take advantage of the current system;
- It is proposed that the SACPLAN determine a cut-off date by when all non-registered persons are given to register with the SACPLAN otherwise he or she will be required to follow the new registration process;
- It is recommended that the SACPLAN determines a date by when the Policy on the registration of professional or technical planners in special circumstances will come to an end. After this date, a non-registered person will be required to register as a Candidate Planner, undertake 2 years supervised training and complete the relevant Assessment Examination (when this has been set up).
- A phased process of registration amendments – for one period the process will remain much as it is; then there will be the introduction of the examination and then, once the Act is amended, along with the regulations and rules, the introduction of the new categories of registration and all the changes that implies.
- This implies a phased process of registration amendments – for one period the process will remain much as it is; then there will be the introduction of the examination and then, once the Act is amended, along with the regulations and rules, the introduction of the new categories of registration and all the changes that implies

Once this policy is adopted and the necessary regulations promulgated, notices should be placed in local newspapers, municipal offices, the relevant national and provincial departments and by any other means to notify non-registered persons of the proposed requirements.

It should be noted that a system for the management of special circumstances will always remain relevant especially in the case of supervisor death or immigration. The proposed registration of supervisors should reduce the incidence of work completed but not recorded or signed off.

6.2. Registration of Planners with Foreign Qualifications

At present, the SACPLAN has an interim policy for facilitating the Registration of Planners with Foreign Qualifications (SACPLAN document FQ1/05/2010). This policy is scheduled to be revisited in 2015. While most of the requirements must remain applicable (the checklist requirements in particular), once there is a professional assessment and examination in place, this must be undertaken by foreigners wishing to practice in South Africa. This implies that the examination should also include knowledge of local planning law.

In addition it is proposed that the following amendments to the policy be introduced after 2015:

- Where an applicant has a qualification accredited by that country and has less than 2 years' relevant practical experience in South Africa, they must register as a Candidate Planner and complete those requirements for registration;
- Where an applicant has a qualification accredited by that country and has more than 2 years' relevant planning experience in their country and one year in South Africa, they may apply for registration as though they have met the 2 years' experience criteria;

7. Managing Prior Learning

This will form part of the Development of an RPL Policy and Procedure in Phase 2. Figure 4 provides a guideline as to the routes and process for RPL registration.

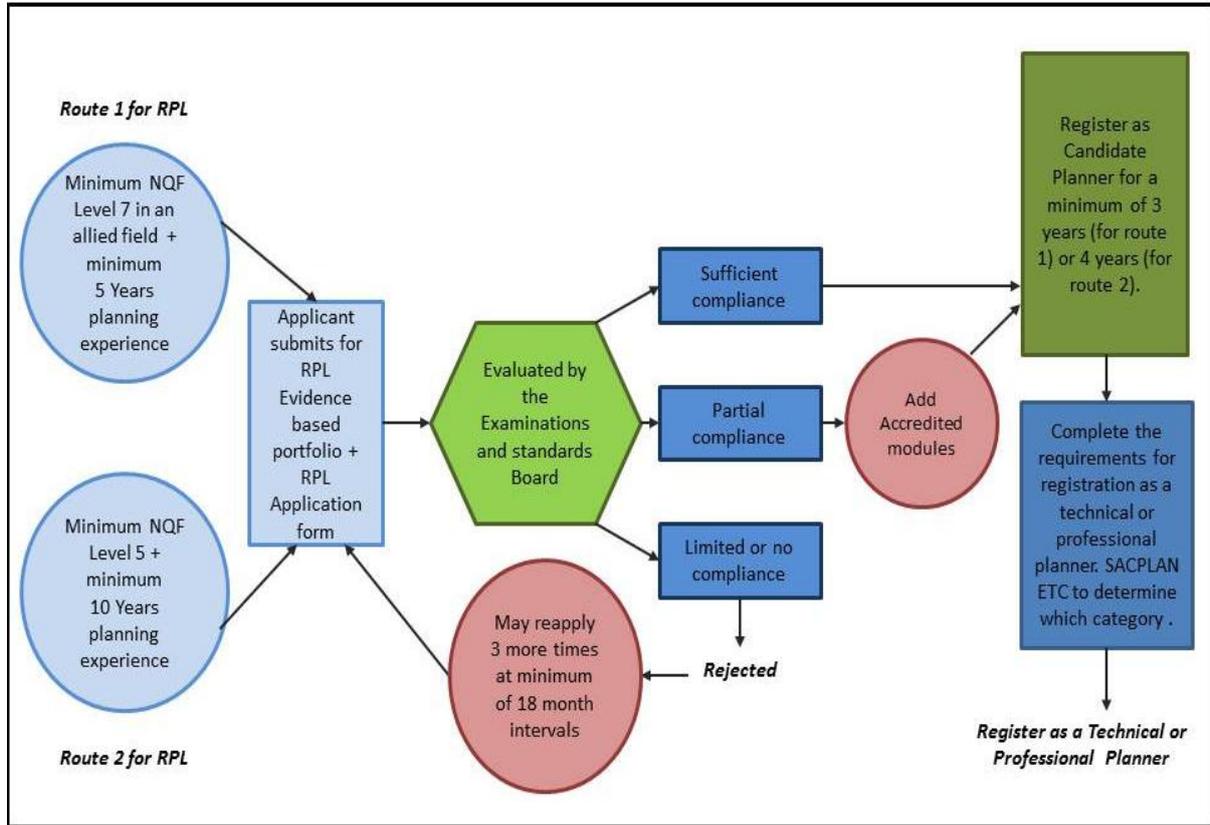


Figure 4: Routes and process for RPL registration

8. Introducing Continuing Professional Development

Continuing professional development (CPD) constitutes a range of learning activities through which planning professionals maintain and develop their career to ensure that they retain their capacity to practice effectively and efficiently, while maintaining professional and ethical standards. It may be defined as *“The systematic maintenance, improvement and broadening of knowledge and skill and the development of personal qualities necessary for the execution of professional and technical duties throughout the practitioner’s working life.”* (www.riai.ie/cpd)

A number of professional bodies in South Africa have already introduced CPD. The concept of CPD for the planning profession is not new and is embodied in the Planning Profession Act No 36 of 2002. However, it has not yet been implemented. This section outlines the proposal for the implementation of CPD for planners. The following proposals aim to establish a system that is simple and easy to navigate, provides easy access to information, and encourages compliance.

This will form part of the Development of a CDP Policy and Procedure in Phase 2.