Competencies and Standards Generation for the Planning Profession
Part 1: Consolidated Report

Index to Presentation

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Consolidated report contents

1: Background

• SACPLAN Project 2009 to 2012: Existing Knowledge:
  ➢ Status Quo Report.
  ➢ Proposed Competencies for Planners.
  ➢ Standards, Processes and Procedures for Planners.

• Terms of Reference compiled by SACPLAN for the 2013 Project.
• Objectives and tasks included in the 2013 SACPLAN Project:
  ➢ Report on Gaps in Existing Knowledge.
  ➢ Consolidated Report.
  ➢ Executive Summary.
  ➢ Guideline Document of Competencies and Standards.
  ➢ PPT presentation explaining the guidelines.
  ➢ Guideline Document for Registration Criteria.
  ➢ Job Profiling Document.
2: Project deliverables

Project consists of:
- Guidelines for curriculum development.
- Guidelines for registration.
- Frameworks that will inform the Occupation Specific Dispensation (OSD) as well as the Organising Framework of Occupations (OFO)
- Identification and development of legislative amendments to the PPA (2002); Regulations and Rules.
- Development of Accreditation Criteria for planning programmes and schools.
- Development of a Continuous Professional Development (CPD) policy and procedure.
- Development of an Examination System(s) as part of the Registration Process.
- Qualification in SAQA format.

3: Consolidated Report: Section 1

- Integration and consolidation of the existing knowledge:
  - Status quo and analysis.
  - Generation of the competencies with NQF levels.
  - Credits and standards.

- Inputs by Stakeholders were provided and considered.

- Specific input: Occupation Specific Dispensation (OSD) (DPSA); job specification processes and National Capacity Coordinating and Monitoring Committee (NMCCMC) to be considered.

- Address definitions and basic terminology.

- Reports (output) to be subject to extended process of stakeholder participation (Workshops)
Section 2 of the Consolidated Status Quo Report includes the following topics:

- Policy and legal framework guiding planning.
- Higher educational bodies, arrangements, definitions of terms and policies.
- Definition of key terms and implications for planning profession.
- History and background to developing competencies and standards.
- Contextualising the Planning Profession in South Africa.
- Supply and demand for planners.
- Competencies and standards: international experience.
- Other professional bodies in South Africa and their development of competencies and standards.
- Conclusion of findings included in the Status Quo Report.

Summary of findings
5: Summary of findings

General observations related to competencies and standards:

- Attempts in defining competencies in the past have been characterised by difficulties and problems.
- Recent work did not address the issue to define outcomes for each level of academic qualification and work experience.
- Attempts to date are not aligned to SAQA and NEQF requirements.
- Such attempts do not represent a clear or seamless interface between competencies, accreditation and registration.
- Lack of vision, description of the role of Planners and work description in terms of the profession’s domain.

5: Summary of findings (continued)

General observations related to competencies and standards (continued):

- Lack reciprocal agreements with foreign institutes and professional bodies.
- Absence of a benchmark professional examination as part of the registration process.
- Need for introduction of CPD centred on individual, professional development and excellence.
- Need to introduce Work Reservation.
5: Summary of findings (continued)

Observations related to international planning institutions and local professional bodies:

- An important consideration was to draw on international as well as local experience of other professions in developing competencies and standards (inclusive of processes of accreditation; professional registration; CPD and RPL principles and practice).
- Lessons learnt from international practices and approaches in Canada; Australia; United Kingdom; and India (limited).
- Lessons learnt from ECSA; PLATO; and SACAP.

General points of departure related to the SACPLAN Project 2013:

- The need and requirement for accreditation with clear competencies set out.
- The need for professional registration is basic to all professions.
- Setting of minimum level of professional competence and standards.
- Recognition of alternative routes into profession.
- Requirements of SAQA and HEQF to be complied with.

Observations related to Continued Professional Development (CPD):

- Recent development amongst professions.
- CPD is instituted in terms of laws and Codes of Conduct and is mandatory to uphold professional registration.
- System of earning credits (learning units) for CPD activities over a specific cycle.
- CPD output to be reported to Professional Body.

Observations related to generation of competencies:

- Formulation of competencies and standards must be viewed as a 'package' inclusive of: accreditation standards; academic requirements; practical work; registration routes; recognition of RPL in registration; categories of professional registration; application of registration criteria; SAQA and HEQF requirements; guidelines for international reciprocity; competencies and job profiling to support Planning Profession; clear vision of planning work and what planners do and identification of specific planning work.
6: Consolidated Report: value and way forward

- The Consolidated Report serves as an overarching source document that needs to be updated on a regular basis.

- Before we move onto the detail of the competencies and standards report, let’s look at the reality of the past in order to understand where we are moving to in the future.

- Figure 1 on the Urban and Regional Planning growth and development path from occupation to profession.

Path from an occupation to a profession
Part 2: Competencies, Standards, Registration, Job Profiling
Context, linkages and “golden thread” for registration

1: Context, role and purpose

- SACPLAN has a mandate re competencies & standards.
- Assisting in development of an enabling document for SACPLAN to oversee a process.
- The Guidelines on Competencies set broad boundaries within which university programmes can be accredited in line with international practices and local needs/realities.
- Will present the principles underpinning Competencies, Registration and Job Profiling.
- Seek input and support from identified stakeholders on these principles.
2: Guidelines for Competencies and Standards for Curricula Development

- **Outline:**
  - Competencies expected of Planners based on qualifications
  - Standards and competencies for planning educators
  - Accreditation process

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

- Working document and the basis for inputs from key stakeholders.
- Process for finalising draft report involves a workshop with SACPLAN Steering Committee (3 December 2013) + revisions → workshop with CHoPS (23 & 24 January 2014) + revisions → workshop with other Key Stakeholders (13 February to 6 March 2014)
- Final input by all stakeholders: 14 March, 2014
- Final revisions to all reports after close out workshop with SSC.
3: Use of Competencies and Standards Guidelines

- Educational institutions to design their curricula for planning qualifications;
- SACPLAN to accredit and monitor these qualifications;
- SACPLAN to monitor the qualifications and experience of Planning Educators on these degree/diploma programmes;
- Unregistered Planners to determine what additional credits or qualifications they need; and
- Employers for job profiling.

4: Building blocks for formulation of Competencies

- Definition of Planning:
  - Evolution of interpretation of planning in SA.
  - PPA definition (2002)
  - Contemporary international practice.
  - SACPLAN’s motto.
  - Definition adapted to South African context (next slide)
- Basis for formulating competencies and distinguishing a planner’s competencies in contrast to professionals working in built and natural environment and development fields.
- Guiding Principles formulated by SACPLAN.
- Code of Conduct.
- Contextual factors:
  - Development challenges.
  - Institutional context.
5: Context of planning

• The core of urban and regional planning is a concern with people and how they use space:
  – Where and under what conditions people live
  – How people make their livelihoods
  – How people move between their homes and other destinations
  – How and under what conditions land is used.

• These concerns are manifested as spatial systems and networks.

• Planning is a strategic, rather than a comprehensive activity, which implies selectivity and a focus on what really makes a difference to the fortunes of an area over time. Planning is a field of expertise which involves initiating and managing change in the built and natural environment, across a spectrum of contexts, ranging from urban to rural; and delineated at different geographic scales (national, regional, sub-regional, city, town, village, neighbourhood), in order to further human development and environmental sustainability.

5: Context of planning (continued)

• Planning operates specifically in the fields of:
  - delimiting, regulating and managing land uses;
  - organisation of service infrastructure, utilities, facilities and housing for sustainable human settlements; and
  - co-ordination and integration of social, cultural, economic and physical components of settlements through synthesis and integration of information, for preparation of strategic, policy, statutory and other development plans.

• The term ‘planning’ also implies a mode of governance driven by policies through a deliberative process and judgment of collective action in relation to these policies. Planning is not, therefore, a neutral technical exercise: it is shaped by values which must be made explicit. Planning itself is fundamentally concerned with making ethical judgements.
Planning in the South African context

Planning professions interface zone
Competencies and Standards

6: Competencies

- 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
  - Core
  - Functional
7: Generic, Core & Functional Competencies

- **Generic competencies**: 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.

- **Core competencies**: 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. Distinguishes planning from the other built and natural environment and development professions with which planning interfaces.

- **Functional competencies**: the basic skills and behaviour that are needed to do a job successfully. Relate to “how to do” aspects of planning; focus strongly on techniques and methodologies.

8: Spread and levels of competency

- Three sets of competencies are mandatory for training and education of all categories of planners; expected to be covered in each curriculum at one level or another.

- 3 levels of competency proposed (less complex than NQF matrix):
  - **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).
Competencies and Planning School programmes

- Planning Schools decide which level is appropriate for each competency for its programmes using a simple table; and how to allocate credits across all courses.
- 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.

9: Generic Competencies

- 6 dimensions:
  - Critical thinking.
  - Interpersonal competencies.
  - Communications.
  - Leadership.
  - Professionalism and ethical behaviour.
  - Social responsibility.

- Generic competency (+ sub-headings) & Performance outcomes

- Example: Critical thinking:
  - Issue identification:
    • Performance outcome.
  - Problem solving:
    • Performance outcome, etc.
10: Core competencies

- Settlement history and theory.
- Planning theory.
- Planning sustainable cities and regions.
- Urban planning and place making.
- Rural planning.
- 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.

11: Core competencies contd.

- Core competency by category.
- Components of each category.
- Performance outcomes:
  - Knowledge
  - Skills
  - Attitudes
12: Functional competencies

• 7 categories:
  ➢ Survey and analysis.
  ➢ Strategic assessment.
  ➢ Local area planning.
  ➢ Layout planning.
  ➢ Plan making.
  ➢ Plan implementation.
    – Participation and facilitation

• Components of each category.

• Performance outcomes:
  ➢ Knowledge
  ➢ Skills
  ➢ Attitudes

The ways in which different Planning Schools and programmes may be located in relation to the three sets of competencies.
14: Planning Educators

- Head of Programme.
- Teaching staff.
- Administration of Planning Programme
- Research
- Mentoring and CPD

Registration Guidelines
15: Guidelines for Registration

- Professionalism
- Planner categories, awards & future issues.
- Practical work and supervision issues.
- Hierarchy of competencies and registration categories
- Other registration issues
  - Professional examination
  - Implementing the amended registration process
  - Registration of unregistered planners and planners with foreign qualifications
  - Recognition of Prior Learning
  - Continued Professional Development.

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.
16: Planner categories

- 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.

New awards as Fellows and Honorary planners, as well as classification as retired planners (Refer to the next Table 3)
Table 3

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

17: Practical Training

- 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
18: Practical training: Category A - Survey & research

- Planning surveys and analysis
- Operational surveys
- Data collection, compilation, analysis and interpretation
- Development potential evaluation
- Planning research
- Academic work (further studies, teaching, publications)

19: Practical training: Category B - Plan formulation

- Policy formulation
- 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
20: Practical training: Category C  Plan implementation & administration

- 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

21: Practical training: Category D – other planning work in related fields

- 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
Key question # 1
Relationship of practical experience to registration categories

- What practical training is expected for each category of registered planner?
- Next 3 slides indicate the experience required for registration as:
  - Assistant Planner
  - Planner
  - Professional Planner
- Reference to months above refers to actual time of experience obtained.

22: Practical training - Assistant Planner

- 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.
23: Practical training - Planner

- **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.**

24: Practical training – Professional Planner

- **Professional Planner:**
- To be registered as a Professional Planner, an applicant will be required to have a package of 24 months with at least
- least 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

- 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.**
Key question # 2
Relationship between competencies and registration categories

What competencies are expected for planners in each registration category?

Next 3 slides indicate what range and level of competencies are expected of:
- Assistant Planner
- Planner
- Professional Planner

The 3 levels of competencies on slide above

Assistant Planner competencies

• 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 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.
Planner competencies

• 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.

Professional Planner competencies

• 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.
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Professional Planner (NQF 8 or 9)</th>
<th>Planner (NQF 7)</th>
<th>Assistant Planner (NQF 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Generic</strong></td>
<td>All at Level 1</td>
<td>All at Level 1</td>
<td>All at Level 1</td>
</tr>
<tr>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core</td>
<td>35%</td>
<td>30%</td>
<td>25% at Level 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40% at Level 2</td>
<td>50% at Level 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30% at Level 1</td>
<td>35% at Level 1</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Functional</td>
<td>30%</td>
<td>35% at Level 3</td>
<td>40% at Level 3</td>
</tr>
<tr>
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<td>35% at Level 2</td>
<td>75% at Level 2</td>
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<tr>
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<td></td>
<td>30% at Level 1</td>
<td>35% at Level 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*</td>
<td>65%</td>
<td>100%</td>
<td>65%</td>
</tr>
<tr>
<td>Practical experience as indicated in section 3.1 of Registration Guidelines</td>
<td></td>
<td></td>
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</tbody>
</table>

**25: Other registration issues**

- Introducing an Assessment Examination for registration.
- Implementing amended registration process.
- Registration of unregistered planners & foreign qualifications.
- Managing prior learning.
- Introducing Continuous Professional Development.
- To be formulated in Phase 2.
Job Profiling

26: Guidelines for Job profiling

- In any job a planner must have the competencies to fulfil the work specification.
- Profiling of jobs across all types of employment is a specialised Human Resources function informed, inter alia, by planning competencies.
- Report is a guideline for SACPLAN to provide input to organisations on the profiling of jobs for planners.
- OFO job description for Urban and Regional Planner is “Develops and implements plans and policies for the controlled use of urban and rural land, and advises on economic, environmental and social needs of land areas”.
- No differentiation between registered candidate planners, technical planners or professional planners in the OFO.
- OSD makes provision for professional town and regional planners but makes no mention of technical planners.
- SACPLAN will need to motivate to national government to facilitate the inclusion of candidate and registered technical planners into the OSD and OFO.
27: Job profiling (continued)

• Based on OSD framework.

• Table: Proposed appointment requirements for Candidate Professional Planners and Professional Planners:
  
  - Title.
  - Indicator.
  - Job level.
  - Progression opportunities.
  - Qualifications, experience and competencies required.

28: Job profiling (continued)

• OFO format:
  - Codes
  - Occupation description
  - Area and sub-area
  - Occupation title
  - Competency profile description (SALGBEC)
  - Level check: qualifications and experience
SACPLAN contact details

Comments to be forwarded to:

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The Chief Executive Officer
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Comments to reach the SACPLAN by 31 March 2014
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Thank you

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