The graduate identity of the professional planner in South Africa

by

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Dedication

To all **authors** that contribute to debates on the role, value and place of planning theory in planning education and planning practice. Without your contributions, this study would not have been possible. I have learned so much from you!

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Prof. J.J. Steÿn, my study leader. Your encouragement to enter the field is much appreciated. Thank you for your personal interaction. Thank you for the time you took to help me formulate my ideas into sensible communication.

Declaration

I, Alwyn Pieter Hugo declare that the work submitted in this document is the result of my own independent investigation. Where help was sought, it is acknowledged. I declare that this work is submitted for the first time for obtaining the master's degree in Urban and Regional Planning from the University of the Free State. The work has never been submitted for qualification purposes to other universities.

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ABSTRACT

The professional identity of planning is contested in planning literature. In South Africa three stakeholder areas drive professional planning education; these are SACPLAN as regulatory body, SAPI that represents planning practice, and planning academics. A strong agreement among the three stakeholder areas on the competency profile of a professional planner will strengthen the planning profession and clarify the identity of a professional planner in South Africa.

The study investigated whether the 20 core and functional themes in the draft SACPLAN competency guidelines describe the graduate identity of a professional planner in South Africa. The study found that there is little consensus among the three stakeholder areas on the competency profile of professional planners. This does not indicate that the 20 core and functional themes in the draft SACPLAN guidelines should not form the basis of a graduate identity for professional planning, but rather that more debate is needed regarding competency profiles for planners in South Africa.

ABSTRAK

Die professionele identiteit van beplanners word in literatuur betwis. In Suid-Afrika is daar drie rolspelers in professionele beplanningsonderrig, naamlik SACPLAN, wat beplanning reguleer, SAPI wat die beplanningspraktyk verteenwoordig, en die beplanningsakademici. Samewerking tussen die rolspelers rakende die vaardigheidsprofiel van die professionele beplanner sal die beplanningsprofessie versterk en die identiteit van die professionele beplanner beskryf.

Die studie het die moontlikheid ondersoek dat die 20 kern- en funksionele temas in die konsep SACPLAN-vaardigheidsriglyne die identiteit van gegradueerdes in beplanning voldoende beskryf. Die studie het bevind dat daar min konsensus tussen die rolspelers bestaan rakende die vaardigheidsprofiel van professionele beplanners. Die bevinding beteken nie dat die 20 kern- en funksionele temas in die konsep SACPLAN-vaardigheidsriglyne nie as basis gebruik moet word om die identiteit van

gegradueerde beplanners te bepaal nie, maar eerder dat die debat rondom die vaardigheidsprofiel van beplanners uitgebrei moet word.

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LIST of ACRONYMS

AAPS	Association of African Planning Schools
AIDS	Acquired Immunodeficiency Syndrome
CHE	Council on Higher Education
CHOPS	Committee of Heads of Planning Schools
GIS	Geographical Information System
HEQF	Higher Education Qualifications Framework
NQF	National Qualifications Framework
SACPLAN	South African Council for Professional Planners
SAPI	South African Planning Institute
SAQA	South African Qualifications Authority

CHAPTER 1:
ORIENTATION AND BACKGROUND

1.1 INTRODUCTION TO THE STUDY

The research project reported here, explored the debate on professional urban and regional planning education which is aimed at providing the competencies required in urban and regional planning practice and to comply with regulatory standards in the South African planning context.

The generalist and dynamic field of professional planning impacts on the legitimacy of the planning profession, ensuing in a predicament for planning education. The challenge professional planning education has to face is the development of graduates that have been prepared and equipped with immediately usable competencies for a broad range of employment focus areas, and who satisfy the identity of a professional planner.

Literature debates various concerns regarding the contribution of theory in planning practice, skills development, and the legitimacy of planning as a profession. The debates focus on revitalising planning education to meet the requirements regarding competencies in planning practice, and to acknowledge that planning education have a role to play in legitimising the planning profession.

This research project aimed to contribute to the debate on revitalising professional planning curricula in South Africa through exploring the graduate identity of a professional planner in the South African context.

1.2 BACKGROUND TO THE RESEARCH PROBLEM

Literature describing planning theory indicates a growing concern regarding the theoretical base that informs professionalism in the planning field, the view that practitioners have of theory, theory in planning practice, and the divide between academic and practitioner perspectives on the role and value of planning theory in training and practice (Friedmann, 2008; Klosterman, 2011; Poxon, 2001; Watson, 2009). John Friedmann (2008: 248) summarises the discontent of planning practitioners as a critique from practitioners that "theory is an esoteric game that is of little or no practical import."

The debate on the role of theory in the planning profession informs both education and practice (Friedmann, 2008; Poxon, 2001). Exploring the planning education debate, three themes are relevant to the study in contemporary literature. The first is skills development, in particular the demand from employers for graduates with immediately usable competencies; second is the theoretical base that informs planning education and practice, and last is professionalism in planning practice (Faling and Todes, 2004; Friedmann, 2008; Myers and Banerjee, 2005).

Skills development is a high priority topic in education where the goal is to produce graduates that are able to 'hit the ground running', or to make the transition from education to place of employment more fluent (Fallows and Steven, 2000: 4-5). Holmes (2000: 206) questions the concept of transferable skills and argues that the skills agenda seeks to clarify behaviour, actions and acts that relate to performance in an employment practice arena. Holmes (2000: 208) believes this debate is better informed by a distinctive identity of a graduate in relation to work performance and calls this 'graduate identity'.

Poxon (2001: 573) believes that the identity of planning is ill-defined and calls for the focus of planning education to be on the three aspirations of higher education outcomes, namely knowledge, skills and attitudes. Myers and Banerjee (2005: 122) indicate that education in planning should focus on

knowledge, skills and values, and that these should help establishing the professional identity of planners.

The question of the role of theory in the planning profession, the skills needed in professional planning and the professionalism of planning practice creates a dilemma in planning curricula. Various calls for revitalising planning education exist. In the South African context authors like Falling and Todes (2004), Oranje (2012) and Klein, Klug and Todes (2012) explore the challenges that professional planning curricula experience currently. They explore the four themes from academic and professional practice viewpoints. The South African Council for Professional Planners (SACPLAN), the regulatory board for planners in South Africa, is an important stakeholder in planning education. The board is tasked with developing competencies and standards to regulate professional planning practice in South Africa in line with regulations from the South African Qualifications Authority (SAQA), the Council on Higher Education (CHE), the National Qualifications Framework (NQF) and the Higher Education Qualifications Framework (HEQF) (Schoeman and Robinson, 2014: 11).

The development of competencies and standards for planners by SACPLAN identifies postgraduate planning education as conceptual training (strong academic base) with a component of vocational training (contextual training). Conceptual training (academic base) demands a theoretical knowledge base that can inform skills and applied competencies (Schoeman and Robinson, 2014: 17). Schoeman and Robinson (2014: 21) acknowledge that competencies must be linked to employment areas and to the knowledge base that informs planning education. The generalist and changing nature of the planning profession and the low legitimacy that planning enjoys as a profession further impact the setting of standards and competencies (Schoeman and Robinson, 2014: 22-24).

Myers and Banerjee (2005: 126) argue that revitalising professional planning has three distinct stakeholder areas: the profession of planning, the practice of planning, and the academic field. The three areas each has a role to play in legitimizing the planning profession and in creating a professional identity.

Describing a professional identity for professional planning starts with the knowledge base, skills and attitude, or values; these are the outcomes of higher education. Following Holmes's (2000) argument that skills development equates to behaviour, actions and acts, the term professional identity as described by Myers and Banerjee (2005), is deconstructed to an educational environment and coined as graduate identity.

1.3 PROBLEM STATEMENT

Professional planning is influenced by three distinct stakeholder areas, namely the profession of planning, the practice of planning, and academics (Myers and Banerjee, 2005: 126). The process of revitalising planning education in South Africa is influenced by the changing nature of the planning field, the demand of usable skills in graduates by the planning practice and by competency standards for professional registration set by the regulatory board SACPLAN (Schoeman and Robinson: 2014).

Professional planning curricula need to prepare graduates with a conceptual theoretical knowledge base that supports the development of usable skills for a diverse and changing employment environment, and at the same time will meet the competency standards of the regulatory board. When the focus is on competencies linked to the work environment the contribution of knowledge, theory and values is not always acknowledged by practice (Poxon, 2001; Ozawa and Seltzer, 1999). The debate on revitalising planning curricula in South Africa is positioned to accommodate the changing nature of planning practice and the demands that regulatory standards place on planning practice; but the focus on competencies reminds of the divide between theoretical knowledge and skills in practice as described by Friedmann (2008: 248) and Myers and Banerjee (2005: 128).

The problem that was identified, thus is that the professional identity of planning is not defined clearly; and that a need exists for the development of a graduate identity that describes the theoretical knowledge base of the planning profession,

the work-related performance criteria of the professional, and standards for the planning profession which will help to bridge the gap between theory and practice.

1.4 STUDY GOAL

The goal of the study was to contribute to the debate on revitalising professional planning curricula in South Africa. Literature informs of a division between the theoretical base for professional planners and planning practice, but conceptual training of professional planners needs a strong theoretical base to develop the usable skills base in graduates for successful transfer to planning practice that complies with statutory regulation. Consensus between the three stakeholder areas (planning profession, planning in practice and planning academics) on the graduate identity (theoretical base, skills base and behaviour or attitude) for professional planning will increase the ability of higher educational institutions in South Africa to facilitate development of professional planners through competitive urban and regional planning curricula. It will inform potential students clearly of the planning profession demands, define differences and similarities in planning fields, and it will facilitate alignment of professional planning curricula with regulatory competencies and standards. Ultimately, it will help clarify the misconception of low legitimacy of the planning profession and contribute to the professional regulation of planners in practice.

1.5 AIM OF STUDY

The research was aimed at investigating the graduate identity of the professional planner in the South African context. To describe the graduate identity of the professional planner in South Africa, consensus is urgently required among the planning profession, planning practice and planning academics regarding the theoretical knowledge base that informs planning curricula, the required skills base needed in practice and the behaviour or attitude of professional planners.

1.6 OBJECTIVES OF STUDY

With a view to achieve the aim and goal of the research, the main objective of the study was to determine the level of consensus between major stakeholders in the planning profession in South Africa regarding the theoretical knowledge base, the skills base and professional behaviour of the graduate professional planner. The three major stakeholder areas identified were the professional planner regulator, professional planning practitioners, and the academics in planning.

Secondary objectives were the description of differences in knowledge base, skills base and professional behaviour among the different practice fields of professional planning in the South African context.

1.7 RESEARCH QUESTIONS

Three distinct stakeholder areas inform the graduate identity of professional planning; the planning profession, planning practice and planning academics (Myers and Banerjee, 2005: 126). The research investigated the level of alignment that exists between the three stakeholder areas in terms of the theoretical knowledge base that informs planning curricula, the required skills that planning practice expects from graduates and the values that define professional planning. The the draft SACPLAN competency guideline was used to inform the investigation (Schoeman and Robinson, 2014).

To investigate the graduate identity of professional planning the following questions were applied to the South African professional planning context:

- Are the core and functional competencies that are published in the draft SACPLAN regulations entrenched in the three stakeholder areas in the South African planning profession?

- Are there different expectations regarding the core and functional competencies for different professional planning fields?
- Do the draft regulations set by SACPLAN define a clear professional identity for a professional planning graduate in South Africa?

1.8 RESEARCH DESIGN

The research followed a quantitative research framework. In the research the entrenchment of the draft regulatory competencies in the stakeholder areas and stakeholder opinions regarding the competencies necessary for different planning fields were evaluated. The research knowledge claim identified with a pragmatic epistemology to accommodate stakeholders' personal experiences and views in the real world of the planning profession (*cf.* Creswell, 2003: 13). The findings are presented in an exploratory reflexive rhetoric.

The strategies of inquiry in the research are a non-empirical literature review (*cf.* Mouton, 2004: 179) that identified real world challenges in professional planning, and an empirical panel survey (*cf.* Mouton, 2004: 152) that evaluated expert opinions of stakeholders.

1.9 DESCRIPTION OF METHODS

In the study an empirical measurement instrument in the form of an expert panel survey was used to investigate three issues. The first issue was the entrenchment of the draft competencies from SACPLAN in the stakeholder areas of the professional planner regulator, professional planning practitioners and planning academics.

The second matter investigated was the level of consensus between the stakeholder areas on the competencies required in the different planning fields, namely provincial government planners, local government planners, rural development planners and private practice planners. The third issue was

whether the draft SACPLAN competencies adequately described the graduate identity of professional planners.

1.9.1 Method 1: Expert Panel Survey

The expert panel survey evaluated stakeholder opinion as quantitative data (*cf.* Mouton, 2004: 152). For the survey the draft competency standards were used as published by SACPLAN (Schoeman and Robinson, 2014). The respondents represented the three stakeholder areas in professional planning as identified in Chapter 2. The stakeholder areas involved were the SACPLAN Council that represented the professional planning regulator, the South African Planning Institute (SAPI) Council that represented the professional planning practice, and the academics that represented planning education.

1.9.1.1 Target population

The target population of the study was stakeholders in professional planning education in South Africa. Three stakeholder areas drive professional planning education in South Africa. The three stakeholder areas are SACPLAN Council, SAPI Council and the planning academics. These three stakeholder areas were the target population in the study.

1.9.1.2 Sample and sample size

In the study use was made of purposive sampling. Babbie (1995: 225) describes purposive sampling to be appropriate where the researcher has good knowledge of the population and/or the research aim. Three stakeholder groups are active in professional planning education in South Africa, namely the professional regulator (SACPLAN), professional practitioners (SAPI) and planning academics.

Identification of experts in these three groups was done by position of office. The professional regulator was represented by the council members of SACPLAN, professional practitioners were represented by the council members of SAPI, and the Committee of Heads of Planning Schools (CHOPS) was requested to identify senior planning academics from each school as respondents. The selection by

office rendered twelve SACPLAN Council members, fourteen SAPI Council members and twelve planning academics to make up the sample.

1.9.1.3 Description of Measuring Instruments

The measuring instruments in research refer to the 'tools' the researcher uses to collect information or data. The following is a brief description of the methods that were used to collect data in this study

1.9.1.3.1 Expert Panel Survey

The draft competency guideline by SACPLAN formed the basis for the quantitative survey. The survey included twenty core and functional competencies as defined in the draft competency guideline. Respondents rated their level of knowledge, skills and attitudes regarding each listed competency. Respondents further rated the level of knowledge, skills and attitudes regarding the 20 competencies that different fields of planners need according to their opinion. The different fields of planning in the study are Provincial Government Planning, Local Government Planning, Rural Development Planning and Private Practice Planning.

The rating of the level of knowledge, skills and attitudes follows the standard set in the draft competency guideline from SACPLAN. A level of 1 denotes awareness and a basic understanding of the theme with the ability explore the theme better when demanded by the work environment. A level of 2 indicates sound understanding of the theme and the ability to apply the theme in the work environment. A level of 3 indicates mastery of the theme (Schoeman and Robinson, 2014: 10).

As part of the quantitative survey, respondents indicated the five most important themes and the five least important themes from the twenty themes in the draft competency guideline.

1.9.1.3.2 Data gathering

The quantitative expert panel survey was hosted in the web domain of the University of the Free State. The survey was administrated by EvaSys, an online survey platform.

SACPLAN council members were informed of the survey through an electronic mail request to the Chief Executive Officer; SAPI council members were informed through an email request to the executive officer and branch chairs, and academics were informed through an email request to the chair of CHOPS.

1.9.1.4 Data analysis

Data analysis was done s through descriptive categorical statistics that presented consensus as percentages between competency themes, stakeholder areas and planning fields.

1.9.1.5 Sources of Error

The largest influence on data validity stems from a low survey response rate. A low survey response rate influences the composition of the sample in terms of different stakeholder groups that may introduce bias. An overall response rate of 52% was reported.

Respondent effects, where individual opinion was altered, might have introduced data quality issues due to the small sample of the study. The use of experts by virtue of office or recruitment, however, mitigated the occurrence of respondent effect.

1.10 SCOPE OF THE STUDY

The study falls in the field of Urban and Regional Planning in South Africa. The aim of the study was to inform the debate on revitalising planning education. The main debates that informed the study were planning theory, theory in

planning practice and planning education. The study did not include land use theory and planning law, as these fell outside the main debates.

Four stakeholder groups will benefit from the study. These are the professional field of planning, the field of planning practice, academics in planning education and professional planning students.

The focus of the study was on the draft SACPLAN competencies and measured the opinions of three stakeholder areas, namely SACPLAN Council, SAPI Council and planning academics. The study did not include current planning students, nor professional planners outside the expert panel.

1.11 SIGNIFICANCE AND VALUE OF STUDY

The establishment of a graduate identity for professional planning has the potential to increase the ability of higher educational institutions in South Africa to facilitate development of professional planners through competitive urban and regional planning curricula. It will inform potential students clearly of what the planning profession demands and it will inform regulations on competencies and standards.

1.12 ETHICAL CONSIDERATION

Ethical considerations in the study are positioned in terms of respondent consent, respondent identity and respondent privacy.

1.12.1 Participant Consent

Respondents were informed on the objectives of the study and requested to participate in the study. Respondents who participated gave informed consent for participation in the study and the dissemination of findings.

1.12.2 Anonymity

The identity of individual respondents was kept confidential. The researcher was not able to identify individual respondents and respondents were blind to other respondents. This and other reports on the findings of the study will not disclose participant information or link individual views to persons.

1.12.3 Right to Privacy

Respondent privacy was protected in the study. No individual information or contact information was, is or will be available to outsiders.

1.13 LIMITATIONS

The study was aimed at informing debate on planning education through the investigation of a graduate identity for professional planner graduates in South Africa. The competencies that describe the graduate identity for professional planners are regulated by SACPLAN. The validity of the competencies to describe the graduate identity for professional planners was measured through determining their level of entrenchment in the stakeholder groups, and the participants' opinions regarding the necessity for the competencies in planning fields. All stakeholder groups are influenced by the regulatory competencies; therefore individual opinions cannot be value free. The epistemology of the study accounts for value-laden opinions through being pragmatic and acknowledging real life experience influences on the data. The study did not include current students in professional planning curricula, nor recently graduated professional planners; this was limiting the diversity of opinions to the expert panel only.

1.14 DEFINING TERMINOLOGY

Some terms and clauses used in this report need to be defined in the context they are used.

1.14.1 AIDS

AIDS or acquired immunodeficiency syndrome is the final stage in human immunodeficiency virus infection (HIV infection). Without treatment an AIDS sufferer will die (HIV/AIDS 101, 2015: online).

1.14.2 Epistemology

Epistemology is the theory of knowledge; in a research project the researcher needs to define the way knowledge is learned (Creswell, 2003: 4). In this study, it is acknowledged, the information gathered to create knowledge was influenced by real-life experiences of the respondents and therefore it positioned the study in the pragmatic paradigm.

1.14.3 GIS

GIS stands for Geographical Information Systems and it is a digital platform that links spatial entities with different relationships (human population, land types or rainfall) for use in specific analytical models (Maguire, 1991: 17).

1.14.4 Graduate Identity

Holmes (2000: 208) describes graduate identity as a distinctive identity linked to behaviour, actions and acts that relate to performance in an employment practice arena.

1.14.5 Northern and Southern Perspectives

The Northern and Southern perspectives in terms of professional planning relate to differences between the developed world and the developing world regarding planning agendas, it is referred to as the North and South debate (Watson, 2009).

1.14.6 Pragmatism Paradigm

The pragmatic research paradigm acknowledges that knowledge created in the study is influenced by real-life experiences of the respondents (Creswell, 2003: 5).

1.14.7 Professional Planning

In this study the definition from SACPLAN was used to describe professional planning. The definition is applicable to urban and regional planning and states that it is a strategic activity concerned with space. The aim is to manage change in the building and natural environments in order to enhance human development and environmental sustainability (Schoeman and Robinson, 2014: 5).

1.14.8 Planning Theory

Planning theory describes the theoretical base of planning. The generalized nature of planning allows for different theoretical influences. Friedman (2003) distinguishes between three sets of theory: theory for planning, theory in planning, and theory of planning.

1.14.9 Phronetics

Phronetic research aims to clarify values, interests, and power relations in a field such as professional planning practice. Phronetic research helps to identify policy, political and individual struggles in planning matters (Flyvbjerg, 2009: online).

1.14.10 Theory for Planning

According to Steÿn (2015: 6), theory for planning deals with values in planning (normative theory).

1.14.11 Theory of Planning

Faludi (1988: 2) describes theory of planning as a process where planners reflect on their relationship in the purpose of planning to understand planning as an activity and why planning exists.

1.14.12 Theory in Planning

Hall (2002: 10) notes that theory in planning relates to practical techniques and methodologies which planners need in the planning occupation.

1.14.13 Quantitative Research

A quantitative research framework investigates observable phenomena through statistical or mathematical representation of data (Muijs, 2011: 2).

1.15 ARRANGEMENT OF THE REPORT

The study will be reported on as follows:

This chapter, **CHAPTER 1, ORIENTATION AND BACKGROUND**, provides a brief introduction to and background of the study. Chapter 1 orientates and sensitises the reader to issues in professional planning practice and planning education, postulates the research questions, and summarises the research strategy.

CHAPTER 2, DIALOGUES IN PROFESSIONAL PLANNING, contains the description and discussion of a non-empirical inquiry into contemporary professional planning literature. The chapter is structured in three dialogues: Dialogue 1 addresses planning as a profession, Dialogue 2 presents the discontent in planning literature, and Dialogue 3 explores the identity of the professional planner and the graduate identity of planning in South Africa.

CHAPTER 3, RESEARCH DESIGN, discusses the research design, the methods used, the instruments of data collection and data analysis.

CHAPTER 4, RESULTS, presents the findings from the empirical data collection phase. The data from the survey and the thematic matrix are presented and analysed.

CHAPTER 5, DISCUSSION AND RECOMMENDATIONS, is devoted to a discussion of the data and the impact that the data have on the revitalisation of planning education in South Africa. Recommendations are made regarding planning education, graduate identity and responsiveness to planning issues.

1.16 SUMMARY

This chapter (CHAPTER 1, ORIENTATION AND BACKGROUND), presented an overview of debates on the contribution of theory in planning practice, skills development in planning practice and the legitimacy of planning as a profession. The debates focus on revitalising planning education to meet required competencies in planning practice on one dimension, but it is acknowledged that planning academics and planning education have a role in legitimising the planning profession.

The research project aimed to contribute to the debate on revitalising of professional planning curricula in South Africa through exploring the graduate identity of a planning professional in the South African context. In this regard literature acknowledges three stakeholder groups, the academics in planning, the professional practitioners, and the planning profession. The graduate identity of professional planners in South Africa is determined by the regulatory standards of SACPLAN. A clear graduate identity for professional planning will facilitate the development of competitive urban and regional planning curricula, inform potential students clearly of what the planning profession demands and it will inform regulations on competencies and standards.

CHAPTER 2:
DIALOGUES IN PROFESSIONAL PLANNING

2.1 INTRODUCTION TO LITERATURE REVIEW

The literature review focused on four themes in professional planning literature: the nature of the planning occupation as a profession, the theoretical base of professional planning, planning education, and the identity of a planning graduate. The review established the importance of the research and formed a conceptual framework that linked the three fields of academic content, competencies in practice and professional values for exploration in terms of a graduate identity for professional planning graduates in South Africa.

2.2 DEBATES INFORMING THE STUDY

Professional planning literature informs three dialogues in the review regarding professionalism in planning, planning theory and planning education. The first dialogue presents the planning occupation as a profession; the second dialogue explores the discontent in the planning profession. The third dialogue argues for establishment of a graduate identity for professional planners.

2.2.1 Dialogue 1: Defining Urban and Regional Planning as a Profession

In order to have a clear understanding of the dialogues, it is deemed necessary to discuss some concepts in this regard first.

2.2.1.1 Defining a Profession

Exploring the contemporary definition of a profession, literature challenged the dated practice that a list of social attributes can define a profession (Brante, 2011; Brint, 2006; Saks, 2012). According to Freidson (2001: 180) the ideal type of profession is defined by five theoretical elements that do not rely on social attributes. According to Brint (2006: 105), Freidson (2001) places the focus on a theoretical knowledge base that develops skills, occupationally controlled division of labour, credentials to enter the labour market, training programmes that stimulate development of new knowledge and a value driven service.

Saks (2012: 4) questions the premise that knowledge and expertise sets a profession apart from other occupations and states that exclusion by certification (credentials) or controlled division of labour is a more appropriate way of defining a profession; this view relates to the influence of power in professional occupations. Brante (2011: 7) criticises the theoretical constants of controlled division of labour and value driven service as set by Freidson (2001: 180).

Brante (2011: 9-10) believes that a professional occupation is defined in terms of the occupation's knowledge base. He divides knowledge into scientific theory and textbook theory, where scientific theory is experimental observation that creates scientific knowledge (new knowledge), while textbook theory drives professionally applied practice. Both knowledge elements are needed for an occupation to be labelled 'professional' and regulation in the profession stems from interaction between the scientific theory side and the applied side. The scientific theory is linked to education and research at places of higher education such as universities, while professional practitioners in occupation apply the textbook theory (Brante, 2011: 15). Brint (2006: 103) uses the same argument as Brante, namely that interaction between scientific theory and praxis is present in professional occupations and indicates that this interaction enhances theories and practices through discoveries and dialogue.

The relation of power to a professional occupation, as shown by Saks (2012: 4) is pertinent in the planning profession literature (Watson and Agbola, 2013: 2).

The argument by Saks relates to a political viewpoint, while a theoretical definition of professional occupation is more appropriate to the framework of this study. However, when one considers Saks' (2012: 4) argument of exclusion and division of labour the boundaries it creates in an occupation not only relates to state power, but to regulation in the profession as well. Friedson (2001: 180) argues that regulation of a profession is a key element in an ideal profession.

Using Freidson's (2001: 180) theoretical constants, Brante's (2011: 9-10) argument on the role of scientific knowledge and textbook knowledge and Brint's (2006: 103) view on interaction between research/education and praxis, it is possible to define a profession as follows: A professional occupation has a theoretical knowledge base, a skills development component, specific values that translate to attitudes, and regulation of training, certification and practice.

2.2.1.2 Validation of the Urban and Regional Planning Profession

The development of the planning profession is described in literature in debates relating to 'theory of planning' as opposed to 'theory in planning' (Faludi, 1973; Faludi, 1988; Friedmann, 2003; Hall, 2002). Faludi (1988: 2) describes theory of planning as a process where planners reflect on their relationship in the purpose of planning to ensure valid decisions. Hall (2002: 10) notes that theory in planning relates to practical techniques and methodologies that planners need in their occupation, while theory of planning is the understanding of planning as an activity, as well as the reason why planning exists. Friedmann (2003: 7-8) distinguishes among three types of theories: theory in planning that agrees with Hall's (2002: 10) notion, theory for planning (as a critical reflection of planning practice outcomes), and theory of planning that agrees with Hall's (2002) and Faludi's (1988) views.

Faludi (1988: 2-7) notes that scientific facts should form the basis of planning decisions but states that the purpose and process of planning are equally important to reach a valid planning decision. Theory in planning is transformed into theory of planning when the relationship between scientific facts, the

purpose of planning and the process of planning are explained. Faludi (1988: 5) considers the transformation to a theory of planning as a move away from the application of normative standards to the creation of new theories based on empirical data; a sign of maturity in the planning profession. Friedmann (2003: 8), however, sees theory of planning as theories that are universally valid and therefore normative in nature; this contradicts Faludi's (1988: 5) opinion.

Faludi (1973: 6-7) separates planning theory in procedural theory and substantive theory; he views procedural planning theory as theory of planning and substantive theory as theory in planning. Faludi (1973: 3) argues that procedural theory or theory of planning equates to planning theory. Faludi (1988: 4-6) argues that normative theories are not empirical and therefore not achievable. Steÿn (2015: 6) describes theory in planning as substantive theory and it informs 'what does planning do?'. Further, theory of planning is procedural and informs the process of planning, or 'how does planning works?' (Steÿn (2015: 6). This supports Faludi's view. Steÿn (2015: 6) describes theory for planning as normative planning theory and it deals with values in planning or 'why do planning?'.

Steÿn (2015: 58) describes the 'what' (theory in planning) as practical, the 'how' (theory of planning) as theoretical and the 'why' (theory for planning) as ideological. The three types of theory planning describe the practical methods in planning, the processes of planning, and the reasons why planning is required.

2.2.1.3 Synthesis: Defining Urban and Regional Planning as a Profession

The validation of the professional status of planning lies in the body of knowledge of the planning occupation, the expertise that develops in reaction to the knowledge base and debates that inform praxis and theory. This is in agreement with the broad definition of a professional occupation as discussed in section 2.2.1.1; however, various literature sources document a discontent towards the professionalization of planning as an occupation. This is discussed in section 2.2.2.

2.2.2 Dialogue 2: Discontent in Professional Planning

Professional planning literature regularly cites that the planning profession is in a predicament (Friedmann, 2008; Myers and Banerjee, 2005). The legitimacy of the profession, the role of theory in practice, and planning education are debated and contested issues.

2.2.2.1 Professionalization of Planning

Regardless of the validation by Faludi (1988), Friedman (2003) and Hall (2002) that the planning occupation does conform to an accepted definition of a professional occupation there still is criticism against the professionalization of planning. The legitimacy of planning as a profession has two main themes: first is the close relationship that planning has with state powers, and, secondly, the overlap that planning has with other built environment professions (Healey, 1985; Campbell and Marshall, 2005).

The historic development of professional planning in Britain was linked to state sponsorship, and initially drew planners from other professions like architecture, surveyors and engineers. The planning profession, therefore, overlaps with the other built environment professions, both in concern and in expertise (Healey, 1985: 494). Myers and Banerjee (2005: 122) note that the overlap between different professions in the American planning environment is limiting the legitimacy of planning as a profession.

The New Rights Movement's anti-planning sentiment further challenges the profession of planning. The New Rights Movement focuses on a free market and capitalist system to regulate planning matters and development with little need for the profession of planning (Taylor, 1998: 129-134). Contrary to this view of the New Rights Movement, Klosterman (1985: 7-8) earlier has argued for professional planning, since, according to his view, a free market system cannot regulate public goods that are not purchased, does not solve issues of external

factors such as pollution and increased risks regarding, for example, prisoners' dilemma, where self-interest decreases society's interest.

Evans (1993: 14) uses the arguments of state sponsorship and overlap to challenge the notion that planning is a professional occupation, and argues that as planning primarily is concerned with public policy, it should not be a professional occupation. Evans (1993: 9) further argues that town planning does not have a unique area of expertise that sets the occupation apart from other built environment professions and questions the competency base of planning. Evans's argument is an extension of Healey and Underwood's statements (1978: 122); they argue that professional planning status is based on ideals and not on expertise. Evans (1993), as well as Healey and Underwood (1978), describes planning as the regulatory management of public policy. Although these authors acknowledge the contribution of planning to society, they question the relevance of professionalism and expertise in planning. Evans (1993: 9) views planning as a bureaucratic activity much like tax collection, while Healey and Underwood (1978: 124) conclude that technical skills are of lesser importance to planners than understanding the operation of policy. Evans argues that planners rely on political judgement to solve issues rather than on technical expertise (1993: 10).

Contrary to these arguments, Alexander (2005: 92) and Campbell and Marshall (2005: 199) argue that professional planners indeed have specialised knowledge that sets them apart as an occupational group. This specialised knowledge lies in scientific-empirical knowledge that is objective, acquired through formal training and which forms the basis of the planning profession (Alexander, 2005: 102; Campbell and Marshall: 2005: 199). The post-modernist movement in planning calls for appreciative knowledge and public participation in the planning process, but it does not implicate that scientific knowledge and expertise are not necessary in planning solutions (Alexander, 2005: 102). Campbell and Marshall (2005: 199-202) argue that planners use their specialised knowledge and expertise in making distinct judgements to solve planning issues, regardless of the post-modernist view that expert knowledge does not exist and the appreciative view that all actors in the planning process are planners.

Allmendiger (2002: 79) contends that the knowledge base of planning is a collection of theories and practices from different disciplines, claiming that this helps the planning profession to understand and solve varied issues. Campbell and Marshall (2005: 211) acknowledge the study by Healey and Underwood (1978) as an in-depth analysis of planners' roles and practices in the work environment. They point out that since this study (Underwood, 1978) professional planning has changed in context and practice. Further, the understanding of knowledge creation and validation has changed as well. This argument allows for different knowledge contexts (appreciative and empirical), as discussed by Alexander (2005), and for value-laden professional and technical expertise in response to the challenge that Healey (1985: 492), Healy and Underwood (1978) and Evens (1993) identified.

Campbell and Marshall (2005: 211) conclude that the debate should focus on the role and practices of professional planners and the influence of organisational context on knowledge and skills. They further note that this challenge is applicable to most professional occupations and not only to the planning profession.

2.2.2.2 The Role of Theory in Professional Planning

Literature describing professional planning theory presents a continuous concern regarding the epistemological base (the way knowledge is validated) that informs professional planning and the distance between academic and practitioner perspectives on the role and value of planning theory in training and practice (Allmendiger, 2002; Alexander, 2005; Flyvbjerg, 2002; Friedmann, 2008; Poxon, 2001; Harrison, 2014; Watson, 2009). John Friedmann (2008: 248) summarises the discontent of planning practitioners with planning theory as a critique from practitioners that "theory is an esoteric game that is of little or no practical import".

2.2.2.2.1 Epistemology of Planning Theory

A continuous debate in planning theory literature is the epistemological nature of planning theory. The epistemological debate discusses the philosophical process of theorising planning knowledge. Planning theory developed in the positivist epistemology of scientific rationality. The positivist epistemology of planning theory describes the analytical (substance) and procedural actions that represent planning as a dualism, proposed by Faludi (Allmendiger, 2002: 81). The procedural-substantive positivist planning theory describes planning as value-free, apolitical, and technical actions that are based on empirical data. Various authors question the positivist procedural-substantive approach; Healey (1992: 143) describes it as a 'narrow scientific rationalism'. Allmendiger (2002: 79) indicates that it does not account for the post-positive epistemological development in social theories. Healey (1992) criticizes the procedural-substantive planning theory on the grounds that it does not promote the democratic process in planning matters. Flyvbjerg (2002) and Friedmann (1998) claim that the procedural-substantive theory disregards the influence of power on planning. Marcuse (2009) argues for a moral agenda in planning that focuses on the emancipation of excluded groups, rather than determining what is best for all as in the positivist procedural-substantive approach.

Healey (1992: 143) argues that the technical and administrative processes in planning are not advancing a democratic society's goals in terms of social justice and environmental sustainability. She argues, like other authors (Forrester, 1989) that the Habermas model of communicative rationality (a post-positivist rationality) allows for planning processes to be democratic as they involve the society. Different approaches exist to collaborative planning theory, but this study will argue Healey's (1992) viewpoint.

Healey (1992: 144) proposes that collaborative planning theory does away with the substantive (analysis of material options) and that it only focuses on processes. Her argument is that the substantive route in planning follows an approach where there is a universal right or wrong while the procedural route

allows for different actors to reach a mutual solution based on collaborative interaction. Her argument acknowledges that individual principles need to be aligned with a mutual goal; that a collaborative process will remove undemocratic power influences and that the communicative process needs to communicate empirical knowledge to guide actors to a collaborative solution (Healey, 1992: 147).

Flyvbjerg (2002: 353) acknowledges Friedmann's concern (Friedmann 1998: 249-250) that the normative nature of planning theories ignores power (political and institutional) influences in planning matters. To Friedmann (1998: 250) the challenge to account for power in planning is not to consider what should happen in city politics but rather what is actually happening. Flyvbjerg and Richardson (2002: 47) argue that the communicative theory approach deals with the procedural route of the positivist procedural-substantive planning theory.

To Flyvbjerg and Richardson (2002: 48) the communicative rationality does not allow planning to understand the influence of power as the communicative process engages actors on the same power level as agreed amongst themselves (individual principles need to be aligned to a common goal) as per definition in Healey (1992: 147). Power, however, is always present; it may have a positive or a negative influence. To understand the influence of power it must be analysed in a rational way: the real-life rationale of power in planning is 'what is done?' and not 'what should be done?' (Flyvbjerg and Richardson, 2002: 52). Flyvbjerg and Richardson (2002: 56) base their argument on Foucault's governmental rationality that is a rationality that deals with substantive micro-politics as opposed to the procedural macro-politics active in the communicative rationale of Healey. He proposes a phronetic approach to accommodate power in planning theory. The first step is to analyse the actual happenings and not 'what should have happened?'. He proposes four questions to analyse the influence of power in a project:

1. Where is the project going?
2. Who gains and who loses, and by which mechanism of power?
3. Is the development desirable?
4. What should be done?

The phronetic approach is a process that makes judgements on values, power and interests in practice and in a contemporary planning environment. Question 2 specifically deals with the influence of power in planning (Flyvbjerg, 2009: online).

Marcuse (2009) argues for a moral agenda to rectify social injustices and regards planning goals as a way to develop decent living conditions for all. The 'Right to the City' as theory is positioned in critical theory that argues that there is no ultimate reality; rather critical theory continuously evaluates reality to explain the meaning and possibilities of practice (Marcuse, 2009: 185).

The different rationalities that different authors use in planning theory development lead to a varied and disjointed planning theory scene (Allmendiger, 2002: 96). Allmendiger (2002: 89) cautions that the procedural-substantive rational influences normativity in planning theory negatively and states that there is no neutral way to understand theory (Allmendiger, 2002: 84, 87). He identifies the contemporary post-positivist theory rationalities as:

1. Collaborative planning theory.
2. Neo-pragmatism planning theory.
3. Postmodern planning theory.

Allmendiger (2002: 93) believes the three post-positivist theories differ in the way they define reality (ontology). Collaborative planning and neo-pragmatism have roots in the communicative theory of Habermas and therefore have a realist ontology that proposes an ultimate reality. Postmodern planning theory originates from critical theory and rejects an ultimate reality (Allmendiger, 2002: 94; Marcuse, 2009: 185). The challenge to Allmendiger (2002: 97) in planning theory is for the different schools of thought to find common grounds among the different theories to keep the divergence between theories small.

Contrary to Allmendiger's (2002) concern that differences in the epistemology and ontology of contemporary planning theories pose a challenge for professional

planning, Harrison (2006) argues that the various (multiple) rationalities in planning theory provide context to distinct planning issues that are pertinent in developing countries like the South (Harrison, 2006: 324).

2.2.2.2.2 Value of Theory in Professional Planning

Literature describes a disregard for planning theory by planning practitioners. Lord (2014: 26) calls it a theory-practice gap that is still present even in the post-positivist period of planning. Thompson (2000: 126) states that the relationship between theory and practice is unsatisfactory.

Sanyal (2002) questions the contribution that theory makes to planning practice. The stance of planners on globalization is used as reference point. He states that since planners are tasked to mitigate the negative effects of globalization and to encourage the positive spin-offs from globalization, they tend to be neutral to the globalization debate. This stance on globalization in planning is not due to a specific theory, but rather to observed solutions in practice. The lack of a theoretical framework to support policy and decisions portrays planning as having a weak ethical and intellectual base, but Sanyal argues that it rather indicates that planning compromises on issues to accept the best solution to multiple facets in a particular circumstance. These compromises are not based on theories but on experiences (Sanyal, 2002: 118-119). Sanyal (2002: 120) states that in a survey that included city and regional planners as respondents none identified any planning theory as helpful in planning practice; rather the solutions to issues were found in practice and not in theory.

Friedmann (2003: 7) acknowledges that there is little consensus in the planning fraternity on the value (and nature) of planning theory. According to Friedmann (2003: 8), critics like Sanyal (2002) contest planning theory that deals with values in planning. This is theory 'for' planning as described by Steÿn (2015: 6) and represents the theory that describes the value of planning for public interest. The development of planning theory allows different epistemologies or knowledge contexts to inform the planning profession, the value in this type of

theory supports rational decisions in planning and forms the base of normative planning theories (Friedmann, 2003: 8). Friedmann (2003: 9) concludes that on-going debate on the value of planning theory is necessary to inform planning as a profession and planning as a practice, without it planning only will be a state-centred regulatory function.

Thompson (2000: 128-129) argues that contemporary planning agencies are forced to integrate horizontally with other professions and that political power is dominating planning decisions and actions. He does not see it as a threat to autonomy of planning, but as a challenge to play a bigger role in different spheres of society. To Thompson (2000: 130) there is no discrete planning theory that can support planners in the integration, or politicized environment. However, Thompson (2000: 131) believes that this emphasizes the value of planning theory as theory, prepares planners for new impacts and helps negotiate the influence on practice. In other words, theory helps practice to accommodate change. Edwards and Bates (2011) agree with Thompson that the different planning theories strengthen professional planning, and Klosterman (2011: 325) states that the different planning theories have strengthened the understanding of planning practice and its knowledge base. They argue that this stimulates on-going intellectual debate in professional planning and that it leads to diversity in professional planning graduates (Edwards and Bates, 2011: 181).

The dominance of planning theory created in a Western society is of little value in planning issues in the South. Watson (2003) and Watson (2009) indicate the inadequacy of a normative Northern planning perspective in the developing South. Watson (2003) questions the notion of a universal planning theory in sub-Saharan cities. Watson (2003: 46) argues that neither modernity nor neo-liberalism had a positive influence on sub-Saharan society. The breakdown of governments, economic inefficiency, war, poverty, and AIDS (acquired immunity deficiency syndrome) lead to situations where there are little moral codes in human survival. In environments that are not represented by government, where services are suspended, where the economic base has collapsed and where there is no democratic process normative planning theories that are based on good governance, involved citizens and a neo-liberal state, are of little value

in planning practice (Watson, 2003: 46). Watson does not blame normative planning theory, but posits that the rationalities of actors in societies in the South are shaped by conditions of extreme poverty, land rights and sustainable livelihoods in contrast to a market-orientated government (Watson, 2009: 2260, 2272). She proposes that the South contributes to theory for enhancement of planning practice in the universal society (Watson, 2009: 2260).

Harrison (2014) explores the argument on the value of theory in planning practice in the South further. Harrison states that planning theory has moved away from urban space as core business in planning. He re-opens the substantive-procedural debate and proposes that planning issues in the South are not served by the normative procedural planning theories. He proposes a return to space as the end in planning (substantive argument). Harrison (2014: 66) believes the value of planning theory lies in guiding practitioners to meet the challenges of the real world and he challenges planning theory to add value in this debate to enhance planning practice.

Sager (2009) proclaims that planning theory has a responsibility towards planning practice and the planning profession. The value of planning theory lies in the contribution it makes to education and the development of planners, the enlargement of the knowledge base of planning, and in guiding practitioners in practice. Klosterman (2011: 326) agrees with Sager by purporting that planning theorists have an obligation to students and practitioners in providing guidance to new models of practice. If planning theory guides practice, the theory-practice gap will disappear (Sager, 2009: 44).

2.2.2.3 Professional Planning Education

Discourse on professional planning education in literature focuses on the distribution of planning, the knowledge base necessary for contemporary planning, and the competencies required in practice (Frank, 2006: 20-21; Harrison, Todes and Watson, 2008: 189). This review in the first place focuses on the expectations that professional practice has of planning education in a

global context, and, secondly, it explores planning education reform in a South African context. In the international context debates on professional planning education highlight a distance or gap between academics and professional practice (Harrison *et al.*, 2008: 189; Myers and Banerjee (2005: 128). This distance between academics and practice is attributed first to the expansion of professional planning from a technocratic design occupation to the post-modern humanistic planning agenda (Harrison *et al.*, 2008: 190-191), and, secondly, to the different opinions of planning academics on the role and nature of professional planners (Edwards and Bates, 2011: 173).

2.2.2.3.1 Expectations in Professional Planning Education

Jacobs (1961: 6) argues that planning education is not connected to real-life situations in urban settings. She dismisses the utopian thinking that a city can be planned by contemplating what 'ought' to be, and proposes that professional planning rather should look at real life successes and failures to educate. In a similar vein Watson and Agbola (2013: 7, 11) argue that planning education should be refocused on real-life issues; real life being sustainable livelihoods in relation to threats like informality, land access, global warming and rapid urbanization.

The crux of connecting planning education with real life, as Jacobs (1961) argue, reside in two questions. The first is 'What does a planner do?'. The second is 'What does a planner need to know?'. The two questions should describe the identity of the professional planner, but Edwards and Bates (2011: 174) indicate that academics and practitioners have different perspectives of the answers. Academics attach importance to urban history, theory and the study of human settlements, while practitioners value knowledge of the regulation in the planning process (Edwards and Bates, 2011: 174). The efforts to identify the core knowledge base and skills set necessary in professional planning show little consensus between practice and academics (Edwards and Bates, 2011: 174; Frank, 2006: 18). Edwards and Bates (2011: 181) propose that planning schools must express through their curricula their identity in an effort to answer the questions about 'What do planners do?' and 'What do planners need to know?'.

Watson (2002: 182) contributes to the debate on reality in planning education by purporting that learning from experience is more important than learning from theories. Her argument proposes that planning practitioners document real life planning experience for analysis and reflection. Practising planners, academics and planning students will be able to learn from practice in this way (Watson, 2002: 181).

Ozawa and Seltzer (1999: 262) demonstrate that practice attaches more value to communicative skills, skills to synthesize information, and procedural planning knowledge than to technical skills such as GIS (Geographic Information Systems) and theoretical knowledge regarding urban form; this is in contrast to what academics value in planning education. The value that procedural knowledge and communicative skills command in planning practice stands in contrast to the call of Jacobs (1961: 6) and Harrison (2014: 66) to return to the substance of planning urban environments. Reanalysing Ozawa and Seltzer's data, Alexander (2001: 379) claims that the data do not prove that planning practice values procedural knowledge and communicative skills more than substantive knowledge, rational theory and technical skills. Alexander indicates that Ozawa and Seltzer's data prove that contemporary professional planners are balanced graduates with diverse skills supported by a dependent knowledge base.

Poxon (2001: 573) believes that the identity of planning is ill-defined and calls for the focus of planning education to be on the three aspirations of higher education outcomes, namely that of knowledge, skills and attitudes. Similarly, Myers and Banerjee (2005: 122) indicate that education in planning should focus on knowledge, skills and values and that these should help establishing the professional identity of planners. Alexander (2005: 92) argues that planning education is in a paradox: the post-modern rational denies expert knowledge, and a professional occupation exists through its specialised knowledge base. To overcome this challenge, Alexander (2005: 102) proposes that planning schools accept that different planning fields exist and the knowledge and skills may differ between these different planning fields. The solution is that schools need to define the identity and purpose of their curriculum and ensure that the

knowledge base and skills development are in agreement with the identity and purpose (Alexander, 2005: 102).

2.2.2.3.2 Professional Planning Education in the South African Context

A body of international literature on professional planning education indicates concern about trends to homogenize professional planning curricula. Edwards and Bates (2011: 180) believe that the assortment of careers in the planning profession requires diversity in planning curricula. Frank (2006: 18) maintains that even proponents of a universal planning curriculum are concerned that first-world planning approaches may dominate a universal planning curriculum to the detriment of planning issues in the developing world.

Like Frank (2006: 17), Harrison (2014) and Watson (2009) also describe the importance of location context and culture in professional planning. Both Harrison (2014) and Watson (2009) argue for inclusion of a Southern rationality in planning theory. Using the construct of Sager (2009: 44) that planning theory has an obligation to planning education, Harrisons' and Watson's arguments on theory implicitly have a bearing on planning education as well.

The findings of a survey on the value of planning education in South Africa, indicate that professional practitioners are positive regarding planning education in general (Faling and Todes, 2004: 35-36). Faling and Todes (2004: 36) report that practitioners in South Africa value communicative and reporting skills most, as in the study by Ozawa and Seltzer (1999). Respondents agreed that practical, technical and analytical skills should receive more attention in South African curricula (Faling and Todes, 2004: 37). These findings, although not reported as such, are the opposite of the findings of Ozawa and Seltzer (1999: 262) who report that technical and analytical skills are not important to professional planners.

The positive perception that professional practitioners have of planning education in South Africa, as reported by Faling and Todes (2004), is in contrast with international reports (Ozawa and Seltzer, 1999; Poxon, 2001). The relevance of

planning education in South Africa regarding the requirements of practice lies in the fact that planning schools have adopted a broad development planning approach and the level of interaction between practice and academics that enhances responsiveness of curricula to practice needs (Harrison *et al.*, 2008: 198).

The regulation of planning practice in South Africa further contributes to the relevance of planning education through the statutory body, currently SACPLAN, who requires registration of professional planners. Full professional registration follows graduation from accredited degree programmes and three years' in-service experience in required planning fields (Harrison *et al.*, 2008: 192).

Although practitioner perception of planning education in South Africa is in general positive, Faling and Todes (2004: 36) do report concerns. The lack of immediate usable skills in graduates and an expectation that planning curricula in South Africa should have a distinct Southern or developing context are noted (Faling and Todes, 2004: 36). The responsiveness of planning education to informality, infrastructure, service delivery and climate change is another concern (Klein *et al.*, 2012; Watson and Agbola, 2013: 7).

2.2.2.4 Synthesis: Discontent in Professional Planning

The dialogue on the discontent in professional planning has various themes. In this study debates dealing with the professionalization of planning, the role and value of planning theory in practice, and the call to revitalise planning education are discussed.

2.2.2.4.1 Synthesis: Professionalization of Planning

The professionalization of the planning occupation is contested on grounds of the identifiable, unique skills or expertise, the knowledge base of professional planning, and the fact that the profession operates in a political arena. In answer to this challenge, authors argue that the planning profession can claim a unique body of knowledge (Alexander, 2005; Campbell and Marshall, 2005) that is

derived from theory (Faludi, 1988; Friedman, 2008), and that the post-modernist movement accounts for different knowledge contexts and organisational influences on expertise in the planning occupation. However, literature does not explicitly refute arguments against the professionalization of the planning occupation.

2.2.2.4.2 Synthesis: The Role of Theory in Professional Planning

Faludi (1973: 3, 6-7) describes planning theory as procedural or theory of planning, and substantive theory or theory in planning, and argues that procedural theory equates to planning theory. Steÿn (2015: 6) agrees with Faludi and describes theory in planning as substantive theory that informs 'What does planning do?'. Further, theory of planning (procedural) informs the process of planning or 'How does planning works?' (Steÿn (2015: 6). Steÿn (2015: 6) describes theory for planning as normative planning theory and maintains it deals with values in planning or 'Why do planning?'. Steÿn (2015: 58) views the 'what' as practical, the 'how' as theoretical and the 'why' as ideological. The three types of theory describe the practical methods in planning, the processes of planning and the reason for why planning is required.

2.2.2.4.3 Synthesis: Planning Education

Literature describes a distance (gap) between professional planning practice and planning education (Myers and Banerjee, 2005: 128). Harrison *et al.* (2008: 190-191) attribute this to the diffusion of professional planning activities in the post-modern humanistic planning agenda. A second reason given is the diverse opinions among academics about the role and nature of professional planners (Edwards and Bates, 2011: 173).

Professional practice values communicative skills and procedural knowledge more than technical skills, substantive knowledge and theory of planning (Ozawa and Seltzer, 1999). To overcome the practice-education gap various sources

contemplate a core curriculum for planning. However there is little consensus between practice and academics on what a core planning curriculum entails (Edwards and Bates, 2011: 174; Frank, 2006: 18). Edwards and Bates propose that planning schools must express through their curricula their identity in an effort to answer the questions: 'What do planners do?' and 'What do planners need to know?' (2011: 181). Myers and Banerjee (2005) argue that there are three stakeholders in planning education, namely planning academics, planning professionals, and planning practitioners; these three stakeholders should inform planning education to develop all aspects of planning.

In the South African context planning practice is positive regarding planning education, but concerns exist that graduates are unable to link theory to practice and that a local context is necessary for planning in developing countries (Faling and Todes, 2004). Watson and Agbola note as a concern that planning education in South Africa should have a stronger response to contemporary planning themes in Africa. These themes are informality, sustainability, land access, climate change and rapid urbanization (Watson and Agbola, 2013).

2.2.3 Dialogue 3: Identity of Professional Planning

Poxon (2001: 573) believes that the identity of planning is ill-defined, an opinion with which Myers and Banerjee (2005: 128) agree. Ozawa and Seltzer (1999) describe the different perspectives that planning practitioners and planning academics holds regarding the skills which professional planners require - an indication that there is no consensus on the identity of planning. Edwards and Bates (2011: 172-173) allude to the perspectives on the identity of planning, which not only differ between planning academics and planning practitioners, but also differ among planning academics.

Myers and Banerjee (2005: 126) argue that the revitalising of professional planning has three distinct stakeholder areas, the academic field, the practice of planning and the profession of planning. The three areas each has a role to play in legitimizing the planning profession and to create a professional identity.

Poxon (2001) calls for the focus of planning education to be on the three aspirations of higher education outcomes, that of knowledge, skills and attitudes to describe the planning profession. Myers and Banerjee (2005: 122) agree that education in planning should focus on knowledge, skills and values to establish the professional identity of planners.

Myers and Banerjee (2005: 124-125) propose that the profession of planning should be distinct from the practice of planning to create a stronger professional identity for planners. The profession of planning focuses on regulation, accreditation and membership of professional bodies. They argue that the role of planning education is to develop the field of planning to inform the practice of planning through theory, knowledge, skills and behaviour and to produce planning graduates that are responsive to planning issues and who can articulate the professional nature of planning (Myers and Banerjee, 2005: 125).

2.2.3.1 Graduate Identity of a South African Planner

The three aspirations of higher education outcomes are the development of knowledge, skills and attitudes (Poxon, 2001: 573). Planning education in South Africa adheres to the SAQA framework that requires the development of knowledge, skills and values in graduates (Schoeman and Robinson, 2014). Planning education should promote the professional identity of planners through the development of knowledge, skills and values in graduates (Myers and Banerjee, 2005: 122). Following Holmes's (2000) arguments on skills development, the term professional identity, as described by Myers and Banerjee (2005), is deconstructed to fit an educational environment and coined as graduate identity.

The three stakeholder areas in professional planning are the planning profession (regulator), the practice of planning and the academic field. The three areas each has a role to play in legitimizing the planning profession and in creating a professional identity (Myers and Banerjee, 2005: 128). Following Myers and Banerjee's argument (2005), this study identified the main role players in the establishment of a graduate identity for professional planners, namely the

regulatory board for professional planners in South Africa known as SACPLAN, the voluntary professional planners' institute SAPI, and academics from South African planning schools.

Three initiatives drove the development of the graduate identity of the professional planner in South Africa. In 2000, the planning schools in South Africa endeavoured to develop a framework for core curricula for planning. This framework, known as the Bloemfontein initiative, formed the basis for the setting of standards that were transferred into the higher education standards framework of SAQA and into the regulatory board SACPLAN (Faling and Todes, 2004). In 2010, the Association of African Planning Schools (AAPS) developed a framework for core curricula for planning based on five themes pertinent to contemporary planning in Africa (Odendaal, 2012). The third driver was the competency standards described by the regulatory body, SACPLAN. In 2014, SACPLAN published a draft report on new competency guidelines for the regulation of professional planners in South Africa (Schoeman and Robinson, 2014).

The new competency guidelines by SACPLAN explicitly describe the knowledge base, the skills set and attitudes that practitioners must have commanded to register as professional planners (Schoeman and Robinson, 2014). The challenge of the new guidelines is whether stakeholders agree that they describe a graduate identity for professional planning curricula in South Africa.

2.2.3.2 Synthesis: Professional Identity of Planning

The identity of professional planning is not well established (Poxon, 2001: 573). Myers and Banerjee (2005: 128) state that the identity of professional planning is in a crisis. Ozawa and Seltzer (1999) proclaim that that there is no consensus on the identity of planning between planning academics and planning practitioners. Myers and Banerjee (2005: 126) argue that the revitalising of professional planning has three distinct stakeholder areas, namely the academic field, the practice of planning, and the profession of planning. They argue that

the profession of planning defines the scope of the profession through regulation and accreditation. Planning education prepares graduates that are both responsive to planning issues in practice through knowledge, skills and attitudes, and who can articulate the professional nature of planning (Myers and Banerjee, 2005: 128).

2.2.3.3 Synthesis: Graduate Identity of a South African Planner

Planning education in South Africa adheres to the SAQA framework that requires the development of knowledge, skills and values in graduates (Schoeman and Robinson, 2014). Following Myers and Banerjee's call (2005: 122), planning education in South Africa promotes the professional identity of planners through development of knowledge, skills and values in graduates. The term professional identity as described by Myers and Banerjee (2005) is deconstructed to fit an educational environment and coined as graduate identity (Holmes, 2000).

The graduate identity of a professional planner in South Africa is shaped by three initiatives. The Bloemfontein initiative in 2000 produced a framework of standards by the Planning Schools in South Africa. These standards were incorporated in the higher education standards framework SAQA and the regulatory board SACPLAN (Faling and Todes, 2004). In 2010, the AAPS developed a framework for core curricula in planning based on five themes pertinent to contemporary planning in Africa (Odendaal, 2012). The contemporary planning themes in Africa are informality, sustainability, land access (for the poor), climatic change and rapid urbanization (Watson and Agbola, 2013; Odendaal, 2012). The third driver is the competency standards prescribed by the regulatory body, SACPLAN. In 2014, SACPLAN published a draft report on new competency guidelines for the regulation of professional planners in South Africa (Schoeman and Robinson, 2014).

2.3 SUMMARY

This chapter (Chapter 2: Dialogues in professional planning), presents contemporary themes in planning literature as three dialogues.

The **first dialogue describes the professional nature of planning as occupation**. The validation of the professional status of planning lies in the body of knowledge of the planning occupation, the expertise that develops in reaction to the knowledge base, and debates that inform praxis and theory. This is in agreement with the broad definition of a professional occupation as discussed in section 2.2.1.1.

The **second dialogue focuses on the discontent in professional planning**. Three main themes are present in this dialogue; the professionalization of planning, the role and value of theory in professional planning, and planning education. The professionalization of the planning occupation is contested on the grounds of the identifiable, unique skills or expertise, the knowledge base of professional planning and the fact that the profession operates in a political arena. In response to the challenge, authors argue that the planning profession can claim a unique body of knowledge (Alexander, 2005; Campbell and Marshall, 2005) that is derived from theory (Faludi, 1988; Friedman, 2005), and that the post-modernist movement accounts for different knowledge contexts and organisational influences on expertise in the planning occupation.

On the role and value of theory in professional planning literature agrees about three types of theory in the planning profession - the first is 'theory in planning', the second is 'theory of planning' and the third is 'theory for planning' (Steÿn, 2015: 6). 'Theory in planning' deals with the 'what' or substance of planning, 'theory of planning' deals with the 'how' or procedural processes in planning, and 'theory for planning' deals with the 'why' or normative (universal) aspects of planning. Theory 'for' planning is reflective, it describes the critical thinking process about planning and allows for different epistemologies and ontologies to shape the theory 'of' planning.

Literature describes a distance or gap between professional planning practice and planning education (Myers and Banerjee, 2005: 128). Harrison *et al.* (2008: 190-191) attribute this to the diffusion of professional planning activities in the post-modern humanistic planning agenda. A second reason is the diverse opinions among academics about the role and nature of professional planners (Edwards and Bates, 2011: 173). In the South African context planning practice is positive regarding planning education, but concerns are that graduates are unable to link theory to practice and that a local context is necessary for planning in developing countries (Faling and Todes, 2004). Watson and Agbola note as a concern that planning education in South Africa should have a stronger response to contemporary planning themes in Africa. The themes are informality, sustainability, land access, climate change and rapid urbanization (Watson and Agbola, 2013).

The **third dialogue focuses on the professional identity of the planner** and informs the graduate identity of a professional planner in South Africa. The identity of professional planning is not well established (Poxon, 2001: 573). Myers and Banerjee (2005: 128) state that the identity of professional planning is in a crisis. Three role players are involved in establishing the professional identity of planners, namely the profession, the academics and the practice. The professional identity of a planner is determined by the profession through regulation and in practice by knowledge, skills and attitudes that are developed through education. The link between knowledge, skills and attitudes and the identity of professional planning that Myers and Banerjee (2005) describe is deconstructed in Holmes's (2005) argument and coined as graduate identity for the South African planner.

The graduate identity of the South African planner as explored in the survey is the discussed in Chapter 4.

CHAPTER 3:
RESEARCH DESIGN

3.1 INTRODUCTION TO RESEARCH DESIGN AND METHODS

In Chapter 3 the research design framework is discussed. The research design is the study plan that will result in the outcome of the study. The research design describes the inquiry strategies or tasks that are undertaken in the study, the instruments that are used to collect the data for the study and the analysis of the data (Mouton, 2004: 55).

3.2 RESEARCH DESIGN

A quantitative research framework was used for the study. A quantitative research framework investigates observable phenomena through statistical or mathematical representation of data (Muijs, 2011: 2). Four areas relating to the draft competency guidelines of SACPLAN were investigated by means of a quantitative study in terms of the quantitative design. The first investigation recorded the entrenchment of draft regulatory competencies in the three stakeholder samples. The second investigation noted stakeholder opinions regarding the competencies necessary for different planning fields, and the third investigation recorded the stakeholders' opinions regarding the five most important themes in the draft competency guideline. The fourth investigation evaluated the responsiveness of stakeholders to contemporary planning issues.

The study's knowledge claim identifies with a pragmatic epistemology to accommodate stakeholders' personal experiences and views in the real world of the professional planner (Creswell, 2003: 13). The pragmatic epistemology acknowledges that the knowledge claim in the study is not completely objective (Muijs, 2011: 5), because of work-related experiences of experts in the panel survey. The survey is constructed to investigate and uncover differences

between planning fields and stakeholder areas. These differences may be related to work experiences. Through the research framework the pragmatic epistemology of the study report findings as scientific knowledge (Mouton, 2004: 138). Findings of this study are presented in an exploratory reflexive rhetoric (*cf.* Creswell, 2003: 6) to answer the following research questions:

- Are the core and functional competencies that are published in the draft SACPLAN regulations entrenched in the three stakeholder areas in the South African planning profession?
- Are there different expectations regarding the core and functional competencies for different professional planning fields?
- Do the draft regulations set by SACPLAN define a clear professional identity for a professional planning graduate in South Africa?

3.3 METHODS

The strategies of inquiry in the research followed two methods: A non-empirical literature review (*cf.* Mouton, 2004: 179) identified real-world challenges in professional planning reported in Chapter 2. The non-empirical literature review positioned the research questions in a theoretical framework to investigate the possibility of describing a graduate identity for professional planning graduates in South Africa through the draft competency guideline.

An empirical expert panel survey (*cf.* Mouton, 2004: 152) was used to evaluate the expert opinions of stakeholders regarding regulatory standards in terms of individual compliance and the expectations regarding knowledge, skills and attitudes of planners in different planning fields.

3.3.1 Target Population

The target population of the study comprised stakeholders in professional planning education in South Africa. Three stakeholder areas drive professional planning education in South Africa. The three stakeholder areas are SACPLAN, SAPI and academics.

3.3.2 Sampling and Sample Size

Purposive sampling was used to select the respondents for the expert panel survey. Babbie (1995: 225) describes purposive sampling to be appropriate where the researcher has good knowledge of the population and/or the research aim. Three stakeholder groups are active in professional planning education in South Africa, namely academics involved in planning education and training,, professional practitioners and the professional regulator.

Identification of experts in these three groups was done by position of office. The professional planning regulator was represented by the council members of SACPLAN, professional practitioners were represented by the council members of SAPI, and the Committee of Heads of Planning Schools (CHOPS) were requested to identify (senior) planning academics from each school as experts. The sampling by office rendered fourteen academics, fourteen SAPI council members and twelve SACPLAN council members to the sample.

3.3.3 Measuring Instruments

An empirical instrument was used to measure stakeholder opinions. The instrument was a predetermined survey in the form of a web-based questionnaire that collected nominal categorical data.

The draft competency guideline by SACPLAN (Schoeman and Roberston, 2014) formed the basis for the quantitative expert panel survey. The survey was anonymous and the respondents could not be identified.

The survey included twenty core and functional competencies taken from the draft SACPLAN competency guidelines. Respondents grouped themselves into one of the following stakeholder areas: SACPLAN council member, SAPI council member or Academic. The survey allowed the respondents to select a primary field of planning from Academia, Provincial Government, Local Government, Rural Development or Private Practice.

Respondents rated their level of knowledge, skills and attitudes in terms of each listed competency in three nominal categories. Respondents completed a knowledge, skills and attitude profile for four different planning fields regarding the 20 competency themes. The different fields of planning in the study were Provincial Government Planning, Local Government Planning, Rural Development Planning and Private Practice.

The knowledge, skills and attitudes profiles followed the three nominal categories presented in the draft competency guideline of SACPLAN. The three nominal categories are Level 1, Level 2 and Level 3 and represent the following:

- Level 1 indicates awareness and a basic understanding of the theme with the ability to explore the theme better when thus demanded by the work environment.
- Level 2 indicates a sound understanding of the theme and the ability to apply the theme in the work environment.
- Level 3 indicates a mastery of the theme (Schoeman and Robinson, 2014: 10).

As part of the quantitative survey, respondents selected the five most important themes from the twenty core and functional themes in the draft guidelines of SACPLAN.

3.3.4 Data Gathering

The quantitative expert panel survey was hosted in the web domain of the University of the Free State. The survey was administrated in EvaSys, an online survey platform. Respondents were informed of the survey via electronic mail (e-mail).

SACPLAN council members were informed of the survey by an e-mail request to the chief executive officer, SAPI council members were informed by an e-mail request to the executive officer, and branch chairs and academics were informed by an e-mail request to the chair of CHOPS.

3.3.5 Data Analysis and Reporting

Data analysis was done by means of descriptive categorical statistics (*cf.* Altman, 1991: 10) that reports the frequencies of responses as proportions in tables. Data analysis reported the consensus in stakeholder areas regarding the entrenchment of the draft (core and functional) competencies in the three stakeholder areas (expert participant data) and consensus regarding the competency profile of the four different planning fields (Provincial Government Planner data, Local Government Planner data, Rural Development Planner data and Private Practice Planner data). The report indicates that consensus was reached on the five most important themes for planning in South Africa.

The reporting of consensus between stakeholders is done in the form of tables. Fifteen tables are used to report the responses regarding the experts' opinions on five groups of planners for the three levels (Level 1, Level 2 and Level 3) of knowledge, skills and attitude to form a profile. The five groups of planners were the expert participants, provincial government planners, local government planners, rural development planners and private practice planners. Each table presents the 20 draft (core and functional) competency themes as rows, and the three stakeholder areas (SACPLAN, SAPI and Academia) as columns. The column responses for the three stakeholder areas collect the nominal categorical variables of Level 1, Level 2 and Level 3 that match the expert participants' opinion on each theme for the five groups in terms of the knowledge, skills and attitude profiles.

The response frequency tables note the responses as full percentages (no decimals), computed in Microsoft Excel. Evaluation of the response frequencies in terms of population distribution was done with the Fisher exact test. The Fisher exact test is an alternative to the Chi square test that tests for homogeneity in responses between populations. The Chi square test is preferable, but the observed response frequencies must be larger than 5 in 80% of responses for the Chi square test to be valid. When observed frequencies do not meet this criterion, the Fisher exact test is the better test, since it does not

predict probability as the Chi square test does, but computes it exactly (Altman, 1991: 254).

The Fisher exact test analysed the response data as 3x3 contingency tables for the three stakeholder groups as rows, and opinion levels (Level 1, Level 2 and Level 3) as columns. Figure 3.1: Explanation of Fisher Exact Test in 3x3 Contingency presents the 3x3 contingency table for the Expert panel Attitude profile in the theme of Sustainable cities and explains the row-column dependency test and results.

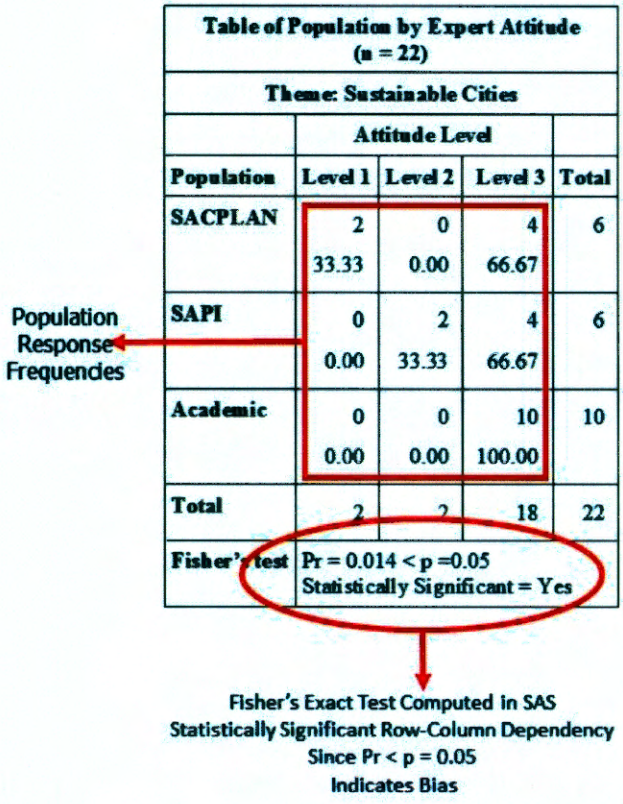

Figure 3.1: Explanation of Fisher Exact Test in Contingency Table

All responses per themes and categories were analysed. The analyses were done in the statistical analysis software package Statistical Analysis System (SAS) from the SAS Institute Inc. The Fisher exact test evaluates the probability of row-column independency. In random populations the assumption is row-column independency in the categorical responses of different populations (Weisstein,

2015: online). Where there is row-column independency, the population responses are homogeneous and there is no bias between population responses. The probability of row-column independency is noted as Pr-value; where the Pr-value is smaller than the 95% confidence interval (Pr<p=0.05), it indicates that the row-column has a statistically significant dependency. A statistically significant row-column dependency indicates that responses for that theme are not random between the three stakeholder populations. Statistically significant dependency describes bias or external influences (Weisstein, 2015: online). The data is reported in the frequency tables as Pr-values with reference to statistical significance.

In the study a 50% consensus within stakeholder groups was accepted as basis to compute consensus among the three stakeholder areas. The 50% consensus level in stakeholder area was selected on the grounds that it correlated better with the 95% Pr-value computed in the Fisher exact test than a consensus percentage of 67%.

3.3.6 Explaining the Data Tables

The two figures, Figure 3.1 and Figure 3.2 explain how the data tables should be read. Figure 3.1: Explanation of Consensus between Stakeholder Populations indicates that the three stakeholder populations' responses (purple square boxes) were analysed per theme in the Consensus between Stakeholders columns (top purple circle). Data are summarised as percentage consensus between the stakeholder groups in the table summary (bottom purple circle), and indicate the overall percentage of consensus between stakeholder populations for the specific Planner Group (Expert Panel, Provincial Planner, Local Government Planner, Rural Development Planner or Private Practice Planner), and the specific competency level (Level 1, Level 2 or Level 3).

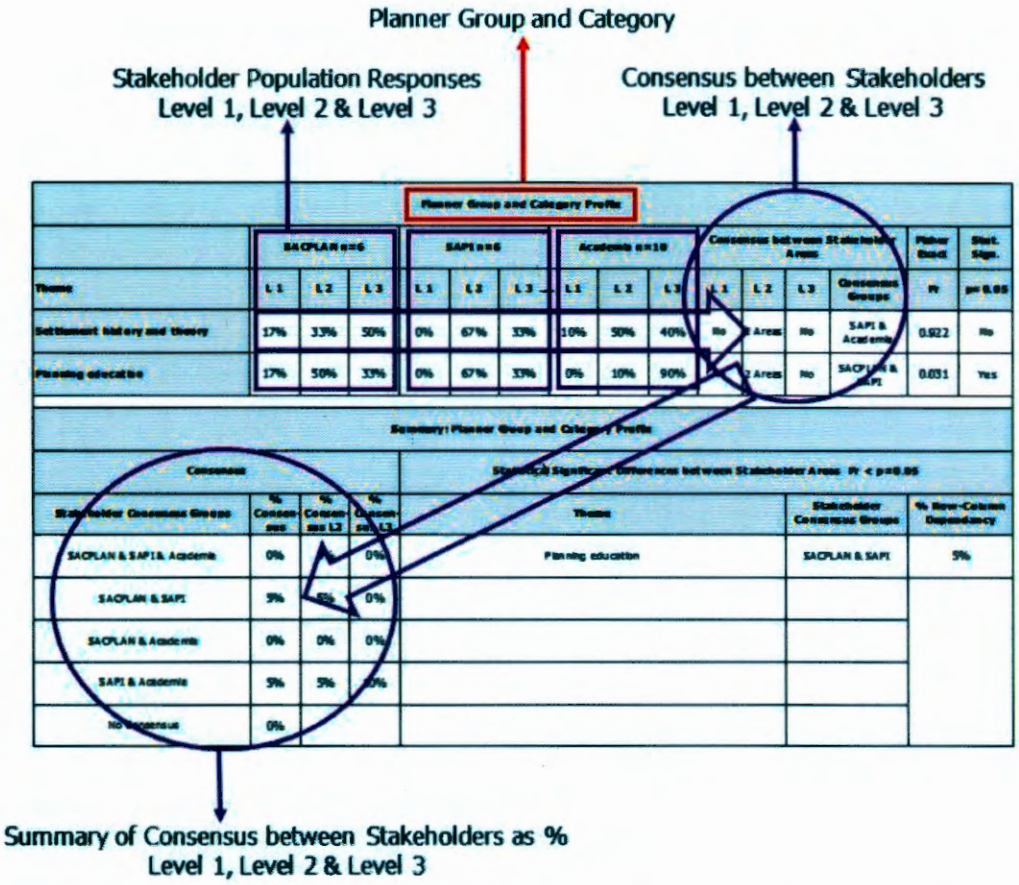

Figure 3.1: Explanation of Consensus between Stakeholder Populations

Figure 3.2: Explanation of Statistically Significant Row-Column Dependency, explains how the row-column dependency was calculated. The responses from the stakeholder groups were analysed per theme with the Fisher exact test and presented as the Pr-value (second last column in data table). If the Pr-value is higher than p=0.05 then there is no row-column dependency and the assumption is that the responses among stakeholder populations were random or without bias. If the Pr-value is smaller than p=0.05 there is row-column dependency and responses among the groups showed bias. The status of statistically significant row-column dependency (bias) is indicated in the last column of the data table (blue square box). If there is statistically significant row-column dependency in a theme the stakeholder populations that show dependency and the theme where dependency occurs are presented in the table summary (bottom blue circle). The overall statistically significant row-column dependency in the data table was calculated and is presented in the table summary in the red circle.

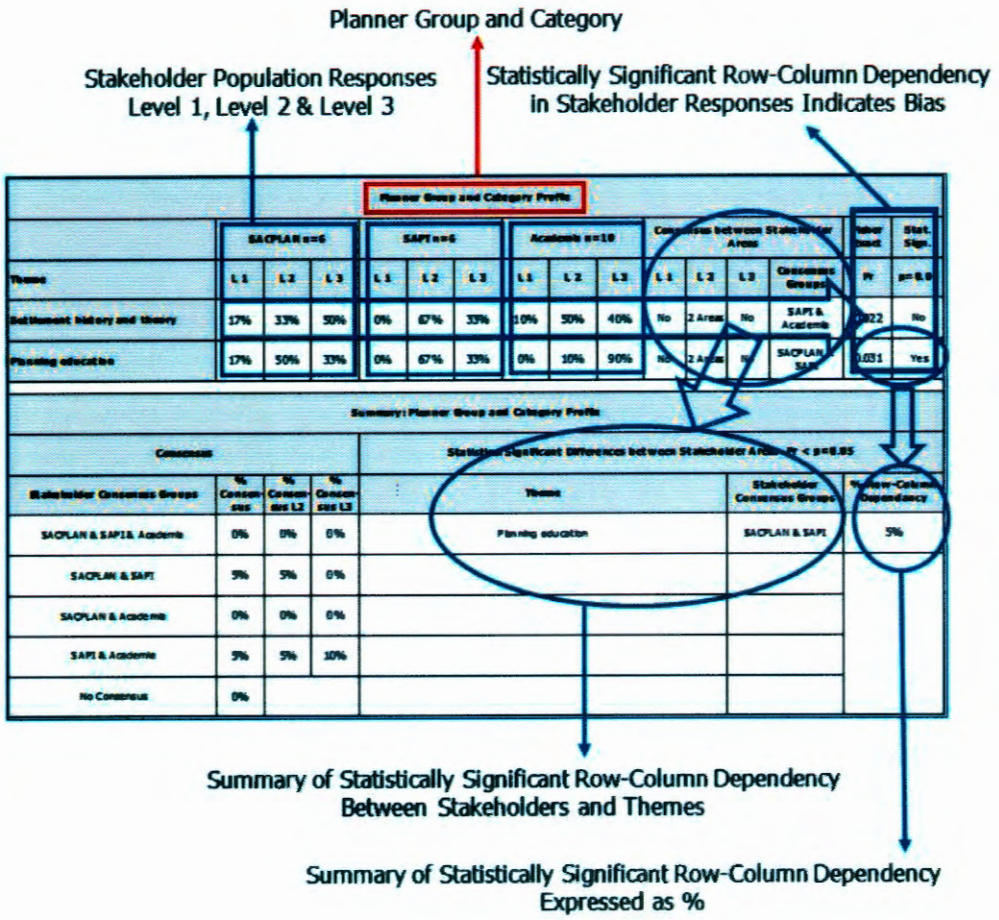

Figure 3.2: Explanation of Statistically Significant Row-Column Dependency

3.3.7 Sources of Error

The largest influence on data validity stems from a low survey response rate. A low survey response rate may introduce bias towards a specific stakeholder group. The second source of error relates to work-related experiences among the three populations. Work-related experience may introduce bias towards specific themes. The Fisher exact test computes and reports the themes where response frequencies are not randomly distributed and note areas of bias.

The third source of error stems from the large number of Fisher exact tests computed in the study. There were 320 Pr-values computed at a 95% confidence interval, this leaves a 5% chance of rejecting or accepting a wrong hypothesis for each test. For a singular test, the 5% chance of error is small but where a

prediction is based on all 320 Fisher exact tests the chance of error increases (Altman, 1991: 255).

3.4 SUMMARY

Chapter 3: Research Design, describes the study plan that was followed with a view to achieving the outcome of the study. The research design described the inquiry strategies or tasks that were undertaken in the study and the instruments that were applied to collect the data.

The study was conducted according to a quantitative research framework, and investigated the entrenchment of the draft regulatory competencies proposed by SACPLAN in three stakeholder areas (SACPLAN Council, SAPI Council and Academia). The three areas were identified as stakeholders in professional planning education in South Africa. Stakeholder opinions regarding the competencies required in different planning fields were investigated to inform the graduate identity of professional planners in South Africa. The knowledge claim in the study followed a pragmatic epistemology that acknowledged the influence of real world experiences on participant opinions. The inquiry methods produced numeric data that were analysed as descriptive statistics.

CHAPTER 4:
RESULTS AND DISCUSSION

4.1 INTRODUCTION TO RESULTS

Chapter 4 presents the findings of and discussions on the study in one chapter. This action enables the reader to view the results while reading the discussion, which leads to more clarity on the data.

In the study expert opinion regarding the draft SACPLAN competencies was measured. The first investigation measured the entrenchment of the draft SACPLAN competencies in the three stakeholder populations of **SACPLAN Council, SAPI Council and Academics**. The second investigation measured consensus among the stakeholder populations regarding the competency profiles of **Provincial Government Planners, Local Government Planners, Rural Development Planners and Private Practice Planners**. The goal was to determine whether the draft SACPLAN competency guideline described the graduate identity of professional planners in South Africa adequately.

The results from the expert panel survey are presented as frequency tables with percentage proportions. Three stakeholder populations, SACPLAN Council, SAPI Council and Academia comprised the expert panel for the survey, as they are key drivers in professional planning education in South Africa. The survey collected expert opinions on the 20 core and functional themes in the draft SACPLAN regulations. The report includes data on the most important themes according to the expert panel survey.

4.2 DRAFT SACPLAN COMPETENCIES

Table 4.1: Draft SACPLAN Competencies and Descriptions, presents the draft SACPLAN competency themes with a description of the competency components and indication of competency area (core or functional) as taken from Schoeman and Robinson (2014). There are thirteen core competency themes and seven functional competency themes. In the Competency Component column keywords that correspond with the five pertinent planning issues in Africa, as proposed by the AAPS, are highlighted in green. The five pertinent planning issues identified by the AASP are informality, sustainability, land access, climate change and rapid urbanisation (Watson and Agboloa: 2013). Only four pertinent issues can be identified in the draft SACPLAN competency guideline. The one issue that is not described in the Competency Component column is rapid urbanisation.

Table 4.1: Draft SACPLAN Competencies and Descriptions

Draft SACPLAN Competency Themes and Components		
Theme	Competency Components	Competency Area
Settlement history and theory	History of settlements Planning history Urban and rural development theory and processes Informality	Core Competency
Planning theory and public policy	Planning theory Public policy Land use theory Urban theory Spatial theory	Core Competency
Sustainable cities	Principles, methods, and practices for developing sustainable cities Concepts of sustainability , relevance and application in urban planning Local Agenda 21 Sustainability indicators and assessment	Core Competency
Place making	Theories of urban structure Theories and city design approaches Theories of spatial change Principles of layout planning Principles of land use management	Core Competency
Regional development	Regional development theory Regional policy Regional planning practice	Core Competency
Institutional and legal frameworks	Governance and community participation Planning law Comparative planning systems Professional practice	Core Competency
Environmental planning and management	Natural systems Environmental planning Climate change Sustainability	Core Competency
Land use and infrastructure planning	Land use analysis and planning Infrastructure planning	Core Competency
Transport planning	Theories, processes and methods of transportation planning Interaction between transport and land use Sustainable transport	Core Competency
Land economics	Economic development Land economics Access to land Property development process	Core Competency
Integrated development planning	Integrated development planning processes(international and South African contexts) South African IDP	Core Competency
Geography, sociology and anthropology	Geographical aspects of planning Sociological aspects of planning Anthropological aspects of planning	Core Competency
Research methods and dissertation	Research methods Dissertation/ research report	Core Competency
Survey and analysis	Surveys Analysis and synthesis Mapping and GIS	Functional Competency
Strategic assessment	Land use and tenure analysis Socio economic and demographic analysis Physical and environmental analysis Infrastructure and public services analysis Spatial analysis Institutional and stakeholder analysis	Functional Competency
Local area analysis and planning	Local area analysis Local area planning	Functional Competency
Layout planning	Site analysis Layout planning and site planning Township development	Functional Competency
Plan making	Integrated development planning Strategic planning (including scenario planning) Spatial planning	Functional Competency
Plan administration, implementation and land use management	Land use management Planning scheme Development controls Planning applications	Functional Competency
Planning education	Teaching planning in tertiary institutions Publication Mentoring	Functional Competency

Source: Schoeman and Robinson, 2014

4.3 EXPERT PANEL

Three stakeholder areas were sampled as individual populations. The stakeholder areas sampled are the three key drivers in professional planning education in South Africa. The stakeholder areas are SACPLAN Council (the regulatory body of professional planning in South Africa), SAPI Council (the representative of professional planning practice in South Africa) and Academics (recruited through CHOPS). The sample size included twelve SACPLAN Council members, fourteen SAPI Council members and fourteen 14 Academics.

Deviations in recruitment occurred in both the SAPI and Academics populations. Low response rates forced the researcher to adapt the sampling and recruit SAPI representatives from provincial councils, and academics by means of direct e-mail requests.

4.3.1 Expert Panel Sample Composition

Table 4.2: Distribution of Stakeholders in Expert Panel Survey, indicates the composition of the expert panel. The number of respondents in the different stakeholder populations was six SACPLAN Council members, six SAPI Council members and eight academics. Ten (10) respondents indicated their field of focus as academic, two from the SACPLAN population and eight from the academic population. No representative from the provincial government participated. The local government field was represented by three respondents, two from the SACPLAN population and one from the SAPI population. Only one respondent from the SAPI population represented the rural development field. The private practice field was represented by five respondents: one from the SACPLAN population and four from the SAPI population. One SACPLAN respondent did not select a field of focus and was grouped as *Other.*

The SACPLAN population had the largest distribution between planning fields. This was to be expected as SACPLAN Council members were selected into office to represent all planning fields in South Africa. The SAPI population represented the private practice field strongly with four out of six respondents. All respondents from the academic population reported an academic field of focus.

The distribution between planning fields in the survey did not allow for the exploration of opinions of respondents, based on their field of focus in planning. The study therefore focused only on the three stakeholder populations to explore opinions.

Table 4.2: Distribution of Stakeholders in Expert Panel Survey

Stakeholder Distribution in Planning Fields							
Population	**Total (n=20)**	**Academic**	**Provincial Government**	**Local Government**	**Rural Development**	**Private Practice**	**Other**
SACPLAN	6	2	0	2	0	1	1
SAPI	6	0	0	1	1	4	0
Academics	8	8	0	0	0	0	0
Total	20	10	0	3	1	5	1

4.3.2 Response Rate

Twenty respondents completed the survey, as indicated in Table 4.2: Distribution of Stakeholders in Expert Panel Survey. The response rate in the survey was 50% (20 respondents from a sample population of 40). Responses from the two SACPLAN respondents with academic as a field of focus were used to inform the SACPLAN population's opinions, as well as the academic population's opinions. The response rate became 55% due to the duplication.

4.4 ENTRENCHMENT OF COMPETENCIES IN EXPERT PANEL

The entrenchment of the draft competencies from SACPLAN in the different stakeholder populations indicated the fit between the new competencies and the stakeholder areas that drive professional planning education. The instrument measured expert opinion as self-evaluation of competency levels in individual stakeholder areas of SACPLAN Council, SAPI Council and academics. The assumption was that individual responses would be distributed randomly in and between the different stakeholder populations. Consensus between stakeholder populations was noted only where 50% or higher consensus was reached in individual stakeholder populations. The three competency categories, **Knowledge, Skills and Attitudes** are presented in separate tables and then summarised in one table in the following sections.

4.4.1 Expert Panel Knowledge Profile

In Table 4.3: Expert Knowledge **Profile** noted a 50% consensus among the three stakeholder populations of SACPLAN, SAPI and academics in terms of the knowledge profile of the expert panel (table summary). The 50% consensus translates to an agreement on the knowledge levels in 10 of the 20 themes. In the table summary it will be noted that a 40% consensus was reached among the three populations for a knowledge-level rating of Level 3 (the level that indicates mastery of the theme). The 40% consensus indicates that the three populations rated their knowledge profile on Level 3 for eight of the 20 themes. The eight themes are marked in the data table with green shading. The remaining 10% consensus between the three populations was in terms of two themes where respondents rated their knowledge on Level 2. The two themes are indicated in the data table with light green shading.

The study focused on consensus among the three stakeholder areas, but the data table and the summary table report consensus between two stakeholder populations as well. In Table ***4.3*** consensus between two populations was as follows: SACPLAN and SAPI = 10% (1 theme), SACPLAN and academics = 15% (3 themes) and SAPI and academics = 25% (5 themes). The consensus between two populations was lower than the consensus among all three populations.

The last column in the table summary indicates a 15% row-column dependency, calculated through the Fisher exact test that yielded a statistically significant Pr-value ($Pr < p = 0.05$) per theme (second last column in the data table). The last column in the data table indicates the statistical significance status. The 15% row-column dependency indicates that there are three themes where a statistically significant deviation occurred from the assumption that all responses were random. This indicates bias between populations regarding specific themes. These themes were research methods and dissertation, survey and analysis, and planning education. The row-column dependency is discussed in section 4.11, ***ROW-COLUMN DEPENDENCY***.

Table 4.3: Expert Knowledge Profile

Expert Knowledge Profile															
	SACPLAN n=6			SAPI n=6			Academics n=10			Consensus between Stakeholder Areas				Fisher Exact	Stat. Sign.
Theme	L 1	L 2	L 3	L 1	L 2	L 3	L 1	L 2	L 3	L 1	L 2	L 3	Consensus Groups	Pr	p=0.05
Settlement history and theory	17%	33%	50%	0%	67%	33%	10%	50%	40%	No	2 Areas	No	SAPI & Academics	0.922	No
Planning theory and public policy	33%	17%	50%	0%	17%	83%	0%	20%	80%	No	No	1 Area	SACPLAN, SAPI & Academics	0.319	No
Sustainable cities	0%	50%	50%	0%	33%	67%	0%	30%	70%	No	No	1 Area	SACPLAN, SAPI & Academics	0.852	No
Place making	33%	0%	67%	0%	33%	67%	0%	40%	60%	No	No	1 Area	SACPLAN, SAPI & Academics	0.162	No
Regional development	33%	33%	33%	17%	33%	50%	0%	20%	80%	No	No	2 Areas	SAPI & Academics	0.224	No
Institutional and legal frameworks	33%	33%	33%	0%	17%	83%	0%	40%	60%	No	No	2 Areas	SAPI & Academics	0.243	No
Environmental planning and management	0%	67%	33%	17%	33%	50%	0%	60%	40%	No	2 Areas	No	SACPLAN & Academics	0.639	No
Land use and infrastructure planning	33%	0%	67%	0%	33%	67%	10%	30%	60%	No	No	1 Area	SACPLAN, SAPI & Academics	0.417	No
Transport planning	0%	67%	33%	17%	50%	33%	20%	70%	10%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.721	No
Land economics	0%	83%	17%	0%	33%	67%	0%	70%	30%	No	2 Areas	No	SACPLAN & Academics	0.271	No
Integrated development planning	33%	33%	33%	0%	50%	50%	10%	50%	40%	No	2 Areas	No	SAPI & Academics	0.748	No
Geography, sociology and anthropology	0%	67%	33%	0%	50%	50%	0%	60%	40%	No	3 Areas	No	SACPLAN, SAPI & Academics	1.000	No
Research methods and dissertation	17%	33%	50%	0%	83%	17%	0%	0%	100%	No	No	2 Areas	SACPLAN & Academics	0.001	Yes
Survey and analysis	0%	67%	33%	17%	83%	0%	0%	30%	70%	No	2 Areas	No	SACPLAN & SAPI	0.027	Yes
Strategic assessment	17%	33%	50%	0%	67%	33%	0%	50%	50%	No	2 Areas	2 Areas	SAPI & Academics	0.557	No
Local area analysis and planning	0%	50%	50%	0%	33%	67%	10%	30%	60%	No	No	1 Area	SACPLAN, SAPI & Academics	0.937	No
Layout planning	33%	0%	67%	0%	33%	67%	0%	10%	90%	No	No	1 Area	SACPLAN, SAPI & Academics	0.088	No
Plan making	33%	17%	50%	0%	17%	83%	0%	40%	60%	No	No	1 Area	SACPLAN, SAPI & Academics	0.275	No
Plan administration, implementation and land use management	33%	0%	67%	0%	50%	50%	10%	40%	50%	No	No	1 Area	SACPLAN, SAPI & Academics	0.251	No
Planning education	17%	50%	33%	0%	67%	33%	0%	10%	90%	No	2 Areas	No	SACPLAN & SAPI	0.031	Yes

Summary: Expert Knowledge Profile						
Consensus				Statistically Significant Differences between Stakeholder Areas Pr < p=0.05		
Stakeholder Consensus Groups	% Consen-sus	% Consen-sus L2	% Consen-sus L3	Theme	Stakeholder Consensus Groups	% Row-Column Dependancy
SACPLAN & SAPI & Academics	50%	10%	40%	Research methods and dissertation	SACPLAN & Academics	15%
SACPLAN & SAPI	10%	10%	0%	Survey and analysis	SACPLAN & SAPI	
SACPLAN & Academics	15%	10%	5%	Planning education	SACPLAN & SAPI	
SAPI & Academics	25%	15%	10%			
No Consensus	0%					

4.4.2 Expert Panel Skills Profile

The summary table, Table 4.4: Expert Skills Profile, indicates a 40% consensus among the three stakeholder populations regarding the skills profile of the expert panel. A 35% consensus was achieved on the Level 3 rating for the skills profile of the panel, and a 5% consensus on the Level 2 rating. The 35% consensus indicates that the three stakeholder populations agreed on a rating of Level 3 for seven of the 20 themes. The seven themes are shaded in green in the data table, Table 4.3. The 5% consensus on a Level 2 rating indicates agreement among the three populations in terms of one theme, namely the theme shaded light green in the data table, Table 4.4.

In Table 4.4: Expert Skills Profile, consensus between only two populations was reached, namely SACPLAN and SAPI = 20% (4 themes), SACPLAN and Academics =20% (4 themes), and SAPI and Academics = 15% (3 themes). The consensus between only two populations is lower than the consensus among all three populations.

The last column in the summary table, Table 4.4, indicates a 10% row-column dependency, calculated through the Fisher exact test that yielded a statistically significant Pr-value Pr < p =0.05) per theme (second last column in the data table). The last column in the data table indicates statistical significance status. The 10% row-column dependency indicates that there are two themes where a statistically significant deviation occurs from the assumption that all responses were random. This indicates bias in populations regarding specific themes. The themes are research methods and dissertation, and planning education. The row-column dependency is discussed in section 4.11, ***ROW-COLUMN DEPENDENCY.***

Table 4.4: Expert Skills Profile

Expert Skills Profile															
	SACPLAN n=6			SAPI n=6			Academics n=10			Consensus between Stakeholder Areas				Fisher Exact	Stat. Sign.
Theme	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	Consensus Groups	Pr	p=0.05
Settlement history and theory	17%	17%	67%	0%	83%	17%	20%	30%	50%	No	No	2 Areas	SACPLAN & Academics	0.188	No
Planning theory and public policy	33%	0%	67%	0%	17%	83%	0%	10%	90%	No	No	[illegible]	[illegible]	0.266	No
Sustainable cities	0%	33%	67%	17%	17%	67%	0%	40%	60%	No	No	[illegible]	[illegible]	0.590	No
Place making	17%	33%	50%	0%	50%	50%	0%	60%	40%	No	2 Areas	2 Areas	SAPI & Academics	0.687	No
Regional development	33%	17%	50%	17%	33%	50%	0%	10%	90%	No	No	[illegible]	[illegible]	0.186	No
Institutional and legal frameworks	33%	17%	50%	0%	17%	83%	10%	50%	40%	No	No	2 Areas	SACPLAN & SAPI	0.332	No
Environmental planning and management	17%	67%	17%	17%	33%	50%	20%	40%	40%	No	No	No	No Consensus	0.865	No
Land use and infrastructure planning	33%	17%	50%	0%	33%	67%	0%	70%	30%	No	No	2 Areas	SACPLAN & SAPI	0.079	No
Transport planning	17%	50%	33%	33%	33%	33%	40%	50%	10%	No	2 Areas	No	SACPLAN & Academics	0.710	No
Land economics	0%	100%	0%	0%	33%	67%	10%	60%	30%	No	2 Areas	No	SACPLAN & Academics	0.085	No
Integrated development planning	17%	33%	50%	0%	50%	50%	10%	40%	50%	No	No	[illegible]	[illegible]	1.000	No
Geography, sociology and anthropology	0%	67%	33%	0%	50%	50%	10%	50%	40%	No	3 Areas	No	SACPLAN, SAPI & Academics	1.000	No
Research methods and dissertation	17%	33%	50%	0%	83%	17%	0%	0%	100%	No	No	2 Areas	SACPLAN & Academics	0.001	Yes
Survey and analysis	0%	67%	33%	17%	83%	0%	0%	40%	60%	No	2 Areas	No	SACPLAN & SAPI	0.080	No
Strategic assessment	17%	33%	50%	0%	67%	33%	0%	60%	40%	No	2 Areas	No	SAPI & Academics	0.639	No
Local area analysis and planning	0%	50%	50%	0%	33%	67%	10%	40%	50%	No	No	[illegible]	[illegible]	1.000	No
Layout planning	33%	0%	67%	0%	33%	67%	0%	30%	70%	No	No	[illegible]	[illegible]	0.184	No
Plan making	33%	33%	33%	0%	17%	83%	10%	40%	50%	No	No	2 Areas	SAPI & Academics	0.425	No
Plan administration, implementation and land use management	33%	0%	67%	0%	50%	50%	10%	40%	50%	No	No	[illegible]	[illegible]	0.251	No
Planning education	17%	50%	33%	0%	67%	33%	0%	10%	90%	No	2 Areas	No	SACPLAN & SAPI	0.031	Yes

Summary: Expert Skills Profile						
Consensus				Statistically Significant Differences between Stakeholder Areas Pr < p=0.05		
Stakeholder Consensus Groups	% Consensus	% Consensus L2	% Consensus L3	Row-Column Dependency in Theme	Stakeholder Consensus Groups	% Row-Column Dependency
SACPLAN & SAPI & Academics	40%	5%	35%	Research methods and dissertation	SACPLAN & Academics	10%
SACPLAN & SAPI	20%	10%	10%	Planning education	SACPLAN & SAPI	
SACPLAN & Academics	20%	10%	10%			
SAPI & Academics	15%	10%	5%			
No Consensus	5%					

4.4.3 Expert Panel Attitude Profile

In Table 4.5: Expert Attitude Profile, a 55% consensus is seen among the three stakeholder populations. The 55% consensus translates to an agreement on attitude levels in eleven of the 20 themes. The table summary indicates that the rating of attitude was on Level 3 (mastery of theme) in all eleven themes. These eleven themes are shaded in green in the data table, Table 4.5.

The table summary, Table 4.5 indicates the consensus levels reached in only two populations, namely SACPLAN and SAPI = 10% (2 themes), SACPLAN and academics =15% (2 themes), and SAPI and academics = 10% (3 themes). The consensus between only two populations is lower than the consensus among the three populations.

The last column in the summary table of Table 4.5 notes a 30% row-column dependency, calculated through the Fisher exact test that yielded a statistically significant Pr-value per theme ($Pr < p = 0.05$) (second last column in the data table). The last column in the data table indicates statistical significance status. The 30% row-column dependency indicates that in six themes a statistically significant deviation occurred from the assumption that all responses are random. This indicates bias in populations regarding specific themes. These themes are: Settlement history and theory, Sustainable cities, Research methods and dissertation, Survey and analysis, Layout planning and Planning education.

Examining the statistically significant row-column dependency in the expert panel attitude profile, two themes show a high consensus level among the three stakeholder populations. The two themes are Sustainable cities and Layout planning. All three populations rated their attitude level on Level 3 with consensus in populations at 67% or higher. In one theme, Survey and analysis, there was no consensus between the stakeholder populations. In the other three themes consensus was attained between SACPLAN and academics. The statistically significant row-column dependency is discussed in section 4.11 ***ROW-COLUMN DEPENDENCY.***

Table 4.5: Expert Attitude Profile

Expert Attitude Profile															
	SACPLAN n=6			SAPI n=6			Academics n=10			Consensus between Stakeholder Areas				Fisher Exact	Stat. Sign.
Theme	L 1	L 2	L 3	L 1	L 2	L 3	L 1	L 2	L 3	L 1	L 2	L 3	Consensus Groups	Pr	p=0.05
Settlement history and theory	33%	0%	67%	0%	67%	33%	0%	10%	90%	No	No	2 Areas	SACPLAN & Academics	0.006	Yes
Planning theory and public policy	33%	0%	67%	0%	17%	83%	0%	10%	90%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.266	No
Sustainable cities	33%	0%	67%	0%	33%	67%	0%	0%	100%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.014	Yes
Place making	33%	0%	67%	0%	17%	83%	0%	0%	100%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.065	No
Regional development	33%	33%	33%	0%	33%	67%	0%	10%	90%	No	No	2 Areas	SAPI & Academics	0.089	No
Institutional and legal frameworks	33%	33%	33%	0%	33%	67%	0%	70%	30%	No	No	No	No Consensus	0.141	No
Environmental planning and management	33%	0%	67%	0%	33%	67%	10%	20%	70%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.497	No
Land use and infrastructure planning	33%	0%	67%	0%	33%	67%	10%	20%	70%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.497	No
Transport planning	33%	17%	50%	17%	33%	50%	10%	50%	40%	No	No	2 Areas	SACPLAN & SAPI	0.799	No
Land economics	17%	67%	17%	0%	67%	33%	0%	20%	80%	No	2 Areas	No	SACPLAN & SAPI	0.051	No
Integrated development planning	17%	17%	67%	0%	50%	50%	0%	10%	90%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.130	No
Geography, sociology and anthropology	0%	33%	67%	0%	33%	67%	10%	20%	70%	No	No	3 Areas	SACPLAN, SAPI & Academics	1.000	No
Research methods and dissertation	17%	33%	50%	0%	83%	17%	0%	0%	100%	No	No	2 Areas	SACPLAN & Academics	0.001	Yes
Survey and analysis	33%	33%	33%	17%	83%	0%	0%	30%	70%	No	No	No	No Consensus	0.019	Yes
Strategic assessment	33%	0%	67%	0%	50%	50%	10%	10%	80%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.147	No
Local area analysis and planning	33%	0%	67%	0%	33%	67%	10%	20%	70%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.497	No
Layout planning	33%	0%	67%	0%	33%	67%	0%	0%	100%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.014	Yes
Plan making	33%	33%	33%	0%	17%	83%	10%	30%	60%	No	No	2 Areas	SAPI & Academics	0.550	No
Plan administration, implementation and land use management	33%	0%	67%	0%	50%	50%	10%	10%	80%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.147	No
Planning education	33%	17%	50%	0%	67%	33%	0%	0%	100%	No	No	2 Areas	SACPLAN & Academics	0.002	Yes

Summary: Expert Attitude Profile						
Consensus				Statistically Significant Differences between Stakeholder Areas Pr < p=0.05		
Stakeholder Consensus Groups	% Consen-sus	% Consen-sus L2	% Consen-sus L3	Row-Column Dependency in Theme	Stakeholder Consensus Groups	% Row-Column Dependency
SACPLAN & SAPI & Academics	55%	0%	55%	Settlement history and theory	SACPLAN & Academics	30%
SACPLAN & SAPI	10%	5%	5%	Sustainable cities	SACPLAN, SAPI & Academics	
SACPLAN & Academics	15%	0%	15%	Research methods and dissertation	SACPLAN & Academics	
SAPI & Academics	10%	0%	10%	Survey and analysis	No Consensus	
No Consensus	10%			Layout planning	SACPLAN, SAPI & Academics	
				Planning education	SACPLAN & Academics	

4.4.4 Summary Expert Panel Competency Profile

The expert panel profile represents the entrenchment of the draft SACPLAN competencies in the three stakeholder populations that drive planning education in South Africa. Table 4.6: Expert Panel Knowledge, Skills and Attitude Profile summarises the knowledge, skills and attitude profile for the expert panel in relation to the draft SACPLAN competency guideline. There is a 50% consensus among the three stakeholder populations in terms of the knowledge category (10 themes), with a 40% consensus (8 themes) on Level 3 and 10% consensus (2 themes) on Level 2. There is a 40% consensus in the skills profile (8 themes) with 35% consensus (7 themes) on Level 3 and 5% consensus (1 theme) on Level 2. The consensus in the attitude profile is 55% (11 themes) on Level 3. The consensus among the three stakeholder populations indicates that the expert panel rated their competencies mostly on Level 3 (mastery) and in a smaller degree on Level 2 (understanding and work application). The expert panel competency profile is in agreement with the SACPLAN guideline on registration of professional planners (SACPLAN, 2014: 18) that requires professional planners to have core and functional competencies on Level 2 (35%) and Level 3 (35%).

The table indicates six themes where no consensus was reached between the three stakeholder populations for either one of the competency categories of knowledge, skills or attitude (shaded in orange). On another five themes consensus among the three stakeholder areas were only noted in one of the three categories of knowledge, skills or attitude (shaded in yellow).

The moderate to low consensus among the three stakeholder areas (10 themes in knowledge category, 7 themes in the skills category and 11 themes in the attitude category) does not comply with the guideline of SACPLAN for registration of professional planners (SACPLAN, 2014: 20), which requires accredited degree programmes to address at least 65% of core and functional competencies. The six themes where no consensus among the three stakeholder populations was observed and the five themes where consensus was noted in only one competency category further indicate a low entrenchment of the draft SACPLAN competencies in the three stakeholder populations.

Table 4.6: Expert Panel Knowledge, Skills and Attitude Profile

Expert Panel Knowledge, Skills & Attitude Profile									
	Knowledge			Skills			Attitude		
Theme	L 1	L 2	L 3	L1	L 2	L 3	L 1	L 2	L 3
Settlement history and theory									
Planning theory and public policy			Level 3			Level 3			Level 3
Sustainable cities			Level 3			Level 3			Level 3
Place making			Level 3						Level 3
Regional development						Level 3			
Institutional and legal frameworks									
Environmental planning and management									Level 3
Land use and infrastructure planning			Level 3						Level 3
Transport planning		Level 2							
Land economics									
Integrated development planning						Level 3			Level 3
Geography, sociology and anthropology		Level 2			Level 2				Level 3
Research methods and dissertation									
Survey and analysis									
Strategic assessment									Level 3
Local area analysis and planning			Level 3			Level 3			Level 3
Layout planning			Level 3			Level 3			Level 3
Plan making			Level 3						
Plan administration, implementation and land use management			Level 3			Level 3			Level 3
Planning education									

Summary: Expert Pannel Knowledge, Skills & Attitude Profile									
	Knowledge			Skills			Attitude		
	L 1	L 2	L 3	L 1	L 2	L 3	L 1	L 2	L 3
% Consensus on Level	0%	10%	40%	0%	5%	35%	0%	0%	55%
Consensus on Number of Themes	0	2	8	0	1	7	0	0	11

4.5 PROVINCIAL GOVERNMENT PLANNER

The following four tables explore the competency profile of a Provincial Government Planner through the opinions of the expert panel. The competency levels in the knowledge, skills and attitude categories are presented as individual tables and then summarised.

4.5.1 Provincial Government Planner Knowledge Profile

In Table 4.7: Provincial Government Planner Knowledge Profile, a 25% consensus was attained among the three stakeholder populations in terms of the knowledge profile of provincial government planners. This translates to five themes on which the three stakeholders agreed in terms of knowledge level for provincial government planners. The agreed knowledge level is Level 2 (understanding and application in the work environment) in all themes as reported in the table summary of Table 4.7. The five themes on which consensus was reported are shaded in light green in the data table.

From the table summary of Table 4.7, it is noted that the 25% consensus among all three stakeholder populations was lower than the consensus between the SAPI and academic populations where a consensus of 35% was reported. The consensus between the SAPI and academic populations was 25% on Level 3 for five themes and 10% on Level 2 for two themes.

The statistically significant row-column dependency in the provincial government planner knowledge profile was calculated as 25% (last column in the table summary). Statistically significant row-column dependency occurs where the Fisher exact test yields a Pr-value lower than p=0.05. The second last column in the data table of Table 4.7 reports the Pr=value and the last column in the data table indicates the statistically significant status. There is a deviation in five themes from the assumption that all responses are random between the stakeholder populations. Three of the five themes show consensus between SAPI and academics, one theme shows consensus between SACPLAN and academics, and for one theme no consensus was reached between populations.

The deviation from the assumption that responses in the survey were random is discussed further in section 4.11, ***ROW-COLUMN DEPENDENCY***.

Table 4.7: Provincial Government Planner Knowledge Profile

Provincial Government Planner Knowledge Profile															
	SACPLAN n=6			SAPI n=6			Academics n=10			Consensus between Stakeholder Areas				Fisher Exact	Stat. Sign.
Theme	L 1	L 2	L 3	L 1	L 2	L 3	L 1	L 2	L 3	L 1	L 2	L 3	Consensus Groups	Pr	p=0.05
Settlement history and theory	17%	67%	17%	17%	50%	33%	20%	60%	20%	No	3 Areas	No	SACPLAN, SAPI & Academics	1.000	No
Planning theory and public policy	0%	67%	33%	0%	33%	67%	10%	10%	80%	No	No	2 Areas	SAPI & Academics	0.143	No
Sustainable cities	0%	100%	0%	33%	0%	67%	10%	40%	50%	No	No	2 Areas	SAPI & Academics	0.004	Yes
Place making	0%	83%	17%	17%	17%	67%	20%	40%	40%	No	No	No	No Consensus	0.216	No
Regional development	33%	33%	33%	0%	0%	100%	0%	30%	70%	No	No	2 Areas	SAPI & Academics	0.046	Yes
Institutional and legal frameworks	33%	33%	33%	0%	17%	83%	0%	30%	70%	No	No	2 Areas	SAPI & Academics	0.225	No
Environmental planning and management	0%	100%	0%	17%	17%	67%	0%	70%	30%	No	2 Areas	No	SACPLAN & Academics	0.016	Yes
Land use and infrastructure planning	17%	50%	33%	17%	17%	67%	0%	60%	40%	No	2 Areas	No	SACPLAN & Academics	0.348	No
Transport planning	17%	67%	17%	0%	83%	17%	30%	50%	20%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.834	No
Land economics	0%	67%	33%	17%	50%	33%	10%	60%	30%	No	3 Areas	No	SACPLAN, SAPI & Academics	1.000	No
Integrated development planning	33%	50%	0%	0%	33%	67%	0%	40%	60%	No	No	2 Areas	SAPI & Academics	0.042	Yes
Geography, sociology and anthropology	17%	83%	0%	17%	83%	0%	20%	60%	20%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.884	No
Research methods and dissertation	17%	67%	17%	0%	100%	0%	20%	50%	30%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.415	No
Survey and analysis	50%	17%	33%	0%	100%	0%	10%	60%	30%	No	2 Areas	No	SAPI & Academics	0.030	Yes
Strategic assessment	33%	50%	17%	0%	67%	33%	20%	40%	40%	No	2 Areas	No	SACPLAN & SAPI	0.588	No
Local area analysis and planning	0%	83%	17%	33%	50%	17%	40%	30%	30%	No	2 Areas	No	SACPLAN & SAPI	0.374	No
Layout planning	17%	33%	50%	17%	67%	17%	30%	40%	30%	No	No	No	No Consensus	0.769	No
Plan making	50%	17%	33%	0%	67%	33%	10%	20%	70%	No	No	No	No Consensus	0.080	No
Plan administration, implementation and land use management	17%	67%	17%	0%	33%	67%	0%	50%	50%	No	2 Areas	2 Areas	SACPLAN & Academics	0.344	No
Planning education	33%	17%	50%	17%	83%	0%	30%	50%	20%	No	2 Areas	No	SAPI & Academics	0.185	No

Summary: Provincial Government Planner Knowledge Profile						
Consensus				Statistically Significant Differences between Stakeholder Areas Pr < p=0.05		
Stakeholder Consensus Groups	% Consensus	% Consensus L2	% Consensus L3	Row-Column Dependency in Theme	Stakeholder Consensus Groups	% Row-Column Dependency
SACPLAN & SAPI & Academics	25%	25%	0%	Place making	No Consensus	25%
SACPLAN & SAPI	10%	10%	0%	Regional development	SAPI & Academics	
SACPLAN & Academics	15%	10%	5%	Land use and infrastructure planning	SACPLAN & Academics	
SAPI & Academics	35%	10%	25%	Integrated development planning	SAPI & Academics	
No Consensus	15%			Survey and analysis	SAPI & Academics	

4.5.2 Provincial Government Planner Skills Profile

The summary table of Table 4.8: Provincial Government Planner Skills Profile, shows a 35% consensus among the three stakeholder populations regarding the skills profile of a provincial government planner. There is a 25% consensus on a Level 2 rating for the skills profile for provincial government planners and a 10% consensus on a Level 3 rating. This indicates that there are five themes that the three stakeholders agreed on in terms of a skills level that needs to be on Level 2 (understanding and work environment application) for provincial government planners. The five themes are shaded in light green in Table 4.8. The 10% consensus in terms of a skills level of Level 3 (mastery of the theme) is shaded in green in Table 4.8.

From the table summary of Table 4.8, it is noted that the 35% consensus among all three stakeholder populations is higher than the consensus between two stakeholder populations.

The statistically significant row-column dependency in the provincial government planner skills is calculated as 10% (last column in the table summary). Statistically significant row-column dependency occurs where the Fisher exact test yields a Pr-value lower than p=0.05. The second last column in the data table of Table 4.8 reports the Pr=value and the last column in the data table indicates the statistically significant status. There is a deviation in two themes from the assumption that all responses are random between the stakeholder populations. One theme, Environmental planning and management, shows consensus between SACPLAN and academics, while the other theme, Survey and analysis, shows consensus between SAPI and academics. The deviation is discussed further in section 4.11, ***ROW-COLUMN DEPENDENCY.***

Table 4.8: Provincial Government Planner Skills Profile

Provincial Government Planner Skills Profile															
	SACPLAN n=6			SAPI n=6			Academics n=10			Consensus between Stakeholder Areas				Fisher Exact	Stat. Sign.
Theme	L 1	L 2	L 3	L 1	L 2	L 3	L 1	L 2	L 3	L 1	L 2	L 3	Consensus Groups	Pr	p=0.05
Settlement history and theory	17%	67%	17%	17%	50%	33%	30%	50%	20%	No	3 Areas	No	SACPLAN, SAPI & Academics	1.000	No
Planning theory and public policy	0%	67%	33%	0%	33%	67%	10%	30%	60%	No	No	2 Areas	SAPI & Academics	0.639	No
Sustainable cities	0%	67%	33%	17%	17%	67%	10%	40%	50%	No	No	2 Areas	SAPI & Academics	0.538	No
Place making	0%	100%	0%	0%	33%	67%	20%	60%	20%	No	2 Areas	No	SACPLAN & Academics	0.058	No
Regional development	33%	17%	50%	0%	17%	83%	0%	20%	80%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.319	No
Institutional and legal frameworks	33%	17%	50%	0%	33%	67%	10%	30%	60%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.718	No
Environmental planning and management	0%	100%	0%	33%	0%	67%	20%	60%	20%	No	2 Areas	No	SACPLAN & Academics	0.005	Yes
Land use and infrastructure planning	17%	83%	0%	0%	33%	67%	10%	70%	20%	No	2 Areas	No	SACPLAN & Academics	0.077	No
Transport planning	33%	50%	17%	17%	67%	17%	30%	50%	20%	No	3 Areas	No	SACPLAN, SAPI & Academics	1.000	No
Land economics	0%	83%	17%	17%	67%	17%	10%	70%	20%	No	3 Areas	No	SACPLAN, SAPI & Academics	1.000	No
Integrated development planning	33%	50%	17%	0%	50%	50%	0%	30%	70%	No	2 Areas	2 Areas	SAPI & Academics	0.125	No
Geography, sociology and anthropology	0%	83%	17%	17%	83%	0%	10%	70%	20%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.877	No
Research methods and dissertation	17%	67%	17%	17%	83%	0%	20%	40%	40%	No	2 Areas	No	SACPLAN & SAPI	0.476	No
Survey and analysis	50%	17%	33%	0%	100%	0%	0%	70%	30%	No	2 Areas	No	SAPI & Academics	0.049	Yes
Strategic assessment	33%	50%	17%	0%	67%	33%	20%	40%	40%	No	2 Areas	No	SACPLAN & SAPI	0.588	No
Local area analysis and planning	0%	83%	17%	17%	67%	17%	20%	50%	30%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.822	No
Layout planning	17%	33%	50%	17%	67%	17%	30%	50%	20%	No	2 Areas	No	SAPI & Academics	0.752	No
Plan making	33%	67%	0%	0%	67%	33%	10%	30%	60%	No	2 Areas	No	SACPLAN & SAPI	0.079	No
Plan administration, implementation and land use management	17%	67%	17%	0%	33%	67%	0%	60%	40%	No	2 Areas	No	SACPLAN & Academics	0.282	No
Planning education	33%	33%	33%	17%	83%	0%	30%	70%	0%	No	2 Areas	No	SAPI & Academics	0.225	No

Summary: Provincial Government Planner Skills Profile						
Consensus				Statistically Significant Differences between Stakeholder Areas Pr < p=0.05		
Stakeholder Consensus Groups	% Consensus	% Consensus L2	% Consensus L3	Row-Column Dependency in Theme	Stakeholder Consensus Groups	% Row-Column Dependency
SACPLAN & SAPI & Academics	35%	25%	10%	Environmental planning and management	SACPLAN & Academics	10%
SACPLAN & SAPI	15%	15%	0%	Survey and analysis	SAPI & Academics	
SACPLAN & Academics	20%	20%	0%			
SAPI & Academics	30%	20%	10%			
No Consensus	0%					

4.5.3 Provincial Government Planner Attitude Profile

Table 4.9: Provincial Government Planner Attitude Profile, shows a 25% consensus among the three stakeholder populations regarding the attitude profile of provincial government planners. The 25% consensus translates to an agreement on attitude levels in five of the 20 themes. The table summary indicates that the rating of attitude level is on Level 3 (mastery of theme) for 4 themes, and on Level 2 (understanding and work application) for 1 theme. The four themes with a Level 3 consensus are shaded in green and the one theme with a Level 2 consensus is shaded light green in the data table of Table 4.9.

From the table summary of Table 4.9, consensus between SAPI and the academic s population are higher (45%) than consensus among all three stakeholder populations.

The last column in the summary table of Table 4.9 notes a 10% row-column dependency, calculated through the Fisher exact test that yielded a statistical significant Pr-value per theme ($Pr < p = 0.05$) (second last column in the data table). The last column in the data table indicates statistical significance status. The 10% row-column dependency indicates that there are two themes where a statistically significant deviation occurs from the assumption that all responses are random. This indicates bias of populations regarding specific themes. These themes are Planning theory and public policy and Survey and analysis. Both themes show consensus between the SAPI and academic populations. The statistically significant row-column dependency is discussed in section 4.11, ***ROW-COLUMN DEPENDENCY***.

Table 4.9: Provincial Government Planner Attitude Profile

Provincial Government Planner Attitude Profile															
	SACPLAN n=6			SAPI n=6			Academics n=10			Consensus between Stakeholder Areas				Fisher Exact	Stat. Sign.
Theme	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	Consensus Groups	Pr	p=0.05
Settlement history and theory	17%	50%	33%	0%	67%	33%	10%	30%	60%	No	2 Areas	No	SACPLAN & SAPI	1.000	No
Planning theory and public policy	17%	67%	17%	0%	17%	83%	10%	10%	80%	No	No	2 Areas	SAPI & Academics	0.043	Yes
Sustainable cities	17%	33%	50%	17%	17%	67%	0%	10%	90%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.351	No
Place making	33%	33%	33%	0%	17%	83%	20%	20%	60%	No	No	2 Areas	SAPI & Academics	0.519	No
Regional development	33%	17%	50%	0%	17%	83%	0%	10%	90%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.200	No
Institutional and legal frameworks	33%	33%	33%	0%	17%	83%	20%	30%	50%	No	No	2 Areas	SAPI & Academics	0.519	No
Environmental planning and management	33%	33%	33%	0%	33%	67%	0%	20%	80%	No	No	2 Areas	SAPI & Academics	0.210	No
Land use and infrastructure planning	17%	50%	33%	0%	33%	67%	0%	30%	70%	No	No	2 Areas	SAPI & Academics	0.418	No
Transport planning	17%	50%	33%	0%	67%	33%	10%	50%	40%	No	3 Areas	No	SACPLAN, SAPI & Academics	1.000	No
Land economics	17%	67%	17%	0%	83%	17%	0%	40%	60%	No	2 Areas	No	SACPLAN & SAPI	0.159	No
Integrated development planning	17%	50%	33%	0%	50%	50%	0%	20%	80%	No	2 Areas	2 Areas	SAPI & Academics	0.226	No
Geography, sociology and anthropology	0%	83%	17%	0%	100%	0%	10%	40%	50%	No	2 Areas	No	SACPLAN & SAPI	0.083	No
Research methods and dissertation	17%	33%	50%	0%	100%	0%	10%	50%	40%	No	2 Areas	No	SAPI & Academics	0.140	No
Survey and analysis	50%	17%	33%	0%	100%	0%	0%	50%	50%	No	2 Areas	No	SAPI & Academics	0.006	Yes
Strategic assessment	33%	17%	50%	0%	50%	50%	10%	20%	70%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.463	No
Local area analysis and planning	33%	17%	50%	0%	83%	17%	10%	50%	40%	No	2 Areas	No	SAPI & Academics	0.214	No
Layout planning	17%	83%	0%	0%	83%	17%	20%	30%	50%	No	2 Areas	No	SACPLAN & SAPI	0.106	No
Plan making	33%	33%	33%	0%	67%	33%	10%	20%	70%	No	No	No	No Consensus	0.222	No
Plan administration, implementation and land use management	33%	17%	50%	0%	17%	83%	0%	10%	90%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.200	No
Planning education	33%	33%	33%	0%	100%	0%	10%	40%	50%	No	No	No	No Consensus	0.065	No

Summary: Provincial Government Planner Attitude Profile						
Consensus				Statistically Significant Differences between Stakeholder Areas Pr < p=0.05		
Stakeholder Consensus Groups	% Consensus	% Consensus L2	% Consensus L3	Row-Column Dependency in Theme	Stakeholder Consensus Groups	% Row-Column Dependency
SACPLAN & SAPI & Academics	25%	5%	20%	Planning theory and public policy	SAPI & Academics	10%
SACPLAN & SAPI	20%	20%	0%	Survey and analysis	SAPI & Academics	
SACPLAN & Academics	0%	0%	0%			
SAPI & Academics	45%	20%	25%			
No Consensus	10%					

4.5.4 Summary Provincial Government Planner Competency Profile

Table 4.10: Provincial Government Planner Knowledge, Skills and Attitude Profile represents the knowledge, skills and attitude profile for provincial government planners as per expert panel opinion. There is a 25% consensus among the three stakeholder populations in terms of knowledge level that needs to be on Level 2 (understanding and work application of theme) for five of the 20 themes. There is a 35% consensus on the skills profile with 25% consensus (5 themes) on Level 3 (mastery of theme) and 10% consensus (2 themes) on Level 2 (understanding and work application of theme). The consensus in the attitude profile is 25% (5 themes) of which one theme is on Level 2 (understanding and work application of theme), and four themes on Level 3 (mastery of theme).

Table 4.10 notes 9 themes where no consensus is reached between the three stakeholder populations (shaded in orange). In another 6 themes consensus is only noted in one of the competency categories of knowledge, skill or attitude.

The low consensus between the stakeholder populations regarding the core and functional competencies that provincial government planners need is in contrast to SACPLAN guidelines for registration for professional planners. The guidelines indicate that professional planner degrees must address at least 65% of the core and functional competency areas (SACPLAN, 2014: 20). The nine themes with no consensus among the three stakeholder populations and the six themes where consensus is reached in only one of the competency categories further suggest that the stakeholder areas that drive professional planning education in South Africa do not agree on the competency profile for provincial government planners in relation to the draft SACPLAN competency themes.

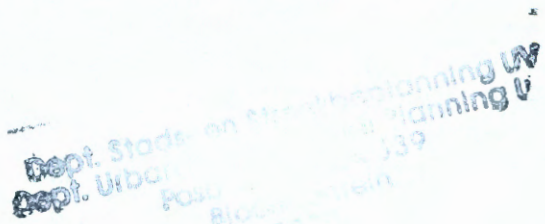

Table 4.10: Provincial Government Planner Knowledge, Skills and Attitude Profile

Provincial Government Planner Knowledge, Skills & Attitude Profile									
	Knowledge			Skills			Attitude		
Theme	L 1	L 2	L 3	L1	L 2	L 3	L 1	L 2	L 3
Settlement history and theory		Level 2			Level 2				
Planning theory and public policy									
Sustainable cities									Level 3
Place making									
Regional development						Level 3			Level 3
Institutional and legal frameworks						Level 3			
Environmental planning and management									
Land use and infrastructure planning									
Transport planning		Level 2			Level 2			Level 2	
Land economics		Level 2			Level 2				
Integrated development planning									
Geography, sociology and anthropology		Level 2			Level 2				
Research methods and dissertation		Level 2							
Survey and analysis									
Strategic assessment									Level 3
Local area analysis and planning					Level 2				
Layout planning									
Plan making									
Plan administration, implementation and land use management									Level 3
Planning education									

Summary: Provincial Government Planner Knowledge, Skills & Attitude Profile									
	Knowledge			Skills			Attitude		
	L 1	L 2	L 3	L 1	L 2	L 3	L 1	L 2	L 3
% Consensus on Level	0%	25%	0%	0%	25%	10%	0%	5%	20%
Consensus on Number of Themes	0	5	0	0	5	2	0	1	4

4.6 LOCAL GOVERNMENT PLANNER

The following four tables explore the competency profile of a local government planner through the opinions of the expert panel. The competency levels in the knowledge, skills and attitude categories are presented as individual tables and then summarised.

4.6.1 Local Government Planner Knowledge Profile

Table 4.11: Local Government Planner Knowledge Profile, notes a 55% consensus among the three stakeholder populations in terms of the knowledge profile of local government planners. This translates to eleven themes that the three stakeholders agreed on in terms of knowledge level for local government planners. The agreed knowledge level is Level 2 (understanding and application in the work environment) in six themes, and Level 3 (mastery) in five themes, as reported in the table summary of Table 4.11. The six themes with consensus on Level 3 are shaded in green and the five themes with consensus on Level 2 are shaded light green in the data table of Table 4.11.

From the table summary of Table 4.11, it is noted that the 55% consensus among the three stakeholder populations was higher than the consensus between two stakeholder populations, although there was a 40% consensus between the SAPI and academic populations.

The statistically significant row-column dependency in the Local Government Planner knowledge profile is calculated as 5% (last column in the table summary). Statistically significant row-column dependency occurs where the Fisher exact test yields a Pr-value lower than p=0.05. The second last column in the data table of Table 4.11 reports the Pr=value and the last column in the data table indicates the statistically significant status. There is a deviation in one theme from the assumption that all responses are random among the stakeholder populations. This theme shows consensus between SAPI and academics. The deviation from the assumption that responses in the survey are random, are discussed further in section 4.11, ***ROW-COLUMN DEPENDENCY***.

Table 4.11: Local Government Planner Knowledge Profile

Local Government Planner Knowledge Profile															
	SACPLAN n=6			SAPI n=6			Academics n=10			Consensus between Stakeholder Areas				Fisher Exact	Stat. Sign.
Theme	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	Consensus Groups	p=0.05	p=0.05
Settlement history and theory	17%	50%	33%	0%	67%	33%	10%	70%	20%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.916	No
Planning theory and public policy	17%	50%	33%	0%	0%	100%	10%	10%	80%	No	No	2 Areas	SAPI & Academics	0.080	No
Sustainable cities	17%	50%	33%	0%	17%	83%	0%	20%	80%	No	No	2 Areas	SAPI & Academics	0.219	No
Place making	17%	33%	50%	0%	0%	100%	0%	40%	60%	No	No	2 Areas	SACPLAN, SAPI & Academics	0.168	No
Regional development	17%	83%	0%	0%	33%	67%	20%	50%	30%	No	2 Areas	No	SACPLAN & Academics	0.159	No
Institutional and legal frameworks	33%	50%	17%	0%	0%	100%	10%	20%	70%	No	No	2 Areas	SAPI & Academics	0.039	Yes
Environmental planning and management	17%	67%	17%	0%	50%	50%	10%	50%	40%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.853	No
Land use and infrastructure planning	17%	33%	50%	0%	0%	100%	0%	20%	80%	No	No	2 Areas	SACPLAN, SAPI & Academics	0.192	No
Transport planning	17%	67%	17%	0%	67%	33%	30%	60%	10%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.671	No
Land economics	33%	50%	17%	0%	67%	33%	10%	50%	40%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.657	No
Integrated development planning	33%	33%	33%	0%	50%	50%	0%	20%	80%	No	No	2 Areas	SAPI & Academics	0.168	No
Geography, sociology and anthropology	17%	83%	0%	0%	83%	17%	30%	50%	20%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.542	No
Research methods and dissertation	17%	67%	17%	0%	100%	0%	20%	50%	30%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.415	No
Survey and analysis	50%	17%	33%	0%	67%	33%	10%	50%	40%	No	2 Areas	No	SAPI & Academics	0.259	No
Strategic assessment	33%	33%	33%	17%	33%	50%	10%	30%	60%	No	No	2 Areas	SAPI & Academics	0.912	No
Local area analysis and planning	33%	17%	50%	0%	50%	50%	10%	10%	80%	No	No	2 Areas	SACPLAN, SAPI & Academics	0.225	No
Layout planning	33%	33%	33%	0%	33%	67%	0%	40%	60%	No	No	2 Areas	SAPI & Academics	0.337	No
Plan making	33%	17%	50%	0%	33%	67%	10%	10%	80%	No	No	2 Areas	SACPLAN, SAPI & Academics	0.497	No
Plan administration, implementation and land use management	33%	17%	50%	0%	0%	100%	0%	10%	90%	No	No	2 Areas	SACPLAN, SAPI & Academics	0.102	No
Planning education	33%	17%	50%	17%	83%	0%	30%	50%	20%	No	2 Areas	No	SAPI & Academics	0.185	No

Summary: Local Government Planner Knowledge Profile							
Consensus				Statistically Significant Differences between Stakeholder Areas Pr < p=0.05			
Stakeholder Consensus Groups	% Consensus	% Consensus L2	% Consensus L3	Row-Column Dependency in Theme		Stakeholder Consensus Groups	% Row-Column Dependency
SACPLAN & SAPI & Academics	55%	30%	25%	Institutional and legal frameworks		SAPI & Academics	5%
SACPLAN & SAPI	0%	0%	0%				
SACPLAN & Academics	5%	5%	0%				
SAPI & Academics	40%	10%	30%				
No Consensus	0%						

4.6.2 Local Government Planner Skills Profile

The summary table in Table 4.12: Local Government Planner Skills Profile shows a 35% consensus among the three stakeholder populations regarding the skills profile of a local government planner. There is a 25% consensus on the Level 2 rating for the skills profile for local government planners (in 5 themes), and a 10% consensus on the Level 3 rating (in 2 themes). This indicates that there are five themes on which the three stakeholders agreed in terms of a skills level that needs to be on Level 2 (understanding and work environment application) for local government planners. The five themes are shaded in light green in Table 4.12. The 10% consensus in terms of a skills level of Level 3 (mastery of the theme) is shaded in green in Table 4.12.

From the table summary of Table 4.12 it is noted that the 35% consensus among the three stakeholder populations is lower than the consensus between two stakeholder populations, namely SAPI and academics; this consensus is 50%. It is noted that for eight themes (40% consensus) the SAPI and academic consensus is for Level 3 (mastery of themes) and in two themes (10% consensus), the level is on Level 2 (understanding and work application).

The statistically significant row-column dependency in the local government planner skills profile is calculated as 5% (last column in the table summary). Statistically significant row-column dependency occurs when the Fisher exact test yields a Pr-value lower than p=0.05. The second last column in the data table of Table 4.12 reports the Pr=value and the last column in the data table indicates the statistically significant status. There is a deviation in one theme from the assumption that all responses are random among the stakeholder populations. One theme, Place making, shows consensus between SACPLAN and academics. The deviation is discussed further in section 4.11, ***ROW-COLUMN DEPENDENCY***.

Table 4.12: Local Government Planner Skills Profile

Local Government Planner Skills Profile															
	SACPLAN n=6			SAPI n=6			Academics n=10			Consensus between Stakeholder Areas				Fisher Exact	Stat. Sign.
Theme	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	Consensus Groups	Pr	p=0.05
Settlement history and theory	17%	50%	33%	0%	67%	33%	20%	60%	20%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.897	No
Planning theory and public policy	17%	50%	33%	0%	17%	83%	10%	20%	70%	No	No	2 Areas	SAPI & Academics	0.473	No
Sustainable cities	17%	67%	17%	0%	17%	83%	0%	30%	70%	No	No	2 Areas	SAPI & Academics	0.987	No
Place making	17%	67%	17%	0%	0%	100%	10%	50%	40%	No	2 Areas	No	SACPLAN & Academics	0.030	Yes
Regional development	17%	67%	17%	0%	33%	67%	20%	60%	20%	No	2 Areas	No	SACPLAN & Academics	0.374	No
Institutional and legal frameworks	33%	33%	33%	0%	17%	83%	0%	40%	60%	No	No	2 Areas	SAPI & Academics	0.243	No
Environmental planning and management	17%	83%	0%	0%	50%	50%	20%	50%	30%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.319	No
Land use and infrastructure planning	0%	67%	33%	0%	0%	100%	0%	40%	60%	No	No	2 Areas	SAPI & Academics	0.085	No
Transport planning	33%	50%	17%	0%	67%	33%	30%	60%	10%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.591	No
Land economics	33%	67%	0%	0%	67%	33%	20%	40%	40%	No	2 Areas	No	SACPLAN & SAPI	0.308	No
Integrated development planning	33%	17%	50%	0%	33%	67%	0%	10%	90%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.169	No
Geography, sociology and anthropology	0%	100%	0%	0%	83%	17%	0%	80%	20%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.766	No
Research methods and dissertation	17%	67%	17%	0%	100%	0%	20%	50%	30%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.415	No
Survey and analysis	50%	17%	33%	0%	50%	50%	0%	60%	40%	No	2 Areas	No	SAPI & Academics	0.101	No
Strategic assessment	33%	50%	17%	0%	50%	50%	20%	20%	60%	No	2 Areas	2 Areas	SAPI & Academics	0.343	No
Local area analysis and planning	33%	33%	33%	0%	33%	67%	0%	40%	60%	No	No	2 Areas	SAPI & Academics	0.337	No
Layout planning	33%	33%	33%	0%	33%	67%	0%	30%	70%	No	No	2 Areas	SAPI & Academics	0.338	No
Plan making	33%	33%	33%	0%	50%	50%	10%	20%	70%	No	No	2 Areas	SAPI & Academics	0.408	No
Plan administration, implementation and land use management	33%	17%	50%	0%	0%	100%	0%	20%	80%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.118	No
Planning education	33%	17%	50%	17%	83%	0%	30%	60%	10%	No	2 Areas	No	SAPI & Academics	0.121	No

Summary: Local Government Planner Skills Profile						
Consensus				Statistically Significant Differences between Stakeholder Areas Pr < p=0.05		
Stakeholder Consensus Groups	% Consensus	% Consensus L2	% Consensus L3	Row-Column Dependency in Theme	Stakeholder Consensus Groups	% Row-Column Dependency
SACPLAN & SAPI & Academics	35%	25%	10%	Place making	SACPLAN & Academics	5%
SACPLAN & SAPI	5%	5%	0%			
SACPLAN & Academics	10%	10%	0%			
SAPI & Academics	50%	10%	40%			
No Consensus	0%					

4.6.3 Local Government Planner Attitude Profile

Table 4.13: Local Government Planner Attitude Profile shows a 45% consensus among the three stakeholder populations regarding the attitude profile of local government planners. The 45% consensus translates to an agreement on attitude levels in nine of the 20 themes. The table summary indicates that the rating of attitude level was on Level 3 (mastery of theme) for seven themes (a 35% consensus), and on Level 2 (understanding and work application) for two themes (a 10% consensus). The seven themes with a Level 3 consensus are shaded in green and the two themes with a Level 2 consensus are shaded light green in the data table of Table 4.13.

From the table summary of Table 4.13, it is observed that the consensus among all three stakeholder populations is equalled by consensus between the SAPI and academic populations (at 45%). The distribution between Level 2 and Level 3 ratings is similar.

The last column in the summary table of Table 4.13 shows a 5% row-column dependency, calculated through the Fisher exact test that yielded a statistical significant Pr-value per theme ($Pr < p = 0.05$) (second last column in the data table). The last column in the data table indicates statistical significance status. The 5% row-column dependency indicates that there is one theme where a statistically significant deviation from the assumption that all responses are random, occurs. This indicates bias in populations regarding the specific theme. The theme is Plan administration and land use management. Consensus was reached among the three stakeholder populations. The statistically significant row-column dependency is discussed in section 4.11, ***ROW-COLUMN DEPENDENCY.***

Table 4.13: Local Government Planner Attitude Profile

Local Government Planner Attitude Profile															
	SACPLAN n=6			SAPI n=6			Academics n=10			Consensus between Stakeholder Areas				Fisher Exact	Stat. Sign.
Theme	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	Consensus Groups	Pr	p=0.05
Settlement history and theory	33%	33%	33%	17%	50%	33%	10%	30%	60%	No	No	No	No Consensus	0.799	No
Planning theory and public policy	33%	33%	33%	0%	17%	83%	10%	10%	80%	No	No	2 Areas	SAPI & Academics	0.279	No
Sustainable cities	33%	17%	50%	0%	17%	83%	0%	10%	90%	No	No	[illegible]	[illegible]	0.200	No
Place making	33%	33%	33%	0%	0%	100%	10%	20%	70%	No	No	2 Areas	SAPI & Academics	0.168	No
Regional development	33%	33%	33%	0%	17%	83%	10%	20%	70%	No	No	2 Areas	SAPI & Academics	0.439	No
Institutional and legal frameworks	33%	33%	33%	0%	17%	83%	10%	30%	60%	No	No	2 Areas	SAPI & Academics	0.550	No
Environmental planning and management	33%	33%	33%	0%	50%	50%	0%	20%	80%	No	No	2 Areas	SAPI & Academics	0.168	No
Land use and infrastructure planning	0%	50%	50%	0%	0%	100%	0%	20%	80%	No	No	[illegible]	[illegible]	0.119	No
Transport planning	17%	50%	33%	0%	67%	33%	10%	60%	30%	No	3 Areas	No	SACPLAN, SAPI & Academics	1.000	No
Land economics	33%	33%	33%	0%	67%	33%	0%	50%	50%	No	2 Areas	No	SAPI & Academics	0.310	No
Integrated development planning	17%	33%	50%	0%	33%	67%	0%	20%	80%	No	No	[illegible]	[illegible]	0.532	No
Geography, sociology and anthropology	0%	67%	33%	0%	83%	17%	10%	50%	40%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.926	No
Research methods and dissertation	17%	33%	50%	0%	100%	0%	10%	60%	30%	No	2 Areas	No	SAPI & Academics	0.184	No
Survey and analysis	50%	17%	33%	0%	67%	33%	0%	50%	50%	No	2 Areas	No	SAPI & Academics	0.093	No
Strategic assessment	33%	17%	50%	0%	50%	50%	10%	10%	80%	No	No	[illegible]	[illegible]	0.225	No
Local area analysis and planning	33%	17%	50%	0%	33%	67%	0%	20%	80%	No	No	[illegible]	[illegible]	0.299	No
Layout planning	33%	33%	33%	0%	50%	50%	0%	20%	80%	No	No	2 Areas	SAPI & Academics	0.167	No
Plan making	33%	17%	50%	0%	50%	50%	10%	10%	80%	No	No	[illegible]	[illegible]	0.225	No
Plan administration, implementation and land use management	33%	17%	50%	0%	17%	83%	0%	0%	100%	No	No	[illegible]	[illegible]	0.047	Yes
Planning education	33%	33%	33%	0%	100%	0%	10%	40%	50%	No	No	No	No Consensus	0.065	No

Summary: Local Government Planner Attitude Profile							
Consensus				Statistically Significant Differences between Stakeholder Areas Pr < p=0.05			
Stakeholder Consensus Groups	% Consen-sus	% Consen-sus L2	% Consen-sus L3	Row-Column Dependency in Theme		Stakeholder Consensus Groups	% Row-Column Dependency
SACPLAN & SAPI & Academics	45%	10%	35%	Plan administration, implementation and land use management		SACPLAN, SAPI & Academics	5%
SACPLAN & SAPI	0%	0%	0%				
SACPLAN & Academics	0%	0%	0%				
SAPI & Academics	45%	15%	30%				
No Consensus	10%						

4.6.4 Summary Local Government Planner Competency Profile

Table 4.14: Local Government Knowledge, Skills and Attitude Profile, lists the knowledge, skills and attitude profile for local government planners. A 55% consensus was found among the three stakeholder populations in terms of knowledge level for eleven themes. There was a 30% consensus that the knowledge level of local government planners should be on Level 2 (understanding and work application of theme) for six of the 20 themes, and a 25% consensus that the knowledge level should be on Level 3 (mastery) for five themes. There was 35% consensus in the skills profile with 25% consensus (5 themes) on Level 2 (Understanding and work application of theme), and 10% consensus (2 themes) on Level 3 (mastery). The consensus on the attitude profile was 55% (11 themes), of which two themes were on Level 2 (understanding and work application of theme), and seven themes on Level 3 (mastery of theme).

Table 4.14 notes six themes where no consensus was reached among the three stakeholder populations (shaded in orange) and four themes where consensus was reached on only one category of knowledge, skills or attitude (shaded in yellow).

The low consensus between the stakeholder populations regarding the core and functional competencies that local government planners need is in contrast with the SACPLAN guidelines for registration for professional planners. The guidelines state that professional planners must be competent in 65% of the core and functional competency areas (SACPLAN, 2014: 20). The six themes with no consensus among the three stakeholder populations, and the four themes on which consensus was reached in only one of the competency categories further suggest that the stakeholder areas that drive professional planning education in South Africa do not agree on the competency profile for local government planners in relation to the draft SACPLAN competency guideline.

Table 4.14: Local Government Knowledge, Skills and Attitude Profile

Local Government Planner Knowledge, Skills & Attitude Profile									
	Knowledge			Skills			Attitude		
Theme	L 1	L 2	L 3	L1	L 2	L 3	L 1	L 2	L 3
Settlement history and theory		Level 2			Level 2				
Planning theory and public policy									
Sustainable cities									Level 3
Place making			Level 3						
Regional development									
Institutional and legal frameworks									
Environmental planning and management		Level 2			Level 2				
Land use and infrastructure planning			Level 3						Level 3
Transport planning		Level 2			Level 2			Level 2	
Land economics		Level 2							
Integrated development planning						Level 3			Level 3
Geography, sociology and anthropology		Level 2			Level 2			Level 2	
Research methods and dissertation		Level 2			Level 2				
Survey and analysis									
Strategic assessment									Level 3
Local area analysis and planning			Level 3						Level 3
Layout planning									
Plan making			Level 3						Level 3
Plan administration, implementation and land use management			Level 3			Level 3			Level 3
Planning education									

Summary: Local Government Planner Knowledge, Skills & Attitude Profile									
	Knowledge			Skills			Attitude		
	L 1	L 2	L 3	L 1	L 2	L 3	L 1	L 2	L 3
% Consensus on Level	0%	30%	25%	0%	25%	10%	0%	10%	35%
Consensus on Number of Themes	0	6	5	0	5	2	0	2	7

4.7 RURAL DEVELOPMENT PLANNER

The following four tables present the competency profile of a rural development planner through the opinions of the expert panel. The competency levels in the knowledge, skills and attitude categories are presented as individual tables and then summarised.

4.7.1 Rural Development Planner Knowledge Profile

Table 4.15: Rural Development Planner Knowledge Profile, shows a 40% consensus among the three stakeholder populations in terms of the knowledge profile of rural development planners. This translates to eight themes on which the three stakeholders agreed in terms of knowledge level for rural development planners. The agreed knowledge level is Level 2 (understanding and application in the work environment) in five themes and Level 3 (mastery) in three themes as reported in the table summary of Table 4.15. The three themes on which consensus was reached refarding Level 3 are shaded in green and the five themes where consensus was reached on Level 2 are shaded light green in the data table of Table 4.15.

The table summary of Table 4.15 indicates that the 40% consensus among the three stakeholder populations is higher than consensus between any two stakeholder populations, although there is a 35% consensus between SAPI and academic populations.

The statistically significant row-column dependency in the rural development planner knowledge profile is calculated as 5% (last column in the table summary). Statistically significant row-column dependency occurs when the Fisher exact test yields a Pr-value lower than p=0.05. The second last column in the data table of Table 4.15 reports the Pr=value and the last column in the data table indicates the statistically significant status. There is a deviation in one theme from the assumption that all responses are random among the stakeholder populations. This theme shows consensus between SAPI and academics. The deviation is discussed further in section 4.11, ***ROW-COLUMN DEPENDENCY***.

Table 4.15: Rural Development Planner Knowledge Profile

Rural Development Planner Knowledge Profile															
	SACPLAN n=6			SAPI n=6			Academics n=10			Consensus between Stakeholder Areas				Fisher Exact	Stat. Sign.
Theme	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	Consensus Groups	Pr	p=0.05
Settlement history and theory	0%	67%	33%	0%	50%	50%	20%	70%	10%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.406	No
Planning theory and public policy	17%	50%	33%	0%	33%	67%	10%	10%	80%	No	No	2 Areas	SAPI & Academics	0.311	No
Sustainable cities	17%	33%	50%	0%	33%	67%	10%	40%	50%	No	No	3 Areas	SACPLAN, SAPI & Academics	1.000	No
Place making	17%	67%	17%	0%	50%	50%	0%	60%	40%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.576	No
Regional development	33%	50%	17%	0%	0%	100%	0%	50%	50%	No	2 Areas	2 Areas	SAPI & Academics	0.014	Yes
Institutional and legal frameworks	33%	50%	17%	0%	17%	83%	0%	40%	60%	No	No	2 Areas	SAPI & Academics	0.101	No
Environmental planning and management	17%	50%	33%	0%	50%	50%	0%	70%	30%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.672	No
Land use and infrastructure planning	33%	0%	67%	0%	50%	50%	0%	30%	70%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.093	No
Transport planning	17%	50%	33%	0%	100%	0%	50%	40%	10%	No	2 Areas	No	SACPLAN & SAPI	0.073	No
Land economics	17%	50%	33%	17%	50%	33%	20%	40%	40%	No	2 Areas	No	SACPLAN & SAPI	1.000	No
Integrated development planning	17%	67%	17%	0%	50%	50%	0%	30%	70%	No	2 Areas	2 Areas	SAPI & Academics	0.158	No
Geography, sociology and anthropology	0%	83%	17%	17%	67%	17%	20%	60%	20%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.946	No
Research methods and dissertation	17%	50%	33%	0%	100%	0%	20%	50%	30%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.349	No
Survey and analysis	33%	33%	33%	0%	83%	17%	10%	50%	40%	No	2 Areas	No	SAPI & Academics	0.425	No
Strategic assessment	17%	50%	33%	17%	50%	33%	20%	40%	40%	No	2 Areas	No	SACPLAN & SAPI	1.000	No
Local area analysis and planning	33%	0%	67%	17%	50%	33%	20%	30%	50%	No	No	2 Areas	SACPLAN & Academics	0.499	No
Layout planning	17%	33%	50%	17%	67%	17%	10%	50%	40%	No	2 Areas	No	SAPI & Academics	0.808	No
Plan making	33%	17%	50%	0%	67%	33%	10%	10%	80%	No	No	2 Areas	SACPLAN & Academics	0.093	No
Plan administration, implementation and land use management	17%	33%	50%	0%	33%	67%	0%	30%	70%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.838	No
Planning education	50%	0%	50%	17%	67%	17%	30%	50%	20%	No	2 Areas	No	SAPI & Academics	0.187	No

Summary: Rural Development Planner Knowledge Profile							
Consensus				Statistically Significant Differences between Stakeholder Areas Pr < p=0.05			
Stakeholder Consensus Groups	% Consensus	% Consensus L2	% Consensus L3	Row-Column Dependency in Theme		Stakeholder Consensus Groups	% Row-Column Dependency
SACPLAN & SAPI & Academics	40%	25%	15%	Regional development		SAPI & Academics	5%
SACPLAN & SAPI	15%	15%	0%				
SACPLAN & Academics	10%	0%	10%				
SAPI & Academics	35%	15%	20%				
No Consensus	0%						

4.7.2 Rural Development Planner Skills Profile

The summary table of Table 4.16: Rural Development Planner Skills Profile, shows a 35% consensus among the three stakeholder populations regarding the skills profile of a rural development planner. There is a 25% consensus on the Level 2 rating for the skills profile for rural development planners (in 5 themes), and a 10% consensus on a Level 3 rating (in 2 themes). This indicates that there are five themes on which the three stakeholders agreed in terms of the skills level that needs to be on Level 2 (understanding and work environment application) for rural development planners. The five themes are shaded in light green in Table 4.16. The 10% consensus in terms of a skills Level 3 (mastery of the theme) is shaded in green in Table 4.16.

The table summary of Table 4.16 indicates that the 35% consensus among the three stakeholder populations is lower than the consensus between two stakeholder populations, namely SAPI and academics; this consensus is 45% or consensus on nine themes. It is noted that for six themes (30% consensus) the SAPI and academics consensus was on Level 2 (understanding and work application), and in three themes (15% consensus) the level was on Level 3 (mastery of themes).

The statistically significant row-column dependency in the rural development planner skills profile is calculated as 20% (last column in the table summary). Statistically significant row-column dependency occurs when the Fisher exact test yields a Pr-value lower than p=0.05. The second last column in the data table of Table 4.16 reports the Pr=value, and the last column in the data table indicates the statistically significant status. There is a deviation in four themes from the assumption that all responses are random among the stakeholder populations. The four themes show consensus between SAPI and academic populations. The deviation is discussed further in section 4.11, ***ROW-COLUMN DEPENDENCY***.

Table 4.16: Rural Development Planner Skills Profile

Rural Development Planner Skills Profile															
	SACPLAN n=6			SAPI n=6			Academics n=10			Consensus between Stakeholder Areas				Fisher Exact	Stat. Sign.
Theme	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	Consensus Groups	Pr	p=0.05
Settlement history and theory	17%	33%	50%	0%	67%	33%	20%	70%	10%	No	2 Areas	No	SAPI & Academics	0.365	No
Planning theory and public policy	17%	33%	50%	0%	33%	67%	10%	30%	60%	No	No	3 Areas	SACPLAN, SAPI & Academics	1.000	No
Sustainable cities	17%	33%	50%	33%	0%	67%	10%	50%	40%	No	No	2 Areas	SACPLAN & SAPI	0.370	No
Place making	17%	50%	33%	0%	50%	50%	20%	50%	30%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.961	No
Regional development	33%	33%	33%	0%	0%	100%	0%	50%	50%	No	No	2 Areas	SAPI & Academics	0.029	Yes
Institutional and legal frameworks	33%	33%	33%	0%	33%	67%	10%	40%	50%	No	No	2 Areas	SAPI & Academics	0.659	No
Environmental planning and management	17%	67%	17%	17%	33%	50%	20%	60%	20%	No	2 Areas	No	SACPLAN & Academics	0.834	No
Land use and infrastructure planning	17%	50%	17%	0%	50%	50%	10%	50%	40%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.805	No
Transport planning	33%	33%	33%	17%	83%	0%	40%	50%	10%	No	2 Areas	No	SAPI & Academics	0.425	No
Land economics	17%	50%	33%	17%	67%	17%	10%	50%	40%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.961	No
Integrated development planning	17%	50%	33%	0%	50%	50%	0%	10%	90%	No	2 Areas	2 Areas	SAPI & Academics	0.065	No
Geography, sociology and anthropology	0%	67%	33%	17%	83%	0%	0%	70%	30%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.427	No
Research methods and dissertation	17%	50%	33%	17%	83%	0%	20%	50%	30%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.678	No
Survey and analysis	33%	33%	33%	0%	100%	0%	0%	50%	50%	No	2 Areas	No	SAPI & Academics	0.029	Yes
Strategic assessment	17%	50%	33%	17%	50%	33%	20%	40%	40%	No	2 Areas	No	SACPLAN & SAPI	1.000	No
Local area analysis and planning	33%	17%	50%	17%	50%	33%	10%	50%	40%	No	2 Areas	No	SAPI & Academics	0.013	Yes
Layout planning	17%	33%	50%	17%	67%	17%	10%	50%	40%	No	2 Areas	No	SAPI & Academics	0.808	No
Plan making	17%	50%	33%	0%	67%	33%	10%	30%	60%	No	2 Areas	No	SACPLAN & SAPI	0.680	No
Plan administration, implementation and land use management	17%	33%	50%	0%	33%	67%	0%	30%	70%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.838	No
Planning education	50%	0%	50%	17%	83%	0%	30%	60%	10%	No	2 Areas	No	SAPI & Academics	0.027	Yes

Summary: Rural Development Planner Skills Profile						
Consensus				Statistically Significant Differences between Stakeholder Areas Pr < p=0.05		
Stakeholder Consensus Groups	% Consensus	% Consensus L2	% Consensus L3	Row-Column Dependency in Theme	Stakeholder Consensus Groups	% Row-Column Dependency
SACPLAN & SAPI & Academics	35%	25%	10%	Regional development	SAPI & Academics	20%
SACPLAN & SAPI	15%	10%	5%	Survey and analysis	SAPI & Academics	
SACPLAN & Academics	5%	5%	0%	Local area analysis and planning	SAPI & Academics	
SAPI & Academics	45%	30%	15%	Planning education	SAPI & Academics	
No Consensus	0%					

4.7.3 Rural Development Planner Attitude Profile

Table 4.17: Rural Development Attitude Profile, shows a 35% consensus among the three stakeholder populations regarding the attitude profile of rural development planners. The 35% consensus translates to an agreement on attitude levels in seven of the 20 themes. The table summary indicates that the rating of attitude level is on Level 3 (mastery of theme) for five themes (a 25% consensus) and on Level 2 (understanding and work application) for two themes (a 10% consensus). The five themes with a Level 3 consensus are shaded in green and the two themes with a Level 2 consensus is shaded light green in the data table of Table 4.17.

From the table summary of Table 4.17, it is observed that the consensus among the three stakeholder populations is equalled by consensus between the SAPI and academic populations (at 35%).

The last column in the summary table of Table 4.17 shows a 5% row-column dependency, calculated through the Fisher exact test that yielded a statistically significant Pr-value per theme ($Pr < p = 0.05$) (second last column in the data table). The last column in the data table indicates statistical significance status. The 15% row-column dependency indicates that there are three themes where a statistically significant deviation occurs from the assumption that all responses are random. This indicates bias in populations regarding the specific theme. The themes are Research methods and dissertation, Survey and analysis, and Planning education. Consensus for the theme Research methods and dissertation, is between SAPI and academics, while no consensus is observed in the other themes. The statistically significant row-column dependency is discussed in section 4.11, ***ROW-COLUMN DEPENDENCY***.

Table 4.17: Rural Development Attitude Profile

Rural Development Planner Attitude Profile															
	SACPLAN n=6			SAPI n=6			Academics n=10			Consensus between Stakeholder Areas				Fisher Exact	Stat. Sign.
Theme	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	Consensus Groups	Pr	p=0.05
Settlement history and theory	17%	33%	50%	0%	67%	33%	10%	30%	60%	No	No	2 Areas	SACPLAN & Academics	0.655	No
Planning theory and public policy	17%	50%	33%	0%	17%	83%	10%	10%	80%	No	No	2 Areas	SAPI & Academics	0.203	No
Sustainable cities	17%	17%	67%	0%	33%	67%	0%	20%	80%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.691	No
Place making	33%	17%	50%	0%	33%	67%	20%	0%	80%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.226	No
Regional development	33%	17%	50%	0%	17%	83%	0%	20%	80%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.319	No
Institutional and legal frameworks	50%	17%	33%	0%	17%	83%	20%	30%	50%	No	No	2 Areas	SAPI & Academics	0.306	No
Environmental planning and management	17%	50%	33%	0%	50%	50%	0%	20%	80%	No	2 Areas	2 Areas	SAPI & Academics	0.226	No
Land use and infrastructure planning	33%	33%	33%	0%	50%	50%	0%	20%	80%	No	No	2 Areas	SAPI & Academics	0.168	No
Transport planning	17%	67%	17%	0%	83%	17%	10%	60%	30%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.910	No
Land economics	33%	50%	17%	0%	67%	33%	0%	40%	60%	No	2 Areas	No	SACPLAN & SAPI	0.180	No
Integrated development planning	33%	33%	33%	0%	50%	50%	0%	20%	80%	No	No	2 Areas	SAPI & Academics	0.168	No
Geography, sociology and anthropology	0%	83%	17%	0%	83%	17%	10%	50%	40%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.715	No
Research methods and dissertation	17%	17%	67%	0%	100%	0%	10%	60%	30%	No	2 Areas	No	SAPI & Academics	0.035	Yes
Survey and analysis	50%	17%	33%	0%	100%	0%	0%	40%	60%	No	No	No	No Consensus	0.003	Yes
Strategic assessment	33%	17%	50%	0%	50%	50%	10%	20%	70%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.463	No
Local area analysis and planning	33%	17%	50%	0%	67%	33%	0%	50%	50%	No	2 Areas	2 Areas	SAPI & Academics	0.221	No
Layout planning	17%	67%	17%	0%	83%	17%	10%	30%	60%	No	2 Areas	No	SACPLAN & SAPI	0.196	No
Plan making	33%	17%	50%	0%	67%	33%	10%	20%	70%	No	No	2 Areas	SACPLAN & Academics	0.218	No
Plan administration, implementation and land use management	33%	17%	50%	0%	17%	83%	0%	10%	90%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.200	No
Planning education	50%	17%	33%	0%	100%	0%	10%	40%	50%	No	No	No	No Consensus	0.019	Yes

Summary: Rural Development Planner Attitude Profile							
Consensus				Statistically Significant Differences between Stakeholder Areas Pr < p=0.05			
Stakeholder Consensus Groups	% Consensus	% Consensus L2	% Consensus L3	Row-Column Dependency in Theme		Stakeholder Consensus Groups	% Row-Column Dependency
SACPLAN & SAPI & Academics	35%	10%	25%	Research methods and dissertation		SAPI & Academics	15%
SACPLAN & SAPI	10%	10%	0%	Survey and analysis		No Consensus	
SACPLAN & Academics	10%	0%	10%	Planning education		No Consensus	
SAPI & Academics	35%	5%	30%				
No Consensus	10%						

4.7.4 Summary: Rural Development Planner Competency Profile

Table 4.18: Rural Development Planner Knowledge, Skills Attitude Profile, lists the knowledge, skills and attitude profile for rural development planners. There is a 35% consensus among the three stakeholder populations in terms of knowledge level for seven themes. There is a 25% consensus that the knowledge level of rural development planners should be on Level 2 (understanding and work application of themes) for five of the 20 themes and a 15% consensus that the knowledge level should be on Level 3 (mastery) for three themes. There is a 35% consensus on the skills profile with 25% consensus (5 themes) on Level 2 (Understanding and work application of theme), and 10% consensus (2 themes) on Level 3 (mastery). The consensus on the attitude profile is 35% (7 themes) of which two themes are on Level 2 (understanding and work application of theme) and five themes on Level 3 (mastery of theme).

Table 4.18 represents the knowledge, skills and attitude profile for rural development planners as per expert panel opinion. The table indicates seven themes where no consensus was reached among the three stakeholder populations (shaded in orange), and seven themes where consensus was reached on only one category, namely that of knowledge, skills or attitude (shaded in yellow).

The low consensus among the stakeholder populations regarding the core and functional competencies that rural development planners need is in contrast with the SACPLAN guidelines for registration of professional planners. The guidelines prescribe that professional planners must be competent in 65% of the core and functional competency areas (SACPLAN, 2014: 20). The seven themes with no consensus among the three stakeholder populations and the seven themes where consensus was reached in only one of the competency categories further suggest that the stakeholder areas that drive professional planning education in South Africa do not comply with the competency profile for rural development planners in relation to the draft SACPLAN competency guidelines.

Table 4.18: Rural Development Planner Knowledge, Skills Attitude Profile

Rural Development Planner Knowledge, Skills & Attitude Profile									
	Knowledge			Skills			Attitude		
Theme	L 1	L 2	L 3	L1	L 2	L 3	L 1	L 2	L 3
Settlement history and theory		Level 2							
Planning theory and public policy						Level 3			
Sustainable cities			Level 3						Level 3
Place making		Level 2			Level 2				Level 3
Regional development									Level 3
Institutional and legal frameworks									
Environmental planning and management		Level 2							
Land use and infrastructure planning			Level 3		Level 2				
Transport planning								Level 2	
Land economics					Level 2				
Integrated development planning									
Geography, sociology and anthropology		Level 2			Level 2			Level 2	
Research methods and dissertation		Level 2			Level 2				
Survey and analysis									
Strategic assessment									Level 3
Local area analysis and planning									
Layout planning									
Plan making									
Plan administration, implementation and land use management			Level 3			Level 3			Level 3
Planning education									

Summary: Rural Development Planner Knowledge, Skills & Attitude Profile									
	Knowledge			Skills			Attitude		
	L 1	L 2	L 3	L 1	L 2	L 3	L 1	L 2	L 3
% Consensus on Level	0%	25%	15%	0%	25%	10%	0%	10%	25%
Consensus on Number of Themes	0	5	3	0	5	2	0	2	5

4.8 PRIVATE PRACTICE PLANNER

The following four tables depict the competency profile of a private practice planner according to the opinions of the expert panel. The competency levels in the knowledge, skills and attitude categories are presented in individual tables and then summarised.

4.8.1 Private Practice Planner Knowledge Profile

Table 4.19: Private Practice Planner Knowledge Profile, shows a 45% consensus among the three stakeholder populations in terms of the knowledge profile of private practice planners. This translates to nine themes on which the three stakeholders agreed in terms of the knowledge level of private practice planners. The agreed knowledge level is Level 2 (understanding and application in the work environment) in three themes and Level 3 (mastery) in six themes, as reported in the table summary of Table 4.19. The three themes with consensus for Level 2 are shaded in light green and the six themes where consensus was reached for Level 3, are shaded green in the data table of Table 4.19.

The table summary of Table 4.19 indicates that the 45% consensus among the three stakeholder populations is higher than consensus between any two stakeholder populations, although there is a 40% consensus between the SAPI and academic populations.

The statistically significant row-column dependency in the private practice planner knowledge profile was calculated as 0% (last column in the table summary). Statistically significant row-column dependency occurs where the Fisher exact test yields a Pr-value lower than p=0.05. The second last column in the data table of Table 4.19 reports the Pr=value and the last column in the data table indicates the statistically significant status. There is no deviation from the assumption that all responses are random among the stakeholder populations in Table 4.19.

Table 4.19: Private Practice Planner Knowledge Profile

Private Practice Planner Knowledge Profile															
	SACPLAN n=6			SAPI n=6			Academics n=10			Consensus between Stakeholder Areas				Fisher Exact	Stat. Sign.
Theme	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	Consensus Groups	Pr	p=0.05
Settlement history and theory	17%	33%	50%	0%	67%	33%	10%	60%	30%	No	2 Areas	No	SAPI & Academics	0.853	No
Planning theory and public policy	0%	67%	33%	0%	17%	83%	10%	20%	70%	No	No	2 Areas	SAPI & Academics	0.226	No
Sustainable cities	17%	50%	33%	17%	0%	83%	0%	30%	70%	No	No	2 Areas	SAPI & Academics	0.121	No
Place making	17%	33%	50%	0%	17%	83%	0%	20%	80%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.556	No
Regional development	17%	33%	50%	0%	33%	67%	0%	40%	60%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.824	No
Institutional and legal frameworks	33%	33%	33%	0%	17%	83%	0%	30%	70%	No	No	2 Areas	SAPI & Academics	0.225	No
Environmental planning and management	0%	67%	33%	0%	33%	67%	0%	70%	30%	No	2 Areas	No	SACPLAN & Academics	0.415	No
Land use and infrastructure planning	17%	33%	50%	0%	17%	83%	0%	20%	80%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.556	No
Transport planning	0%	67%	33%	0%	67%	33%	30%	50%	20%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.614	No
Land economics	33%	33%	33%	0%	50%	50%	10%	30%	60%	No	No	2 Areas	SAPI & Academics	0.630	No
Integrated development planning	17%	50%	33%	0%	33%	67%	0%	20%	80%	No	No	2 Areas	SAPI & Academics	0.271	No
Geography, sociology and anthropology	0%	83%	17%	0%	67%	33%	20%	50%	30%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.744	No
Research methods and dissertation	0%	50%	50%	0%	100%	0%	20%	40%	40%	No	2 Areas	No	SACPLAN & SAPI	0.099	No
Survey and analysis	17%	50%	33%	0%	83%	17%	10%	40%	50%	No	2 Areas	No	SACPLAN & SAPI	0.590	No
Strategic assessment	0%	67%	33%	17%	33%	50%	10%	40%	50%	No	No	2 Areas	SAPI & Academics	0.829	No
Local area analysis and planning	17%	50%	33%	17%	0%	83%	10%	30%	60%	No	No	2 Areas	SAPI & Academics	0.319	No
Layout planning	33%	17%	50%	0%	0%	100%	0%	20%	80%	No	No	2 Areas	SACPLAN, SAPI & Academics	0.118	No
Plan making	33%	17%	50%	0%	17%	83%	10%	10%	80%	No	No	2 Areas	SACPLAN, SAPI & Academics	0.661	No
Plan administration, implementation and land use management	17%	33%	50%	0%	0%	100%	0%	30%	70%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.223	No
Planning education	17%	50%	33%	17%	50%	33%	30%	50%	20%	No	3 Areas	No	SACPLAN, SAPI & Academics	1.000	No

Summary: Private Practice Planner Knowledge Profile						
Consensus				Statistically Significant Differences between Stakeholder Areas Pr < p=0.05		
Stakeholder Consensus Groups	% Consensus	% Consensus L2	% Consensus L3	Row-Column Dependency in Theme	Stakeholder Consensus Groups	% Row-Column Dependency
SACPLAN & SAPI & Academics	45%	15%	30%			0%
SACPLAN & SAPI	10%	10%	0%			
SACPLAN & Academics	5%	5%	0%			
SAPI & Academics	40%	5%	35%			
No Consensus	0%					

4.8.2 Private Practice Planner Skills Profile

The summary table of Table 4.20: Private Practice Planner Skills Profile, indicates a 35% consensus among the three stakeholder populations regarding the skills profile of a private practice planner. There is a 10% consensus on a Level 2 rating for the skills profile for private practice planners (in 2 themes), and a 25% consensus on a Level 3 rating (in 5 themes). This indicates that there are two themes that the three stakeholders agreed on in terms of the skills level that needs to be on Level 2 (understanding and work environment application) for private practice planners. The two themes are shaded in light green in Table 4.20. The 25% consensus in terms of a skills level of Level 3 (mastery of the theme) is shaded in green in Table 4.20.

The table summary of Table 4.20 indicates that the 35% consensus among the three stakeholder populations is lower than the consensus between two stakeholder populations, SAPI and academics; this consensus is 40% or consensus on eight themes. It is noted that for two themes (10% consensus) the SAPI and academics consensus was for Level 2 (understanding and work application) and in six themes (30% consensus) the level was Level 3 (mastery of themes).

The statistically significant row-column dependency in the private practice skills profile is calculated as 5% (last column in the table summary). Statistically significant row-column dependency occurs where the Fisher exact test yields a Pr-value lower than p=0.05. The second last column in the data table of Table 4.20 reports the Pr=value and the last column in the data table indicates the statistically significant status. There is a deviation in one theme from the assumption that all responses are random among the stakeholder populations. This one theme, Local area analysis and planning, shows consensus between the SAPI and academic populations. The deviation is discussed further in section 4.11, ***ROW-COLUMN DEPENDENCY.***

Table 4.20: Private Practice Planner Skills Profile

Private Practice Planner Skills Profile															
	SACPLAN n=6			SAPI n=6			Academics n=10			Consensus between Stakeholder Areas				Fisher Exact	Stat. Sign.
Theme	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	Consensus Groups	Pr	p=0.05
Settlement history and theory	17%	33%	50%	0%	67%	33%	10%	60%	30%	No	2 Areas	No	SAPI & Academics	0.853	No
Planning theory and public policy	0%	67%	33%	0%	17%	83%	10%	50%	40%	No	2 Areas	No	SACPLAN & Academics	0.344	No
Sustainable cities	0%	67%	33%	17%	0%	83%	0%	30%	70%	No	No	2 Areas	SAPI & Academics	0.056	No
Place making	17%	33%	50%	0%	17%	83%	10%	10%	80%	No	No	[illegible]	[illegible]	0.735	No
Regional development	0%	50%	50%	0%	33%	67%	0%	40%	60%	No	No	[illegible]	[illegible]	1.000	No
Institutional and legal frameworks	33%	17%	50%	0%	33%	67%	0%	40%	60%	No	No	[illegible]	[illegible]	0.373	No
Environmental planning and management	0%	83%	17%	17%	33%	50%	0%	70%	30%	No	2 Areas	No	SACPLAN & Academics	0.305	No
Land use and infrastructure planning	0%	67%	33%	0%	17%	83%	0%	40%	60%	No	No	2 Areas	SAPI & Academics	0.306	No
Transport planning	17%	50%	33%	0%	67%	33%	30%	50%	20%	No	3 Areas	No	SACPLAN, SAPI & Academics	0.834	No
Land economics	33%	33%	33%	0%	50%	50%	0%	50%	50%	No	2 Areas	2 Areas	SAPI & Academics	0.369	No
Integrated development planning	33%	33%	33%	0%	33%	67%	10%	20%	70%	No	No	2 Areas	SAPI & Academics	0.573	No
Geography, sociology and anthropology	0%	67%	33%	0%	67%	33%	0%	70%	30%	No	3 Areas	No	SACPLAN, SAPI & Academics	1.000	No
Research methods and dissertation	0%	50%	50%	0%	100%	0%	20%	30%	50%	No	2 Areas	2 Areas	SACPLAN & SAPI	0.053	No
Survey and analysis	17%	50%	33%	0%	83%	17%	0%	40%	60%	No	2 Areas	No	SACPLAN & SAPI	0.196	No
Strategic assessment	0%	67%	33%	0%	50%	50%	10%	40%	50%	No	2 Areas	2 Areas	SACPLAN & SAPI	0.935	No
Local area analysis and planning	17%	50%	33%	0%	17%	83%	0%	40%	60%	No	No	2 Areas	SAPI & Academics	0.017	Yes
Layout planning	33%	17%	50%	0%	0%	100%	0%	20%	80%	No	No	[illegible]	[illegible]	0.118	No
Plan making	17%	50%	33%	0%	17%	83%	10%	20%	70%	No	No	2 Areas	SAPI & Academics	0.473	No
Plan administration, implementation and land use management	17%	33%	50%	0%	0%	100%	0%	40%	60%	No	No	[illegible]	[illegible]	0.168	No
Planning education	33%	33%	33%	17%	50%	33%	30%	60%	10%	No	2 Areas	No	SAPI & Academics	0.752	No

Summary: Private Practice Planner Skills Profile						
Consensus				Statistically Significant Differences between Stakeholder Areas Pr < p=0.05		
Stakeholder Consensus Groups	% Consen-sus	% Consen-sus L2	% Consen-sus L3	Row-Column Dependency in Theme	Stakeholder Consensus Groups	% Row-Column Dependency
SACPLAN & SAPI & Academics	35%	10%	25%	Local area analysis and planning	SAPI & Academics	5%
SACPLAN & SAPI	15%	15%	0%			
SACPLAN & Academics	10%	10%	0%			
SAPI & Academics	40%	10%	30%			
No Consensus	0%					

4.8.3 Private Practice Planner Attitude Profile

Table 4.21: Private Practice Planner Attitude Profile, shows a 65% consensus among the three stakeholder populations regarding the attitude profile of private practice planners. The 65% consensus translates to an agreement on attitude levels in thirteen of the 20 themes. The table summary indicates that the rating of the attitude level is on Level 2 (understanding and work application) for two themes (10% consensus) and on Level 3 (mastery of theme) for eleven themes (55% consensus). The eleven themes with a Level 3 consensus are shaded in green and the two themes with a Level 2 consensus are shaded light green in the data table of Table 4.21.

From the table summary of Table 4.21, it is observed that the consensus among the three stakeholder populations is higher than consensus between any two populations.

The statistically significant row-column dependency in the private practice planner knowledge profile is calculated as 0% (last column in the table summary). Statistically significant row-column dependency occurs where the Fisher exact test yields a Pr-value lower than p=0.05. The second last column in the data table of Table 4.21 reports the Pr=value and the last column in the data table indicates the statistically significant status. There is no deviation from the assumption that all responses are random among the stakeholder populations in Table 4.21.

Table 4.21: Private Practice Planner Attitude Profile

Private Practice Planner Attitude Profile															
	SACPLAN n=6			SAPI n=6			Academics n=10			Consensus between Stakeholder Areas				Fisher Exact	Stat. Sign.
Theme	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3	Consensus Groups	Pr	p=0.05
Settlement history and theory	17%	50%	33%	17%	50%	33%	10%	30%	60%	No	2 Areas	No	SACPLAN & SAPI	0.851	No
Planning theory and public policy	17%	50%	33%	0%	17%	83%	10%	10%	80%	No	No	2 Areas	SAPI & Academics	0.203	No
Sustainable cities	33%	17%	50%	0%	17%	83%	0%	10%	90%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.200	No
Place making	33%	17%	50%	0%	17%	83%	10%	10%	80%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.661	No
Regional development	0%	33%	67%	0%	17%	83%	0%	20%	80%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.836	No
Institutional and legal frameworks	33%	17%	50%	0%	17%	83%	0%	40%	60%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.275	No
Environmental planning and management	33%	17%	50%	0%	33%	67%	0%	10%	90%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.169	No
Land use and infrastructure planning	0%	50%	50%	0%	0%	100%	0%	20%	80%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.119	No
Transport planning	17%	50%	33%	0%	50%	50%	10%	50%	40%	No	3 Areas	No	SACPLAN, SAPI & Academics	1.000	No
Land economics	33%	33%	33%	0%	67%	33%	0%	20%	80%	No	No	No	No Consensus	0.065	No
Integrated development planning	17%	33%	50%	0%	33%	67%	0%	20%	80%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.532	No
Geography, sociology and anthropology	0%	67%	33%	0%	50%	50%	10%	50%	40%	No	3 Areas	No	SACPLAN, SAPI & Academics	1.000	No
Research methods and dissertation	0%	33%	67%	0%	100%	0%	10%	60%	30%	No	2 Areas	No	SAPI & Academics	0.085	No
Survey and analysis	33%	33%	33%	0%	83%	17%		40%	60%	No	No	No	No Consensus	0.111	No
Strategic assessment	17%	33%	50%	0%	50%	50%	10%	10%	80%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.406	No
Local area analysis and planning	33%	17%	50%	0%	17%	83%	10%	20%	70%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.711	No
Layout planning	33%	33%	33%	0%	17%	83%	0%	20%	80%	No	No	2 Areas	SAPI & Academics	0.155	No
Plan making	17%	33%	50%	0%	17%	83%	10%	10%	80%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.735	No
Plan administration, implementation and land use management	33%	17%	50%	0%	17%	83%	0%	10%	90%	No	No	3 Areas	SACPLAN, SAPI & Academics	0.200	No
Planning education	33%	33%	33%	0%	67%	33%	10%	40%	50%	No	No	No	No Consensus	0.620	No

Summary: Private Practice Planner Attitude Profile						
Consensus				Statistically Significant Differences between Stakeholder Areas Pr < p=0.05		
Stakeholder Consensus Groups	% Consensus	% Consensus L2	% Consensus L3	Row-Column Dependency in Theme	Stakeholder Consensus Groups	% Row-Column Dependency
SACPLAN & SAPI & Academics	65%	10%	55%			0%
SACPLAN & SAPI	5%	5%	0%			
SACPLAN & Academics	0%	0%	0%			
SAPI & Academics	15%	5%	10%			
No Consensus	15%					

4.8.4 Summary Private Practice Planner Competency Profile

Table 4.22: Private Practice Planner Knowledge, Skills and Attitude Profile, lists the knowledge, skills and attitude profile for private practice planners. There is a 45% consensus among the three stakeholder populations in terms of knowledge level for nine themes. There is a 15% consensus that the knowledge level of private practice planners should be on Level 2 (understanding and work application of themes) for three of the 20 themes, and a 30% consensus that the knowledge level should be on Level 3 (mastery) for six themes. There is a 35% consensus on the skill profile with 10% consensus (2 themes) on Level 2 (understanding and work application of theme), and 25% consensus (5 themes) on Level 3 (mastery). The consensus in the attitude profile is 65% (13 themes) of which two themes are on Level 2 (understanding and work application of theme) and five themes on Level 3 (mastery of theme).

Table 4.22 represents the knowledge, skills and attitude profile for private practice planners as per expert panel opinion. The table shows five themes where no consensus was reached among the three stakeholder populations (shaded in orange), and six themes where consensus was reached in only one category of knowledge, skills or attitude (shaded in yellow).

The low consensus among the stakeholder populations regarding the core and functional competencies that private practice planners need, is in contrast with the SACPLAN guidelines for registration of professional planners. The guidelines indicate that professional planners must be competent in 65% of the core and functional competency areas (SACPLAN, 2014: 20). The five themes with no consensus among the three stakeholder populations, and the six themes where consensus was reached in only one of the competency categories further suggest that the stakeholder areas that drive professional planning education in South Africa are not in agreement with the competency profile for rural development planners in accordance with the draft SACPLAN competency guidelines.

Table 4.22: Private Practice Planner Knowledge, Skills and Attitude Profile

Private Practice Planner Knowledge, Skills & Attitude Profile									
	Knowledge			Skills			Attitude		
Theme	L 1	L 2	L 3	L1	L 2	L 3	L 1	L 2	L 3
Settlement history and theory									
Planning theory and public policy									
Sustainable cities									Level 3
Place making			Level 3			Level 3			Level 3
Regional development			Level 3			Level 3			Level 3
Institutional and legal frameworks						Level 3			Level 3
Environmental planning and management									Level 3
Land use and infrastructure planning			Level 3						Level 3
Transport planning		Level 2			Level 2			Level 2	
Land economics									
Integrated development planning									Level 3
Geography, sociology and anthropology		Level 2			Level 2			Level 2	
Research methods and dissertation									
Survey and analysis									
Strategic assessment									Level 3
Local area analysis and planning									Level 3
Layout planning			Level 3			Level 3			
Plan making			Level 3						Level 3
Plan administration, implementation and land use management			Level 3			Level 3			Level 3
Planning education		Level 2							

Summary: Private Practice Planner Knowledge, Skills & Attitude Profile									
	Knowledge			Skills			Attitude		
	L 1	L 2	L 3	L 1	L 2	L 3	L 1	L 2	L 3
% Consensus on Level	0%	15%	30%	0%	10%	25%	0%	10%	55%
Consensus on Number of Themes	0	3	6	0	2	5	0	2	11

4.9 PLANNING FIELDS COMPETENCY PROFILES

The four planning field competency profiles are summarised in Table 4.23: Summary of Planning Fields Competency Profiles. There are five themes which are relevant to all four planning fields. These are Sustainable cities, Transport planning, Geography, sociology and anthropology, Strategic assessment and Plan administration, implementation and land use management (shaded in green in Table 4.23).

The table further lists the themes per planning field where no consensus was reported in either of the different knowledge, skills or attitude profiles. There are nine themes with no consensus among the three stakeholder areas for provincial government planners in either the knowledge, skills or attitude categories. There are six themes with no consensus among the three stakeholder areas for local government planners in either the knowledge, skills or attitude categories. There are seven themes with no consensus among the three stakeholder areas for rural development planners in either of the knowledge, skills or attitude categories, and there are five themes with no consensus among the three stakeholder areas for private practice in either of the knowledge, skills or attitude categories.

Table 4.23: Summary of Planning Fields Competency Profiles

Summary: Planning Fields Competency Profiles					
Themes with No Consensus					
Theme	**Provincial Government Planner**	**Local Government Planner**	**Rural development Planner**	**Private Practice Planner**	**Total**
Settlement history and theory				No Consensus	1
Planning theory and public policy	No Consensus	No Consensus		No Consensus	3
Sustainable cities					
Place making	No Consensus				1
Regional development		No Consensus			1
Institutional and legal frameworks		No Consensus	No Consensus		2
Environmental planning and management	No Consensus				1
Land use and infrastructure planning	No Consensus				1
Transport planning					
Land economics				No Consensus	1
Integrated development planning	No Consensus		No Consensus		2
Geography, sociology and anthropology					
Research methods and dissertation				No Consensus	1
Survey and analysis	No Consensus	No Consensus	No Consensus	No Consensus	4
Strategic assessment					
Local area analysis and planning			No Consensus		1
Layout planning	No Consensus	No Consensus	No Consensus		3
Plan making	No Consensus		No Consensus		2
Plan administration, implementation and land use management					
Planning education	No Consensus	No Consensus	No Consensus		3
Total No Consensus Themes	**9**	**6**	**7**	**5**	

	Knowledge			**Skills**			**Attitude**		
	L 1	**L 2**	**L 3**	**L 1**	**L 2**	**L 3**	**L 1**	**L 2**	**L 3**
% Consensus on Level	0%	0%	0%	0%	0%	0%	0%	0%	0%
Consensus on Number of Themes	0	0	0	0	0	0	0	0	0

4.10 CONSENSUS BETWEEN STAKEHOLDER AREAS

This section evaluates the consensus among the three stakeholder populations. Table 4.24: Summary of Consensus among Stakeholder Groups, presents the consensus reached in each of the knowledge, skills and attitude categories for the areas of expert panel, provincial government planner, local government planner, rural development planner, and private practice planner. The rows in green shading list consensus among the three stakeholder populations. Consensus between different sets of two populations (SACPLAN & SAPI, SACPLAN & academics and SAPI & academics) is included. Where consensus between two populations exceeds the consensus noted among the three populations it is shaded in orange. The last column averages the consensus per row categories of knowledge, skills and attitude.

The last column in Table 4.24 indicates that the consensus among the three stakeholder groups (green rows) for the different planning fields in all cases is lower than 50%. This translates to an agreement among stakeholder groups on fewer than ten themes from the core and functional themes in the draft SACPLAN competency guidelines for each planning field. Guidelines from SACPLAN for the registration of planners indicate that professional planner degrees need to address 65% of core and functional competencies in the three competency categories of knowledge, skills and attitude (SACPLAN, 2014: 20).

In three of the planning fields (Provincial Government Planner, Local Government Planner and Rural Development Planner) the average consensus (last column) was higher between the SAPI and academic populations than among the three populations of SACPLAN, SAPI and academics. This finding suggests that the SAPI and academic populations have similar expectations of these planning fields.

The consensus among the stakeholder populations is the highest, namely 48% for the private practice planner competency profile (Table 4.24). This indicates that the 20 core and functional themes in the draft SACPLAN competency

guidelines suit the description of private practice planners better according to the expert panel's opinions.

Table 4.24: Summary of Consensus among Stakeholder Groups

Summary of Consensus between Stakeholder Groups							
	Knowledge		Skills		Attitude		Average % Consensus
	Stakeholder Consensus Groups	% Consensus	Stakeholder Consensus Groups	% Consensus	Stakeholder Consensus Groups	% Consensus	
Provincial Government Planner	SACPLAN & SAPI & Academics	25%	SACPLAN & SAPI & Academics	35%	SACPLAN & SAPI & Academics	25%	28%
	SACPLAN & SAPI	10%	SACPLAN & SAPI	15%	SACPLAN & SAPI	20%	15%
	SACPLAN & Academics	15%	SACPLAN & Academics	20%	SACPLAN & Academics	0%	12%
	SAPI & Academics	35%	SAPI & Academics	30%	SAPI & Academics	45%	37%
	No Consensus	15%	No Consensus	0%	No Consensus	10%	
Local Government Planner	SACPLAN & SAPI & Academics	55%	SACPLAN & SAPI & Academics	35%	SACPLAN & SAPI & Academics	45%	45%
	SACPLAN & SAPI	0%	SACPLAN & SAPI	5%	SACPLAN & SAPI	0%	2%
	SACPLAN & Academics	5%	SACPLAN & Academics	10%	SACPLAN & Academics	0%	5%
	SAPI & Academics	40%	SAPI & Academics	50%	SAPI & Academics	45%	45%
	No Consensus	0%	No Consensus	0%	No Consensus	10%	
Rural Development Planner	SACPLAN & SAPI & Academics	40%	SACPLAN & SAPI & Academics	35%	SACPLAN & SAPI & Academics	35%	37%
	SACPLAN & SAPI	15%	SACPLAN & SAPI	15%	SACPLAN & SAPI	10%	13%
	SACPLAN & Academics	10%	SACPLAN & Academics	5%	SACPLAN & Academics	10%	8%
	SAPI & Academics	35%	SAPI & Academics	45%	SAPI & Academics	35%	38%
	No Consensus	0%	No Consensus	0%	No Consensus	10%	
Private Practice Planner	SACPLAN & SAPI & Academics	45%	SACPLAN & SAPI & Academics	35%	SACPLAN & SAPI & Academics	65%	48%
	SACPLAN & SAPI	10%	SACPLAN & SAPI	15%	SACPLAN & SAPI	5%	10%
	SACPLAN & Academics	5%	SACPLAN & Academics	10%	SACPLAN & Academics	0%	5%
	SAPI & Academics	40%	SAPI & Academics	40%	SAPI & Academics	15%	32%
	No Consensus	0%	No Consensus	0%	No Consensus	15%	

4.11 ROW-COLUMN DEPENDENCY

In this study, the row-column dependency in responses from the panel survey was calculated through the Fisher exact test. In responses among populations the assumption was that responses were random and did not have a row-column dependency. The Fisher exact test calculates a Pr-value; if the Pr-value is smaller than the 95% coefficient interval (p=0.05), responses have a statistically significant row-column dependency that translates to skewedness of data or bias in response populations.

Table 4.25: Summary of Statistically Significant Row-Column Dependency, shows themes with a statistically significant row-column dependency for the expert panel and the four planning fields (Provincial Government Planner, Local Government Planner, Rural Development Planner and Private Practice Planner). The themes are grouped in the competency categories of knowledge, skills and attitude and indicate the populations among whom consensus was reached. Themes that are recurring in rows (same field, but different categories) and columns (same category, but different fields) are marked in bold to indicate the level of bias towards themes in the survey.

The table summary of Table 4.25 links the number of themes per category to population groups, and ranks the recurring themes. It is noted that the highest number of statistically significant row-column dependency occurrences is in the SAPI and academic populations. This suggests that the expectations of competencies for planners are more similar between the SAPI and academic populations than between other groups.

The ranking and frequency of themes indicate that the theme, Survey and analysis, showed the highest level of bias in populations, with a frequency of seven. Research methods and dissertation, and Planning education both had a frequency of four, Regional development had a frequency of three, and Local area planning had a frequency of two. The measuring instrument used in the study did not explore the reason for the observed bias between populations in

the specific themes, but it may be attributed to similar work-related influences or even educational influences.

Table 4.25: Summary of Statistically Significant Row-Column Dependency

Themes with Statistically Significant Row-Column Dependency						
	Knowledge		**Skills**		**Attitude**	
	Theme	**Consensus Groups**	**Theme**	**Consensus Groups**	**Theme**	**Consensus Groups**
Expert Panel	**Research methods and dissertation**	SACPLAN & Academics	**Research methods and dissertation**	SACPLAN & Academics	Settlement history and theory	SACPLAN & Academics
	Survey and analysis	SACPLAN & SAPI	**Planning education**	SACPLAN & SAPI	Sustainable cities	SACPLAN, SAPI & Academics
	Planning education	SACPLAN & SAPI			**Research methods and dissertation**	SACPLAN & Academics
					Survey and analysis	No Consensus
					Layout planning	SACPLAN, SAPI & Academics
					Planning education	SACPLAN & Academics
Provincial Government Planner	Place making	No Consensus	Environmental planning and management	SACPLAN & Academics	Planning theory and public policy	SAPI & Academics
	Regional development	SAPI & Academics	**Survey and analysis**	SAPI & Academics	**Survey and analysis**	SAPI & Academics
	Land use and infrastructure planning	SACPLAN & Academics				
	Integrated development planning	SAPI & Academics				
	Survey and analysis	SAPI & Academics				
Local Government Planner	Institutional and legal frameworks	SAPI & Academics	Place making	SACPLAN & Academics	Plan administration, implementation and land use management	SACPLAN, SAPI & Academics
Rural Development Planner	**Regional development**	SAPI & Academics	Regional development	SAPI & Academics	**Research methods and dissertation**	SAPI & Academics
			Survey and analysis	SAPI & Academics	**Survey and analysis**	No Consensus
			Local area analysis and planning	SAPI & Academics	**Planning education**	No Consensus
			Planning education	SAPI & Academics		
Private Practice Planner			**Local area analysis and planning**	SAPI & Academics		

Summary: Themes with Statistically Significant Row-Column Dependency			
Population Groups	**Number of Themes in Knowledge Category with Statistically Significant Column-Row Dependency**	**Number of Themes in Skills Category with Statistically Significant Column-Row Dependency**	**Number of Themes in Attitude Category with Statistically Significant Column-Row Dependency**
SACPLAN, SAPI & Academics	0	0	3
SACPLAN & SAPI	2	1	0
SACPLAN & Academics	1	2	2
SAPI & Academics	5	6	3

Recurring Themes	
Theme	**Frequency**
Survey and analysis	7
Research methods and dissertation	4
Planning education	4
Regional development	3
Local area analysis and planning	2

4.12 MOST IMPORTANT THEMES

As part of the survey, the expert panel selected the five most important themes from the 20 themes. Table 4.26: Important Themes, presents the data for the most important themes. The ranking of the responses indicates three themes with a ranking of four (4); therefore the table summary includes six themes and not only five themes.

The summary of the table shows that there only was a 5% consensus among the three stakeholder populations on the important themes. The same percentages are reported for consensus between the SACPLAN and SAPI and the SAPI and academic population groups. The ranking indicates that the most important theme is Sustainable cities; the three stakeholder areas agreed on this. The second theme of importance is Place making, the SACPLAN and SAPI population reached consensus on this. The third theme is Regional development with SAPI and the academic population agreeing. The three themes with the ranking of 4 are Institutional and legal frameworks, Environmental planning and management, and Land use and infrastructure planning; no consensus was reported between populations.

Table 4.26: Important Themes

Important Themes								
Theme	**SACPLAN n=6**	**SAPI n=6**	**Academics n=10**	**Total Responses**	**Rank**	**Consensus Groups**	**Fisher Exact Pr**	**Stat. Sign. p=0.05**
Settlement history and theory	17%	17%	20%	18%	11	No Consensus	1.000	No
Planning theory and public policy	33%	17%	60%	41%	4	No Consensus	0.670	No
Sustainable cities	83%	83%	70%	77%	1	SACPLAN, SAPI & Academics	1.000	No
Place making	67%	50%	40%	50%	2	SACPLAN & SAPI	0.089	No
Regional development	33%	33%	20%	27%	8	No Consensus	0.711	No
Institutional and legal frameworks	33%	50%	10%	27%	8	No Consensus	0.244	No
Environmental planning and management	33%	17%	40%	32%	7	No Consensus	0.842	No
Land use and infrastructure planning	17%	67%	50%	45%	3	SAPI & Academics	0.228	No
Transport planning	0%	33%	0%	9%	14	No Consensus	0.130	No
Land economics	0%	17%	10%	9%	14	No Consensus	1.000	No
Integrated development planning	67%	17%	40%	41%	4	No Consensus	0.306	No
Geography, sociology and anthropology	0%	0%	0%	0%	20	No Consensus	No Fisher Test	No
Research methods and dissertation	17%	0%	20%	9%	14	No Consensus	0.481	No
Survey and analysis	0%	17%	0%	5%	18	No Consensus	0.546	No
Strategic assessment	0%	17%	0%	5%	18	No Consensus	0.546	No
Local area analysis and planning	33%	17%	20%	23%	10	No Consensus	0.836	No
Layout planning	0%	50%	30%	41%	4	No Consensus	0.633	No
Plan making	17%	0%	30%	18%	11	No Consensus	0.533	No
Plan administration, implementation and land use management	17%	0%	20%	14%	13	No Consensus	0.766	No
Planning education	0%	0%	20%	9%	14	No Consensus	0.481	No

Summary: Important Themes					
Consensus		**Statistically Significant Differences between Stakeholder Areas Pr < p=0.05**			
Stakeholder Consensus Groups	**% Consensus**	**Most Important Theme**	**Rank**	**Stakeholder Consensus Groups**	**% Row-Column Dependency**
SACPLAN & SAPI & Academics	5%	Sustainable cities	1	SACPLAN, SAPI & Academics	0%
SACPLAN & SAPI	5%	Place making	2	SACPLAN & SAPI	
SACPLAN & Academics	0%	Regional development	3	SAPI & Academics	
SAPI & Academics	5%	Institutional and legal frameworks	4	No Consensus	
No Consensus	85%	Environmental planning and management	4	No Consensus	
		Land use and infrastructure planning	4	No Consensus	

4.13 GRADUATE IDENTITY OF PROFESSIONAL PLANNER

Table 4.27: SACPLAN Draft Competencies and Graduate Identity of a Professional Planner, presents the opinions of the expert panel on whether the draft SACPLAN competencies (the 20 core and functional themes) adequately depicts the identity of a professional planner graduate in South Africa. Consensus among the three stakeholder populations indicates that most of the respondents agreed that the 20 core and functional competencies described the identity of a professional planner graduate. The responses conform with the assumption that responses among the stakeholder populations are random with no row-column dependencies. In the SAPI population, one respondent was uncertain. In the academics population, one respondent was uncertain and one respondent disagreed.

Table 4.27: SACPLAN Draft Competencies and Graduate Identity of a Professional Planner

Competencies in Draft Regulations Describe the Identity of a Professional Planner in South Africa														
SACPLAN n=6			SAPI n=6			Academics n=10			Consensus between Stakeholder Areas				Fisher Exact	Stat. Sign.
Agree	Disagree	Not Certain	Agree	Disagree	Not Certain	Agree	Disagree	Not Certain	Agree	Disagree	Not Certain	Consensus Groups	Pr	p=0.05
100%	0%	0%	83%	0%	17%	80%	10%	10%	3 Areas	No	No	SACPLAN, SAPI & Academics	1.000	No

4.14 SUMMARY

In this chapter (Chapter 4: Results and discussion) the data collected in the expert panel survey were presented and discussed. The expert panel survey involved three stakeholder populations, sampled from the SACPLAN Council, SAPI Council and academics. These three stakeholder areas are the drivers of professional planning education in South Africa. The expert panel survey collected expert opinions on the 20 core and functional themes in the draft SACPLAN regulations.

The response results were presented as percentage frequency tables. The report noted the entrenchment of the draft SACPLAN competencies in the stakeholder populations and provided expert opinions regarding the knowledge, skills and attitude profiles of different planning fields (Provincial Government Planner, Local Government Planner, Rural Development Planner and Private Practice Planner) regarding the 20 core and functional competencies contained in the draft SACPLAN guideline. The report included data on the most important themes according to the expert panel survey.

The discussion on the data is summarised in Chapter 5.

CHAPTER 5
CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This study investigated the graduate identity of a professional planner in South Africa. Three stakeholder groups contribute to planning education in South Africa, namely the SACPLAN Council that represents the regulatory board for planners in South Africa, the SAPI Council that represents the professional practice field, and academics that represent academic programmes. The research sample comprised respondents from each of the three stakeholder groups to form an expert panel that completed a survey based on the 20 core and functional themes in the draft SACPLAN competency guidelines (Schoeman and Robinson, 2014) in an effort to answer the three research questions:

- Are the core and functional competencies that are published in the Draft SACPLAN regulations entrenched in the three stakeholder areas in South African planning profession?
- Are there different expectations regarding the core and functional competencies for different professional planning fields?
- Do the draft regulations set by SACPLAN define a clear professional identity for a professional planning graduate in South Africa?

The data collected in the survey were presented in terms of consensus reached among the stakeholder populations regarding the entrenchment of the core and functional themes in the stakeholder population and the competency profile of the four planning fields of Provincial Government Planning, Local Government Planning, Rural Development Planning and Private Practice Planning in relation to the themes. Consensus between stakeholder groups was determined in themes where there was a 50% or higher consensus between individual stakeholder populations.

5.2 DRAFT SACPLAN COMPETENCIES

There are thirteen core competency themes and seven functional competency themes in the draft SACPLAN competency guidelines. Table 4.1: Draft SACPLAN Competencies and Descriptions, presents the 20 core and functional themes. In relation to the five current planning issues in Africa, as determined by the AAPS, only four themes from the SACPLAN competency guidelines could be matched with pertinent planning issues in Africa. The one issue that was not mentioned in the draft Competency guidelines is rapid urbanisation.

5.3 ENTRENCHMENT OF COMPETENCIES IN EXPERT PANEL (Research Question 1)

The entrenchment of the draft regulations from SACPLAN in the different stakeholder populations indicates the fit between the draft SACPLAN competencies and the stakeholder areas that drive professional planning education.

The findings of the study indicated low entrenchment of the draft competencies in the three stakeholder areas (10 themes in the knowledge category, 8 themes in the skills category and 11 themes in the attitude category, as depicted in Table 4.6: Expert Panel Knowledge, Skills and Attitude Profile). The six themes on which no consensus could be reached by the three stakeholder populations (Table 4.6: Expert Panel Knowledge, Skills and Attitude Profile) further support the finding.

The low entrenchment of the draft SACPLAN competencies in the stakeholder populations does not match the guidelines form SACPLAN on registration of professional planners (SACPLAN, 2014: 20), which require accredited degree programmes to address at least 65% of the core and functional competencies.

This finding answers the first research question in the negative; thus the study reports a low entrenchment of the draft SACPLAN competencies in the three stakeholder areas that drive professional planning education in South Africa. An

explanation for the low entrenchment of the 20 core and functional themes in the expert panel may be related to the different work environments of individual respondents, although the measuring instrument did not test this assumption.

5.3 PLANNING FIELDS COMPETENCY PROFILES

(Research Question 2)

Five themes were found relevant to all four planning fields (Table 4.23: Summary of Planning Fields Competency Profiles). These are **Sustainable cities, Transport planning, Geography, sociology and anthropology, Strategic assessment and Plan administration and implementation, and Land use management**.

There was low consensus among stakeholder areas regarding the competency profiles for the four different planning fields. The consensus regarding private practice planners was highest at 48% (Table 4.24: Summary of Consensus among Stakeholder Groups). This indicates that the 20 core and functional themes in the draft SACPLAN competency guidelines suit the description of private practice planners better than the other planning fields according to the expert panel opinions. This answers the second research question; there are different expectations regarding competency profiles for different planning fields according to expert opinion. The low consensus among stakeholders, however, did not allow the researcher to come to a definite conclusion regarding a competency profile for the different planning fields.

The low consensus among the expert panel members in relation to the different planning fields may indicate that the planning fields have specialised focus areas that translate to different themes that are relevant for the different planning fields. The higher consensus reported in the private practice field may reflect the broad scope of private practice planning. Another explanation for the low consensus on the different planning fields may be a reflection of differences in

past provincial planning legislations that possibly impacted on expert panel opinion.

5.4 GRADUATE IDENTITY OF A PROFESSIONAL PLANNER (Research Question 3)

Most respondents agreed that the 20 core and functional themes as presented in the draft SACPLAN competency guidelines adequately describe the identity of professional planner graduates in South Africa. However, the low consensus among stakeholder groups regarding the competency profiles of the different planning fields (Provincial Government Planners, Local Government Planners, Rural Development Planners and Private Practice Planners) contradicts this statement. The low consensus reached among stakeholders regarding the most important themes further suggests that the topic of graduate identity for professional planners in South Africa cannot be resolved through a single question.

The research question regarding the graduate identity for professional planning in South Africa must be answered in the negative; the findings did not support a positive conclusion on using the draft SACPLAN competency themes to describe the graduate identity of South African professional planners.

5.5 MOST IMPORTANT THEMES

According to the findings of the study, six themes were of importance to the expert panel. The most important theme was **Sustainable cities** - all three stakeholder areas agreed on this. The second theme of importance was **Place making** - the SACPLAN and SAPI population reached consensus on this. The third important theme was **Regional development** with SAPI and the academic population agreeing. Three themes had a ranking of 4 for importance, they were **Institutional and legal frameworks**, **Environmental planning and management,** and **Land use and infrastructure planning** - no consensus was reported among the populations.

Only two themes selected as important respond to current planning issues in Africa, namely Sustainable cities, and Environmental planning and management.

5.6 SUMMARY OF RESULTS

The aim of the study was to describe the graduate identity of a professional planner in South Africa. An expert panel consisting of members sampled from the SACPLAN Council, the SAPI Council and academics rated their own knowledge, skills and attitude levels in terms of the core and functional themes described in the draft SACPLAN competency guidelines.

The first research question investigated the entrenchment of the draft SACPLAN competencies in the expert panel. There was a moderately low consensus among the stakeholder populations regarding own competencies in relation to the draft SACPLAN competency themes. This may be attributed to work-related influences where individuals might have a smaller scope of immediate competencies required to complete their tasks. Ozawa and Seltzer's (1999) argument that planners in the work environment rely more on generic skills to complete their work than on theoretical planning knowledge, supports this reasoning.

The second research question investigated the competency profiles of the four planning fields of Provincial Government Planner, Local Government Planner, Rural Development Planner and Private Practice Planner. Based on the findings of the study, it was concluded that there was low consensus among stakeholders regarding the competency profiles of the planning fields. This is indicative of different expectations from the expert panel members regarding the competency profiles of the different planning fields, but due to the low levels of consensus clear profiles for the different planning fields cannot be compiled.

The third research question dealt with the graduate identity of a professional planner in South Africa. Respondents agreed that the 20 core and functional themes in the draft SACPLAN competency guidelines described the identity of a

graduate professional planner. Given the results from the different investigations, the graduate identity of a professional planner was not as clear as the answer assumes. The findings of the study resulted in the conclusion that the findings of the survey did not support a graduate identity for professional planners based on the 20 core and functional themes in the draft SACPLAN competency guidelines.

5.7 KEY CONCERNS IDENTIFIED

Analysing the data collected during the investigation, the first observation is the **low level of consensus among stakeholder populations on nearly every subject** (below 50% consensus for planning field profiles and 5% consensus regarding the most important themes). A valid conclusion based on the low level of consensus observed, would be to reject the study as a failure when it comes to informing the debate on planning education. However, the low consensus among stakeholder areas is on par with planning literature that describes big variations in opinions on what planners do and on what planners need to know (Edwards & Bates, 2011; Frank, 2006; Poxon, 2001).

The study only noted the differences in opinion among the respondents the reason for the low level of consensus was not in investigated. Possible reasons for the lack of consensus may be the following:

- Differences in previous provincial planning legislation that shaped individual respondent's opinions.
- The fact that the draft SACPLAN competency guidelines are still relatively new to the planning community.
- The real competency expectations in the professional planning occupation may be smaller than the 20 core and functional themes in the draft SACPLAN competency guidelines.

Another concern identified in the study is the **low consensus on the most important themes and the low arrangement that the identified (most important) themes have with pertinent planning issues in Africa**. Six

themes were selected as being important by the stakeholders, but consensus among stakeholder groups was very low (5%). Only two themes identified as most important (Sustainable cities and Environmental planning and management) correspond with current planning issues in Africa (Watson and Agbola, 2013; Odendaal, 2012).

5.8 RECOMMENDATIONS

- Although findings from the survey are inconclusive on the matter of a graduate identity, the researcher recommends that the 20 core and functional themes in the draft SACPLAN competency guidelines should serve as basis for the graduate identity of professional planners in South Africa based on the following:
    - The nature of the draft SACPLAN competency guidelines that describe specific outcomes for knowledge, skills and attitude categories for each of the 20 core and functional themes is in agreement with literature that demands more than just transferrable skills in graduates (Holmes, 2000: 206; Myers and Banerjee, 2005: 122).
    - The draft SACPLAN competencies address the debates on professionalism in planning (2.2.1 Dialogue 1: Defining Urban and Regional Planning as a Profession) by setting regulatory standards for both graduate education and vocational training in practice.
    - The draft SACPLAN competencies address the debates on the role of theory in in planning (2.2.2.2.2 Value of Theory in Professional Planning) by addressing knowledge (theory), skills (practice) and attitude (values).
    - The draft SACPLAN competencies address the debates on planning education (2.2.2.3 Professional Planning Education) by informing planning education of the requirements of planning practice and contemporary planning issues.
    - The findings of the study support literature that claims that the planning profession has an ill-defined professional identity (Poxon, 2001: 573). The draft SACPLAN competencies can mitigate the ill-defined professional identity.

- It is recommended that the compliance of registering professional planners with regulation recommendations should be monitored to identify if the scope of planning activities during the in-service training period indeed addresses the development of the competencies set in the draft SACPLAN competency guideline.

- It is recommended that planning curricula address the different themes in planning programmes with special focus on the planning issues in Africa; informality, sustainability, land access (for the poor), climate change and rapid urbanization as discussed by Watson and Agbola (2013).

- It is recommended that the reasons for the inability of stakeholder areas to reach full consensus on important regulatory guidelines should be investigated.

5.9 CONCLUSION

Based on the findings of the study, it is concluded that there are major discrepancies in the opinions of the various role players in profession planning education regarding the graduate identity of a planner. The time perhaps is ripe for the SACPLAN Council, SAPI Council and academics to refresh the debate on regulatory guidelines and curricula and through more research find ways to reach consensus on the profile of the planner in South Africa. Increased consensus among the three stakeholder areas in planning education will help to legitimise the planning profession and to define the identity of the professional planner (Myers and Banerjee, 2005: 128).

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APPENDIX A

LETTER TO RESPONDENTS

Introduction:

This letter requests participation in a survey that forms part of a study to obtain a master's degree in Urban and Regional Planning from the University of the Free State. The survey recruits participants from professional planning academics, the South African Council of Planners (SACPLAN) Council, and the South African Planning Institute (SAPI) Council with the goal to inform the debate of professional planning curricula and professional planning practice in South Africa.

The survey will be presented in EvaSys, an online survey environment. The survey will be available between 27 March 2015 and 31 May 2015. Only the core competencies and functional competencies from the draft Regulations of SACPLAN are included in the survey and the time that it will take to complete the survey is approximately 40 minutes.

The survey is anonymous and collects opinions regarding the level of knowledge, skills and attitudes that professional planning graduates need to be successful professional planners in the fields of provincial government, local government, rural development and private practice. The survey collects the same data regarding the level of knowledge, skills and attitudes of the participants. Data analysis will explore the expression of the core and functional competencies in the survey sample and possible profile differences between planning fields.

Request:

The researcher requests the council members of SACPLAN , SAPI and academics to complete the survey to generate informed opinions regarding the draft Regulations for Professional Planning in South Africa as published in 2014 by SACPLAN.

Accessing the survey:

The survey can be accessed at the following address:

http://surveys.ufs.ac.za/evasys/online.php?p=5ZLKW

The survey will open on 27 March 2015 and it will close on 31 May 2015.

Thanking you in advance.

Yours sincerely

AP Hugo

1984196129 MURP Student University of the Free State

25 March 2015

APPENDIX B

SURVEY QUESTIONNAIRE

Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: ☐ ■ ☐ ☒ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

1. General

The survey is based on the draft regulations published by SACPLAN regarding professional planning in South Africa. The survey forms part of a study to obtain a Masters degree in Urban and Regional Planning from the University of the Free State. The candidate is Mr. AP Hugo.

Participants are recruited from professional planning academia, SACPLAN Board and SAPI Board with the goal to inform the debate of professional planning curricula and practice in South Africa.

The survey is anonymous and collects opinions regarding the level of knowledge, skills and attitude that professional planning graduates need to be successful professional planners in the field of provincial government, local government, rural development and private practice. The level of knowledge, skill s and attitudes of participants are collected as well. Data analysis will explore the expression of the core and functional competencies of participants and the possible profile differences between planning fields.

1.1 I am a willing participant in the survey ☐ Yes ☐ No

1.2 I agree that data presented by me may be used anonymously in a published research report ☐ Yes ☐ No

1.3 My participation in the survey is in capacity of ☐ SACPLAN Board Member ☐ SAPI Board Memeber ☐ Academic Institution

1.4 I am a registered professional planner ☐ Yes ☐ No

1.5 My highest qualification is

☐ International PhD
☐ National PhD
☐ International Masters
☐ National Masters
☐ International Honneurs
☐ National Honneurs
☐ International Degree
☐ National Degree
☐ Other

1.6 My primary occupation focus is in

☐ Academia
☐ Provincial Goverment
☐ Local Goverment
☐ Rural Development
☐ Private Practice

1. General [Continue]

1.7 I am comfortable to complete the survey online ☐ Yes ☐ No

2. Core Competency - Settlement History and Theory

The components of Settlement History and Theory are:
History of settlements
Planning history
Urban and rural development theory and processes
Informality

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
Level 2 = "Good understanding of, or an ability to apply" or **You are able to work in the theme**
Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

Proposed knowledge outcomes regarding Settlement History and Theory:

* Demonstrate an understanding of the history and evolution of human settlements and the factors influencing the development of urban areas throughout history.
* Distinguish between theoretical constructs of the history of urban development as a basis for understanding contemporary urban development.
* Be able to anticipate and analyze existing and future trends in urban structure and morphology in developed and developing countries, with special reference to evolving concepts of sustainable urban development, governance, globalisation and localisation.
* Demonstrate an understanding of the different dimensions of informality (e.g. economies, settlements, land markets) and how these influence contemporary urban development.

2.1	My knowledge of settlement history and theory is on level	☐ Level 1	☐ Level 2	☐ Level 3
2.2	The knowledge level of provincial government planners in settlement history and theory should be on level	☐ Level 1	☐ Level 2	☐ Level 3
2.3	The knowledge level of local government planners in settlement history and theory should be on level	☐ Level 1	☐ Level 2	☐ Level 3
2.4	The knowledge level of rural development planners in settlement history and theory should be on level	☐ Level 1	☐ Level 2	☐ Level 3
2.5	The knowledge level of private practice planners in settlement history and theory should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed skills outcomes regarding Settlement History and Theory:

* Apply reading, analytical and evaluation skills associated with urban analysis, structuring and definition of urban forms.
* Employ tools to classify urban morphology in relation to understanding of the internal and external forces and drivers of the urban development processes.
* Employ skills to plan with informality with the aim of improving people's living environments and livelihoods in sustainable ways.
* Develop and apply skills in group working and debate.

2.6	My skill level in settlement history and theory is on level	☐ Level 1	☐ Level 2	☐ Level 3
2.7	The skill level of provincial government planners in settlement history and theory should be on level	☐ Level 1	☐ Level 2	☐ Level 3

2. Core Competency - Settlement History and Theory [Continue]

2.8	The skill level of local government planners in settlement history and theory should be on level	☐ Level 1	☐ Level 2	☐ Level 3
2.9	The skill level of rural development planners in settlement history and theory should be on level	☐ Level 1	☐ Level 2	☐ Level 3
2.10	The skill level of private practice planners in settlement history and theory should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed attitudes regarding Settlement History and Theory:

*Advocate the importance of the historical perspective in relation to understanding current issues in cities.
* Appreciate the complicated interwoven forces that shape the city development forms and directions of the past, present and future.

2.11	My attitude regarding settlement history and theory is on level	☐ Level 1	☐ Level 2	☐ Level 3
2.12	The attitude of provincial government planners regarding settlement history and theory should be on level	☐ Level 1	☐ Level 2	☐ Level 3
2.13	The attitude of local government planners regarding settlement history and theory should be on level	☐ Level 1	☐ Level 2	☐ Level 3
2.14	The attitude of rural development planners regarding settlement history and theory should be on level	☐ Level 1	☐ Level 2	☐ Level 3
2.15	The attitude of private practice planners regarding settlement history and theory should be on level	☐ Level 1	☐ Level 2	☐ Level 3

3. Core Competency - Planning Theory and Public Policy

The components of Planning Theory and Public Policy are:
Planning theory
Public policy
Land use theory
Urban theory
Spatial theory

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
Level 2 = "Good understanding of, or an ability to apply" or **You are able to work in the theme**
Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

Proposed knowledge outcomes regarding Planning Theory and Public Policy:

* Demonstrate an understanding of the difference between theories of planning and theories for planning.
* Differentiate between various planning theories and understand how they interpret the socio-economic and spatial implications of various actions in planning practice.

3.1	My knowledge level in planning theory and public policy is on level	☐ Level 1	☐ Level 2	☐ Level 3
3.2	The knowledge level of provincial government planners in planning theory and public policy should be on level	☐ Level 1	☐ Level 2	☐ Level 3

3. Core Competency - Planning Theory and Public Policy [Continue]

3.3	The knowledge level of local government planners in planning theory and public policy should be on level	☐ Level 1	☐ Level 2	☐ Level 3
3.4	The knowledge level of rural development planners in planning theory and public policy should be on level	☐ Level 1	☐ Level 2	☐ Level 3
3.5	The knowledge level of private practice planners in planning theory and public policy should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed skill outcomes regarding Planning Theory and Public Policy:

* Apply ideas of various planning theories to guide the development of individual planning practice.
* Analyze stakeholder positions from various theoretical perspectives.

3.6	My skill level in planning theory and public policy is on level	☐ Level 1	☐ Level 2	☐ Level 3
3.7	The skill level of provincial government planners in planning theory and public policy should be on level	☐ Level 1	☐ Level 2	☐ Level 3
3.8	The skill level of local government planners in planning theory and public policy should be on level	☐ Level 1	☐ Level 2	☐ Level 3
3.9	The skill level of rural development planners in planning theory and public policy should be on level	☐ Level 1	☐ Level 2	☐ Level 3
3.10	The skill level of private practice planners in planning theory and public policy should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed attitudes regarding Planning Theory and Public Policy:

* Reflect upon the role of urban planning in the process of urban development.
* Appreciate the nature of urban planning as a political process.

3.11	My attitude regarding planning theory and public policy is on level	☐ Level 1	☐ Level 2	☐ Level 3
3.12	The attitude of provincial government planners regarding planning theory and public policy should be on level	☐ Level 1	☐ Level 2	☐ Level 3
3.13	The attitude of local government planners regarding planning theory and public policy should be on level	☐ Level 1	☐ Level 2	☐ Level 3
3.14	The attitude of rural development planners regarding planning theory and public policy should be on level	☐ Level 1	☐ Level 2	☐ Level 3
3.15	The attitude of private practice planners regarding planning theory and public policy should be on level	☐ Level 1	☐ Level 2	☐ Level 3

4. Core Competency - Planning Sustainable Cities

4. Core Competency - Planning Sustainable Cities [Continue]

The components of Planning Sustainable Cities are:

Principles, methods, and planning practices for developing sustainable cities
Concepts of sustainability , relevance and application in urban planning
Local Agenda 21
Sustainability indicators and assessment

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
Level 2 = "Good understanding of, or an ability to apply" or **You are able to work in the theme**
Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

Proposed knowledge outcomes regarding Planning Sustainable Cities:

* Demonstrate knowledge and understanding of basic principles of sustainability and the meaning of those principles for planning.
* Demonstrate knowledge of sustainability issues and aspects of sustainability for development and planning concepts, together with the roles of different stakeholders: government, business and the community.
* Demonstrate knowledge about basic approaches to developing sustainability indicators, assessment, sustainability reporting and its linkages with planning.
* Demonstrate knowledge and awareness of sustainability principles, how they impact on planning practice and instruments to effectively translate awareness into practice.
* Demonstrate understanding of issues that are relevant to management models in achieving sustainable development.
* Demonstrate understanding of dynamics of migration on urban and rural development.

4.1	My knowledge level in planning sustainable cities is on level	☐ Level 1	☐ Level 2	☐ Level 3
4.2	The knowledge level of provincial government planners in planning sustainable cities should be on level	☐ Level 1	☐ Level 2	☐ Level 3
4.3	The knowledge level of local government planners in planning sustainable cities should be on level	☐ Level 1	☐ Level 2	☐ Level 3
4.4	The knowledge level of rural development planners in planning sustainable cities should be on level	☐ Level 1	☐ Level 2	☐ Level 3
4.5	The knowledge level of private practice planners in planning sustainable cities should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed skill outcomes regarding Planning Sustainable Cities:

* Review different aspects of sustainability, the opportunities and difficulties in applying sustainability principles in urban planning and design.
* Ability to link the theoretical foundations and practice of sustainability planning in a comprehensive manner.
* Ability to effectively link economic, social and environmental aspects in relation to sustainable urban planning and urban management.
* Ability to implement sustainability assessments at both the project and strategic levels including preparation and reporting of sustainability issues, practice and solutions.
* Reflect the ability to work effectively in small groups and multi-disciplinary settings.

4.6	My skill level in planning sustainable cities is on level	☐ Level 1	☐ Level 2	☐ Level 3
4.7	The skill level of provincial government planners in planning sustainable cities should be on level	☐ Level 1	☐ Level 2	☐ Level 3
4.8	The skill level of local government planners in planning sustainable cities should be on level	☐ Level 1	☐ Level 2	☐ Level 3

4. Core Competency - Planning Sustainable Cities [Continue]

4.9	The skill level of rural development planners in planning sustainable cities should be on level	☐ Level 1	☐ Level 2	☐ Level 3
4.10	The skill level of private practice planners in planning sustainable cities should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed attitudes regarding Planning Sustainable Cities:
* Appreciate the importance of sustainability and the inter-relationship between economic, social and environmental issues.
* Advocate the importance of urban planning as an important tool to contribute to the sustainable development of urban areas and the wider environment.

4.11	My attitude regarding planning sustainable cities is on level	☐ Level 1	☐ Level 2	☐ Level 3
4.12	The attitude of provincial government planners regarding planning sustainable cities should be on level	☐ Level 1	☐ Level 2	☐ Level 3
4.13	The attitude of local government planners regarding planning sustainable cities should be on level	☐ Level 1	☐ Level 2	☐ Level 3
4.14	The attitude of rural development planners regarding planning sustainable cities should be on level	☐ Level 1	☐ Level 2	☐ Level 3
4.15	The attitude of private practice planners regarding planning sustainable cities should be on level	☐ Level 1	☐ Level 2	☐ Level 3

5. Core Competency - Place Making

The components of Place Making are::
Theories of urban structure
Theories and city design approaches
Theories of spatial change
Principles of layout planning
Principles of land use management

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
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Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

Proposed knowledge outcomes regarding Place Making:

* Differentiate between the theories, processes and practices involved in making places.
* Awareness of issues and concepts used in developing design solutions (e.g. site layouts, building massing, orientation, patterns of use and movement systems; public space and cultural heritage).
* Demonstrate an understanding of the transport and infrastructure implications of a layout.
* Demonstrate an understanding of land use management approaches.

5.1	My knowledge level in place making is on level	☐ Level 1	☐ Level 2	☐ Level 3
5.2	The knowledge level of provincial government planners in place making should be on level	☐ Level 1	☐ Level 2	☐ Level 3
5.3	The knowledge level of local government planners in place making should be on level	☐ Level 1	☐ Level 2	☐ Level 3
5.4	The knowledge level of rural development planners in place making should be on level	☐ Level 1	☐ Level 2	☐ Level 3
5.5	The knowledge level of private practice planners in place making should be on level	☐ Level 1	☐ Level 2	☐ Level 3

5. Core Competency - Place Making [Continue]

Proposed skill outcomes regarding Place Making:

* Apply methods and techniques to critically evaluate the qualitative aspects of three-dimensional built form.
* Critically review existing settings and objectively define the patterns and factors that affect their performance, including economic appraisal.
* Communicate and engage with users and stakeholders in various spatial contexts with regards to place making issues, factors and attributes.
* Utilise various computer techniques capable of assisting in the analysis, interpretation and structuring of places.

5.6	My skill level in place making is on level	☐ Level 1	☐ Level 2	☐ Level 3
5.7	The skill level of provincial government planners in place making should be on level	☐ Level 1	☐ Level 2	☐ Level 3
5.8	The skill level of local government planners in place making should be on level	☐ Level 1	☐ Level 2	☐ Level 3
5.9	The skill level of rural development planners in place making should be on level	☐ Level 1	☐ Level 2	☐ Level 3
5.10	The skill level of private practice planners in place making should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed attitudes regarding Place Making:

* Appreciate the impact of urban form on different sectors of society.
* Appreciate the importance of stakeholder and user participation in place making.
* Recognise the context of specific settings such as political, socio-economic, cultural, ecological, development as being vital for creating high quality places and a vibrant public realm.
* Appreciate place specific qualities and local identity.

5.11	My attitude regarding place making is on level	☐ Level 1	☐ Level 2	☐ Level 3
5.12	The attitude of provincial government planners regarding place making should be on level	☐ Level 1	☐ Level 2	☐ Level 3
5.13	The attitude of local government planners regarding place making should be on level	☐ Level 1	☐ Level 2	☐ Level 3
5.14	The attitude of rural development planners regarding place making should be on level	☐ Level 1	☐ Level 2	☐ Level 3
5.15	The attitude of private practice planners regarding place making should be on level	☐ Level 1	☐ Level 2	☐ Level 3

6. Core Competency - Regional Development and Planning

The components of Regional Development and Planning are:
Regional development theory
Regional policy
Regional planning practice

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
Level 2 = "Good understanding of, or an ability to apply" or **You are able to work in the theme**
Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

Proposed knowledge outcomes regarding Regional Development and Planning:

* Understand the importance and dynamics of the city – region concept.
* Demonstrate an understanding of the basic concepts and theories relating to regional planning.
* Recognize the issues involved in solving planning problems at a regional level.
* Identify the stakeholders and power relationships involved in the development of the city-region and the regional planning process.
* Differentiate between the regional planning process in South Africa and international practice.

6.1	My knowledge level in regional development and planning is on level	☐ Level 1	☐ Level 2	☐ Level 3

6. Core Competency - Regional Development and Planning [Continue]

6.2	The knowledge level of provincial government planners in regional development and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
6.3	The knowledge level of local government planners in regional development and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
6.4	The knowledge level of rural development planners in regional development and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
6.5	The knowledge level of private practice planners in regional development and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed skill outcomes regarding Regional Development and Planning:

* Identify the characteristics and attributes of city-regions.
* Analyze the various components relevant for regional planning.
* Prepare a regional policy and/or plan.
* Analyse and critique regional policies and various issues relating to regional planning in practice.

6.6	My skill level in regional development and planning is on level	☐ Level 1	☐ Level 2	☐ Level 3
6.7	The skill level of provincial government planners in regional development and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
6.8	The skill level of local government planners in regional development and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
6.9	The skill level of rural development planners in regional development and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
6.10	The skill level of private practice planners in regional development and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed attitudes regarding Regional Development and Planning:

* Appreciate the role of regional planning in the overall planning process.
* Accept the constraints and opportunities provided by the existing institutional framework for regional planning in South Africa.

6.11	My attitude regarding regional development and planning is on level	☐ Level 1	☐ Level 2	☐ Level 3
6.12	The attitude of provincial government planners regarding regional development and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
6.13	The attitude of local government planners regarding regional development and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
6.14	The attitude of rural development planners regarding regional development and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
6.15	The attitude of private practice planners regarding regional development and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3

7. Core Competency - Institutional and Legal Frameworks

7. Core Competency - Institutional and Legal Frameworks [Continue]

The components of Institutional and Legal Frameworks are:
Governance and community participation
Planning law
Comparative planning systems
Professional practice

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
Level 2 = "Good understanding of, or an ability to apply" or **You are able to work in the theme**
Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

Proposed knowledge outcomes regarding Institutional and Legal Frameworks:

* Demonstrate an understanding of policy and legal frameworks, institutions and procedures that influence or bring about change.
* Demonstrate an understanding of the institutional and legal framework governing urban planning process in South Africa.
* Distinguish between legislative, executive and judicial powers in South Africa, the three spheres of government, and how this influences the process of urban and regional planning.
* Demonstrate an understanding of traditional land use practices in South Africa.
* Demonstrate an understanding of planning systems in other countries.
* Demonstrate an understanding of governance and community participation.

7.1	My knowledge level in institutional and legal frameworks is on level	☐ Level 1	☐ Level 2	☐ Level 3
7.2	The knowledge level of provincial government planners in institutional and legal frameworks should be on level	☐ Level 1	☐ Level 2	☐ Level 3
7.3	The knowledge level of local government planners in institutional and legal frameworks should be on level	☐ Level 1	☐ Level 2	☐ Level 3
7.4	The knowledge level of rural development planners in institutional and legal frameworks should be on level	☐ Level 1	☐ Level 2	☐ Level 3
7.5	The knowledge level of private practice planners in institutional and legal frameworks should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed skill outcomes regarding Institutional and Legal Frameworks:

* Demonstrate communicative competence in making an effective contribution to the planning and decision-making processes.
* Utilize legal and policy documents relevant for the development and approval of urban plans as well as for the implementation and enforcement of urban plans in South Africa.
* Apply legal and policy standards when drafting urban plans or preparing development proposals.

7.6	My skill level in institutional and legal frameworks is on level	☐ Level 1	☐ Level 2	☐ Level 3
7.7	The skill level of provincial government planners in institutional and legal frameworks should be on level	☐ Level 1	☐ Level 2	☐ Level 3
7.8	The skill level of local government planners in institutional and legal frameworks should be on level	☐ Level 1	☐ Level 2	☐ Level 3
7.9	The skill level of rural development planners in institutional and legal frameworks should be on level	☐ Level 1	☐ Level 2	☐ Level 3

7. Core Competency - Institutional and Legal Frameworks [Continue]

7.10	The skill level of private practice planners in institutional and legal frameworks should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed attitudes regarding Institutional and Legal Frameworks:

* Recognize the political nature of decision making in planning, the importance of stakeholder involvement and participation and the role of negotiation in the urban planning process.
* Appreciate key legal and institutional trends and issues in Vietnam and around the world related to the urban planning and development process.
* Support development of the Planning profession in South Africa.

7.11	My attitude regarding institutional and legal frameworks is on level	☐ Level 1	☐ Level 2	☐ Level 3
7.12	The attitude of provincial government planners regarding institutional and legal frameworks should be on level	☐ Level 1	☐ Level 2	☐ Level 3
7.13	The attitude of local government planners regarding institutional and legal frameworks should be on level	☐ Level 1	☐ Level 2	☐ Level 3
7.14	The attitude of rural development planners regarding institutional and legal frameworks should be on level	☐ Level 1	☐ Level 2	☐ Level 3
7.15	The attitude of private practice planners regarding institutional and legal frameworks should be on level	☐ Level 1	☐ Level 2	☐ Level 3

8. Core Competency - Environmental Planning and Management

The components of Environmental Planning and Management are:
Natural systems
Environmental planning
Climate change
Sustainability

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
Level 2 = "Good understanding of, or an ability to apply" or **You are able to work in the theme**
Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

Proposed knowledge outcomes regarding Environmental Planning and Management:

* Demonstrate an understanding of the urban environment, urban environmental issues and the environmental impacts involved in the development of cities.
* Define the key elements of environmental valuation and environmental impact assessment.
* Demonstrate an understanding of the integrating of environmental issues in the urban planning process and in the development of city districts.
* Differentiate between various environmental management approaches such as policies, governance activities, quality of life, and public awareness building.
* Demonstrate understanding the processes, forms and limitations of objects and systems within the built and natural environments.

8.1	My knowledge level in environmental planning and management is on level	☐ Level 1	☐ Level 2	☐ Level 3
8.2	The knowledge level of provincial government planners in environmental planning and management should be on level	☐ Level 1	☐ Level 2	☐ Level 3

8. Core Competency - Environmental Planning and Management [Continue]

8.3	The knowledge level of local government planners in environmental planning and management should be on level	☐ Level 1	☐ Level 2	☐ Level 3
8.4	The knowledge level of rural development planners in environmental planning and management should be on level	☐ Level 1	☐ Level 2	☐ Level 3
8.5	The knowledge level of private practice planners in environmental planning and management should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed skill outcomes regarding Environmental Planning and Management:

* Analyze natural systems and appreciate environmental constraints.
*Conduct research and evaluation of the environment and urban environmental issues.
* Assess EIAs, SEAs, Environmental Impact Statements;
* Carry out tasks of environmental planning and management.
* Prepare and draft policies for urban environmental management.

8.6	My skill level in environmental planning and management is on level	☐ Level 1	☐ Level 2	☐ Level 3
8.7	The skill level of provincial government planners in environmental planning and management should be on level	☐ Level 1	☐ Level 2	☐ Level 3
8.8	The skill level of local government planners in environmental planning and management should be on level	☐ Level 1	☐ Level 2	☐ Level 3
8.9	The skill level of rural development planners in environmental planning and management should be on level	☐ Level 1	☐ Level 2	☐ Level 3
8.10	The skill level of private practice planners in environmental planning and management should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed attitudes regarding Environmental Planning and Management:

* Advocate the importance of environment issues in urban development and planning process.
* Ethical stance on environmental issues, protecting environment, sustainable development and its importance in urban planning procedures.

8.11	My attitude regarding environmental planning and management is on level	☐ Level 1	☐ Level 2	☐ Level 3
8.12	The attitude of provincial government planners regarding environmental planning and management should be on level	☐ Level 1	☐ Level 2	☐ Level 3
8.13	The attitude of local government planners regarding environmental planning and management should be on level	☐ Level 1	☐ Level 2	☐ Level 3
8.14	The attitude of rural development planners regarding environmental planning and management should be on level	☐ Level 1	☐ Level 2	☐ Level 3
8.15	The attitude of private practice planners regarding environmental planning and management should be on level	☐ Level 1	☐ Level 2	☐ Level 3

9. Core Competency - Land Use and Infrastructure Planning

9. Core Competency - Land Use and Infrastructure Planning [Continue]

The components of Land Use and Infrastructure Planning are:

Land use analysis and planning
Infrastructure planning

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
Level 2 = "Good understanding of, or an ability to apply" or **You are able to work in the theme**
Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

Proposed knowledge outcomes regarding Land Use and Infrastructure Planning:

* Demonstrate an understanding of land uses in urban and rural areas.
* Demonstrate an understanding of the interaction between infrastructure supply and urban development in general and specifically between infrastructure planning, land-use and the environment;
* Differentiate between the various elements relevant for planning and management of the urban infrastructure system.
* Demonstrate an understanding of relationships between infrastructure supply, maintenance and financing, and human settlement.

9.1	My knowledge level in land use and infrastructure planning is on level	☐ Level 1	☐ Level 2	☐ Level 3
9.2	The knowledge level of provincial government planners in land use and infrastructure planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
9.3	The knowledge level of local government planners in land use and infrastructure planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
9.4	The knowledge level of rural development planners in land use and infrastructure planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
9.5	The knowledge level of private practice planners in land use and infrastructure planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed skill outcomes regarding Land Use and Infrastructure Planning:

* Ability to analyse land use, forces driving change, and demand for future uses.
* Determine the demand for infrastructure in various sectors.
* Design an infrastructure system in a new area or an existing area.
* Undertake urban infrastructure planning as part of the general planning process.

9.6	My skill level in land use and infrastructure planning is on level	☐ Level 1	☐ Level 2	☐ Level 3
9.7	The skill level of provincial government planners in land use and infrastructure planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
9.8	The skill level of local government planners in land use and infrastructure planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
9.9	The skill level of rural development planners in land use and infrastructure planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
9.10	The skill level of private practice planners in land use and infrastructure planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3

9. Core Competency - Land Use and Infrastructure Planning [Continue]

Proposed attitudes regarding Land Use and Infrastructure Planning:

* Appreciate the importance of energy supply and waste management in the process of urbanization.
* Appreciate the importance of maintenance of infrastructure.

9.11	My attitude regarding land use and infrastructure planning is on level	☐ Level 1	☐ Level 2	☐ Level 3
9.12	The attitude of provincial government planners regarding land use and infrastructure planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
9.13	The attitude of local government planners regarding land use and infrastructure planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
9.14	The attitude of rural development planners regarding land use and infrastructure planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
9.15	The attitude of private practice planners regarding land use and infrastructure planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3

10. Core Competency - Transport Planning

The components of Transport Planning are:

Theories, processes and methods of transportation planning
Interaction between transport and land use
Sustainable transport

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
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Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

Proposed knowledge outcomes regarding Transport Planning:

* Demonstrate an understanding of basic concepts of urban transportation, roles of urban transport and the interaction between transport, travel behaviour, land-use and urban form.
* Distinguish between the main elements, modes and issues relevant for urban transportation planning.
* Demonstrate an understanding of the role and organization and operation of public transport in modern societies and rapidly urbanising economies.
* Refer to policy lessons and key cases studies related to urban transportation planning in selected cities in the world. Particular reference will be made to sustainable transportation.

10.1	My knowledge level in transport planning is on level	☐ Level 1	☐ Level 2	☐ Level 3
10.2	The knowledge level of provincial government planners in transport planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
10.3	The knowledge level of local government planners in transport planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
10.4	The knowledge level of rural development planners in transport planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
10.5	The knowledge level of private practice planners in transport planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3

10. Core Competency - Transport Planning [Continue]

Proposed skill outcomes regarding Transport Planning:

* Analysis of transport networks in terms of demand and supply; requirements of transportation passengers and goods; modes of transport; capacities and track characteristics.
* Methods and mechanisms for operationalising the concept of sustainable transport in planning practice.
* Plan transportation networks: form of network , route classification, modal split and system interchange.

10.6 My skill level in transport planning is on level	☐ Level 1	☐ Level 2	☐ Level 3
10.7 The skill level of provincial government planners in transport planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
10.8 The skill level of local government planners in transport planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
10.9 The skill level of rural development planners in transport planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
10.10 The skill level of private practice planners in transport planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed attitudes regarding Transport Planning:

* Appreciate the role of planning in controlling transport demand and its impact upon , accessibility and employment.
* Advocate the concept of sustainable development in the transport sector.
* Appreciate the lessons learned from transportation planning in selected cities around the world and advocate optimum solutions for urban transportation planning in South Africa.

10.11 My attitude regarding transport planning is on level	☐ Level 1	☐ Level 2	☐ Level 3
10.12 The attitude of provincial government planners regarding transport planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
10.13 The attitude of local government planners regarding transport planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
10.14 The attitude of rural development planners regarding transport planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
10.15 The attitude of private practice planners regarding transport planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3

11. Core Competency - Land Economics

The components of Land Economics are:

Economic development
Land economics
Access to land
Property development process

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
Level 2 = "Good understanding of, or an ability to apply" or **You are able to work in the theme**
Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

11. Core Competency - Land Economics [Continue]

Proposed knowledge outcomes regarding Land Economics:

* Demonstrate an understanding of key economic concepts, theories, trends and processes of change relating to urban, rural and regional development
* Differentiate between alternative economic explanations of why cities exist and what makes cities and regions grow and decline.
* Demonstrate an understanding of the impacts of globalisation and local economic development.
* Demonstrate an understanding of the economic policies to promote urban growth and stem urban decline.
* Demonstrate an understanding of issues relating to access to land in urban and rural settings.
* Demonstrate an understanding of policies to promote rural development
* Demonstrate an understanding of the property development process.
* Demonstrate an understanding of costs and benefits of alternative proposals, establishing funding requirements and obtaining public gains.

11.1 My knowledge level in land economics is on level	☐ Level 1	☐ Level 2	☐ Level 3
11.2 The knowledge level of provincial government planners in land economics should be on level	☐ Level 1	☐ Level 2	☐ Level 3
11.3 The knowledge level of local government planners in land economics should be on level	☐ Level 1	☐ Level 2	☐ Level 3
11.4 The knowledge level of rural development planners in land economics should be on level	☐ Level 1	☐ Level 2	☐ Level 3
11.5 The knowledge level of private practice planners in land economics should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed skill outcomes regarding Land Economics:

* Ability to assess economic factors promoting urban growth in particular areas.
* Implementation of economic analysis of development projects;
* Critically evaluate economic policies implemented to promote urban growth.

11.6 My skill level in land economics is on level	☐ Level 1	☐ Level 2	☐ Level 3
11.7 The skill level of provincial government planners in land economics should be on level	☐ Level 1	☐ Level 2	☐ Level 3
11.8 The skill level of local government planners in land economics should be on level	☐ Level 1	☐ Level 2	☐ Level 3
11.9 The skill level of rural development planners in land economics should be on level	☐ Level 1	☐ Level 2	☐ Level 3
11.10 The skill level of private practice planners in land economics should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed attitudes regarding Land Economics:

* Appreciate the role of the private sector and other state and non-profit agencies in economic development.
* Advocate the importance of economic growth in relation to the development of urban plans.
* Confidence in implementing and developing innovative plans.

11.11 My attitude regarding land economics is on level	☐ Level 1	☐ Level 2	☐ Level 3
11.12 The attitude of provincial government planners regarding land economics should be on level	☐ Level 1	☐ Level 2	☐ Level 3
11.13 The attitude of local government planners regarding land economics should be on level	☐ Level 1	☐ Level 2	☐ Level 3
11.14 The attitude of rural development planners regarding land economics should be on level	☐ Level 1	☐ Level 2	☐ Level 3
11.15 The attitude of private practice planners regarding land economics should be on level	☐ Level 1	☐ Level 2	☐ Level 3

12. Core Competency - Integrated Development Planning

12. Core Competency - Integrated Development Planning [Continue]

The components of Integrated Development Planning are:

Integrated development planning processes(international and South African contexts)
South African IDP

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
Level 2 = "Good understanding of, or an ability to apply" or **You are able to work in the theme**
Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

Proposed knowledge outcomes regarding Integrated Development Planning:

*Demonstrate an understanding of theories and approaches to integrated development planning as understood internationally.
*Demonstrate an understanding of the origins and evolution of integrated development planning in South Africa.

12.1	My knowledge level in integrated development planning is on level	☐ Level 1	☐ Level 2	☐ Level 3
12.2	The knowledge level of provincial government planners in integrated development planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
12.3	The knowledge level of local government planners in integrated development planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
12.4	The knowledge level of rural development planners in integrated development planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
12.5	The knowledge level of private practice planners in integrated development planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed skill outcomes regarding Integrated Development Planning:

*Ability to undertake the processes required in the preparation, implementation and monitoring of an IDP.

12.6	My skill level in integrated development planning is on level	☐ Level 1	☐ Level 2	☐ Level 3
12.7	The skill level of provincial government planners in integrated development planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
12.8	The skill level of local government planners in integrated development planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
12.9	The skill level of rural development planners in integrated development planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
12.10	The skill level of private practice planners in integrated development planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed attitudes regarding Integrated Development Planning:

*Appreciate the holistic and inherently integrated nature of human settlements, and the development of towns and cities.
*Appreciate the role of Planners in operating at the interface zone with other built environment, natural environment and community development professionals.

12.11	My attitude regarding integrated development planning is on level	☐ Level 1	☐ Level 2	☐ Level 3

12. Core Competency - Integrated Development Planning [Continue]

12.12 The attitude of provincial government planners regarding integrated development planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
12.13 The attitude of local government planners regarding integrated development planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
12.14 The attitude of rural development planners regarding integrated development planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
12.15 The attitude of private practice planners regarding integrated development planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3

13. Core Competency - Geography, Sociology and Anthropology

The components of Geography, Sociology and Anthropology are:

Geographical aspects of planning
Sociological aspects of planning
Anthropological aspects of planning

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
Level 2 = "Good understanding of, or an ability to apply" or **You are able to work in the theme**
Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

Proposed knowledge outcomes regarding Geography, Sociology and Anthropology:

* Demonstrate an understanding of major urban geographical, sociological and anthropological theories that relate to planning.
* Exhibit understanding of the socio-economic composition of society and the vertical and horizontal division of class, ethnicity and gender.
* Distinguish the needs and aspirations of specific social and cultural groups in the urban planning context.
* Demonstrate an understanding of in understanding the social dimensions of urban and regional development.

13.1 My knowledge level in geography, sociology and anthropology is on level	☐ Level 1	☐ Level 2	☐ Level 3
13.2 The knowledge level of provincial government planners in geography, sociology and anthropology should be on level	☐ Level 1	☐ Level 2	☐ Level 3
13.3 The knowledge level of local government planners in geography, sociology and anthropology should be on level	☐ Level 1	☐ Level 2	☐ Level 3
13.4 The knowledge level of rural development planners in geography, sociology and anthropology should be on level	☐ Level 1	☐ Level 2	☐ Level 3
13.5 The knowledge level of private practice planners in geography, sociology and anthropology should be on level	☐ Level 1	☐ Level 2	☐ Level 3

13. Core Competency - Geography, Sociology and Anthropology [Continue]

Proposed skill outcomes regarding Geography, Sociology and Anthropology:

* Ability to apply geographical, social and anthropological concepts and theories to the development of a research frame.
* Ability to apply social science based empirical field work methods, to research and evaluate social issues in urban and rural contexts.
* Analyse and summarize socio-economic and socio-political issues.
* Ability to communicate, negotiate and debate.
* Ability to work in multi-disciplinary teams.

13.6 My skill level in geography, sociology and anthropology is on level	☐ Level 1	☐ Level 2	☐ Level 3
13.7 The skill level of provincial government planners in geography, sociology and anthropology should be on level	☐ Level 1	☐ Level 2	☐ Level 3
13.8 The skill level of local government planners in geography, sociology and anthropology should be on level	☐ Level 1	☐ Level 2	☐ Level 3
13.9 The skill level of rural development planners in geography, sociology and anthropology should be on level	☐ Level 1	☐ Level 2	☐ Level 3
13.10 The skill level of private practice planners in geography, sociology and anthropology should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed attitudes regarding Geography, Sociology and Anthropology:

* Advocate the application of geographical, social and anthropological theories in order to provide more sustainable solutions to urban and regional problems.
* Appreciation of the interactions between places and people through the study of social behaviours.

13.11 My attitude regarding geography, sociology and anthropology is on level	☐ Level 1	☐ Level 2	☐ Level 3
13.12 The attitude of provincial government planners regarding geography, sociology and anthropology should be on level	☐ Level 1	☐ Level 2	☐ Level 3
13.13 The attitude of local government planners regarding geography, sociology and anthropology should be on level	☐ Level 1	☐ Level 2	☐ Level 3
13.14 The attitude of rural development planners regarding geography, sociology and anthropology should be on level	☐ Level 1	☐ Level 2	☐ Level 3
13.15 The attitude of private practice planners regarding geography, sociology and anthropology should be on level	☐ Level 1	☐ Level 2	☐ Level 3

14. Core Competency - Research Methods and Dissertation

The components of Research Methods and Dissertation are:
Research methods
Dissertation/ research report

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
Level 2 = "Good understanding of, or an ability to apply" or **You are able to work in the theme**
Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

14. Core Competency - Research Methods and Dissertation [Continue]

Proposed knowledge outcomes regarding Research Methods and Dissertation:

* Differentiate between social research approaches, principles and methods and their application in the analysis of urban planning problems and issues.
* Demonstrate an understanding of research design; association and cause; validity issues; time dimension; data-gathering. measurement and sampling; reliability and validity.
* Understand and differentiate between qualitative methods in social research (including case study method in social research evaluation research: questionnaires and social surveys) and quantitative methods (statistical analysis and measurement).

14.1	My knowledge level in research methods and dissertation is on level	☐ Level 1	☐ Level 2	☐ Level 3
14.2	The knowledge level of provincial government planners in research methods and dissertation should be on level	☐ Level 1	☐ Level 2	☐ Level 3
14.3	The knowledge level of local government planners in research methods and dissertation should be on level	☐ Level 1	☐ Level 2	☐ Level 3
14.4	The knowledge level of rural development planners in research methods and dissertation should be on level	☐ Level 1	☐ Level 2	☐ Level 3
14.5	The knowledge level of private practice planners in research methods and dissertation should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed skill outcomes regarding Research Methods and Dissertation:

* Identifying and formulating an appropriate research problem and key research questions.
* Demonstrate methodological competence in selecting and applying appropriate quantitative and qualitative methods of evaluation and analysis.
* Ability to assess the feasibility of a research project.
* Ability to design a research method (including selection of data collection methods and analysis) appropriate to the chosen research questions.
* Ability to identify theories and concepts relevant for the research questions.
*Ability to conduct a research project, draw logical conclusions, and formulate reasoned proposals.
* Ability to write and present a research proposal in a clear and lucid manner.

14.6	My skill level in research methods and dissertation is on level	☐ Level 1	☐ Level 2	☐ Level 3
14.7	The skill level of provincial government planners in research methods and dissertation should be on level	☐ Level 1	☐ Level 2	☐ Level 3
14.8	The skill level of local government planners in research methods and dissertation should be on level	☐ Level 1	☐ Level 2	☐ Level 3
14.9	The skill level of rural development planners in research methods and dissertation should be on level	☐ Level 1	☐ Level 2	☐ Level 3
14.10	The skill level of private practice planners in research methods and dissertation should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed attitudes regarding Research Methods and Dissertation:

*Appreciate the importance of social research for the planning profession.
* Advocate an ethical research approach (e.g. avoid plagiarism, use appropriate referencing methods, ethical survey and reporting methods).

14.11	My attitude regarding research methods and dissertation is on level	☐ Level 1	☐ Level 2	☐ Level 3

14. Core Competency - Research Methods and Dissertation [Continue]

14.12 The attitude of provincial government planners regarding research methods and dissertation should be on level	☐ Level 1	☐ Level 2	☐ Level 3
14.13 The attitude of local government planners regarding research methods and dissertation should be on level	☐ Level 1	☐ Level 2	☐ Level 3
14.14 The attitude of rural development planners regarding research methods and dissertation should be on level	☐ Level 1	☐ Level 2	☐ Level 3
14.15 The attitude of private practice planners regarding research methods and dissertation should be on level	☐ Level 1	☐ Level 2	☐ Level 3

15. Functional Competency - Survey and Analysis

The components of Survey and Analysis are:
Surveys
Analysis and synthesis
Mapping and GIS

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
Level 2 = "Good understanding of, or an ability to apply" or **You are able to work in the theme**
Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

Proposed knowledge outcomes regarding Survey and Analysis:

* Demonstrate understanding of the research process and a range of planning tools linked to this process.
* Demonstrate an understanding of the information needed to inform planning research and the sources.
* Distinguish the variety of planning tools and research methods and to recognize when, where and how these tools and skills can be used in the urban and regional planning and development realm.

15.1 My knowledge level in survey and analysis is on level	☐ Level 1	☐ Level 2	☐ Level 3
15.2 The knowledge level of provincial government planners in survey and analysis should be on level	☐ Level 1	☐ Level 2	☐ Level 3
15.3 The knowledge level of local government planners in survey and analysis should be on level	☐ Level 1	☐ Level 2	☐ Level 3
15.4 The knowledge level of rural development planners in survey and analysis should be on level	☐ Level 1	☐ Level 2	☐ Level 3
15.5 The knowledge level of private practice planners in survey and analysis should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed skill outcomes regarding Survey and Analysis:

* Apply appropriate tools and skills in research and planning practice including statistical methods, quantitative and qualitative analysis.
* Ability to design and conduct of surveys (quantitative and qualitative); tabulate and record results in appropriate formats; and analyse the findings.
* Ability to produce maps at different scales and use GIS as a tool for analysis, mapping and presentation* Professional writing and presentation skills.
* Ability to interpret research data and synthesise findings into a concise form so as to improve decision-making.

15.6 My skill level in survey and analysis is on level	☐ Level 1	☐ Level 2	☐ Level 3

15. Functional Competency - Survey and Analysis [Continue]

15.7 The skill level of provincial government planners in survey and analysis should be on level	☐ Level 1	☐ Level 2	☐ Level 3
15.8 The skill level of local government planners in survey and analysis should be on level	☐ Level 1	☐ Level 2	☐ Level 3
15.9 The skill level of rural development planners in survey and analysis should be on level	☐ Level 1	☐ Level 2	☐ Level 3
15.10 The skill level of private practice planners in survey and analysis should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed attitude outcomes regarding Survey and Analysis:

* Appreciate the importance of systematic research in relation to the planning process and its application.
* Willingness to adapt to learn different technological techniques.

15.11 My attitude regarding survey and analysis is on level	☐ Level 1	☐ Level 2	☐ Level 3
15.12 The attitude of provincial government planners regarding survey and analysis should be on level	☐ Level 1	☐ Level 2	☐ Level 3
15.13 The attitude of local government planners regarding survey and analysis should be on level	☐ Level 1	☐ Level 2	☐ Level 3
15.14 The attitude of rural development planners regarding survey and analysis should be on level	☐ Level 1	☐ Level 2	☐ Level 3
15.15 The attitude of private practice planners regarding survey and analysis should be on level	☐ Level 1	☐ Level 2	☐ Level 3

16. Functional Competency - Strategic Assessment

The components of Strategic Analysis are:
Land use and tenure analysis
Socio-economic and demographic analysis
Physical and environmental analysis Infrastructure and public services analysis
Spatial analysis Institutional and stakeholder analysis

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
Level 2 = "Good understanding of, or an ability to apply" or **You are able to work in the theme**
Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

Proposed knowledge outcomes regarding Strategic Assessment:
*Demonstrate understanding of the methods of analysis related to:
- Land use and tenure - Demographic, economic and social characteristics
- Physical and environmental aspects
- Infrastructure and public services
- Space economy
- Institutions and stakeholders.

*Demonstrate an awareness of the appropriate level of analysis in each case given the nature of the problem and the data available.
*Demonstrate an understanding of the processes of change and the forces driving change.
*Demonstrate an understanding of how to integrate the findings of these methods of analysis so as to provide a strategic assessment of a study area.
*Demonstrate an understanding of weaknesses or gaps in the analyses arising from quality of data or other factors.

16.1 My knowledge level in strategic assessment is on level	☐ Level 1	☐ Level 2	☐ Level 3

16. Functional Competency - Strategic Assessment [Continue]

16.2 The knowledge level of provincial government planners in strategic assessment should be on level	☐ Level 1	☐ Level 2	☐ Level 3
16.3 The knowledge level of local government planners in strategic assessment should be on level	☐ Level 1	☐ Level 2	☐ Level 3
16.4 The knowledge level of rural development planners in strategic assessment should be on level	☐ Level 1	☐ Level 2	☐ Level 3
16.5 The knowledge level of private practice planners in strategic assessment should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed skill outcomes regarding Strategic Assessment:

*Apply appropriate tools and techniques to undertake analysis of the attributes listed above.
*Apply suitable formats for presenting the results and trends in a concise, coherent form.
*Ability to synthesise the findings from these strands of analysis into a strategic assessment of the prevailing situation.

16.6 My skill level in strategic assessment is on level	☐ Level 1	☐ Level 2	☐ Level 3
16.7 The skill level of provincial government planners in strategic assessment should be on level	☐ Level 1	☐ Level 2	☐ Level 3
16.8 The skill level of local government planners in strategic assessment should be on level	☐ Level 1	☐ Level 2	☐ Level 3
16.9 The skill level of rural development planners in strategic assessment should be on level	☐ Level 1	☐ Level 2	☐ Level 3
16.10 The skill level of private practice planners in strategic assessment should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed attitudes regarding Strategic Assessment:

*Appreciate the role of sound, evidence based analysis in urban and regional planning practice.

16.11 My attitude regarding strategic assessment is on level	☐ Level 1	☐ Level 2	☐ Level 3
16.12 The attitude of provincial government planners regarding strategic assessment should be on level	☐ Level 1	☐ Level 2	☐ Level 3
16.13 The attitude of local government planners regarding strategic assessment should be on level	☐ Level 1	☐ Level 2	☐ Level 3
16.14 The attitude of rural development planners regarding strategic assessment should be on level	☐ Level 1	☐ Level 2	☐ Level; 3
16.15 The attitude of private practice planners regarding strategic assessment should be on level	☐ Level 1	☐ Level 2	☐ Level 3

17. Functional Competency - Local Area Analysis and Planning

17. Functional Competency - Local Area Analysis and Planning [Continue]

The components of Local Area Analysis and Planning are:
Local area analysis
Local area planning

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
Level 2 = "Good understanding of, or an ability to apply" or **You are able to work in the theme**
Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

Proposed knowledge outcomes regarding Local Area Analysis and Planning:

* Demonstrate an understanding of the dynamics of neighbourhoods, in particular, the inter-relationships between residents and the associated activities and the physical environment.
* Identify the process required to analyse characteristics of an urban neighbourhood.

17.1	My knowledge level in local area analysis and planning is on level	☐ Level 1	☐ Level 2	☐ Level 3
17.2	The knowledge level of provincial government planners in local area analysis and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
17.3	The knowledge level of local government planners in local area analysis and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
17.4	The knowledge level of rural development planners in local area analysis and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
17.5	The knowledge level of private practice planners in local area analysis and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed skill outcomes regarding Local Area Analysis and Planning:

* Apply a diversity of research methods to analyse characteristics of an urban neighbourhood.
* Undertake a community-based participatory planning approach.
* Implement a social impact assessment.
* Justify a planning rationale, especially from the local community's perspective.
* Prepare a development (or improvement) plan.
* Apply oral, written and graphical communication and presentation techniques.

17.6	My skill level in local area analysis and planning is on level	☐ Level 1	☐ Level 2	☐ Level 3
17.7	The skill level of provincial government planners in local area analysis and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
17.8	The skill level of local government planners in local area analysis and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
17.9	The skill level of rural development planners in local area analysis and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
17.10	The skill level of private practice planners in local area analysis and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed attitudes regarding Local Area Analysis and Planning:

* Accept the importance of community-based planning approach in understanding the dynamics in an urban. neighbourhood and the aspirations of its inhabitants.
* Acknowledge the importance, benefits and limitations of community engagement in understanding a neighbourhood.

17. Functional Competency - Local Area Analysis and Planning [Continue]

17.11 My attitude regarding local area analysis and planning is on level	☐ Level 1	☐ Level 2	☐ Level 3
17.12 The attitude of provincial government planners regarding local area analysis and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
17.13 The attitude of local government planners regarding local area analysis and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
17.14 The attitude of rural development planners regarding local area analysis and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
17.15 The attitude of private practice planners regarding local area analysis and planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3

18. Functional Competency - Layout Planning

The components of Layout Planning are:
Site analysis
Layout planning and site planning
Township development

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
Level 2 = "Good understanding of, or an ability to apply" or **You are able to work in the theme**
Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

Proposed knowledge outcomes regarding Local Area Analysis and Planning:

* Demonstrate an understanding of the methods of site analysis including relationships with surrounding areas.
*Discover key planning issues of places and development concepts.
* Understand the factors that affect sustainability in the built environment.
* Develop an understanding of the regulations, standards and guidelines relevant to planning projects. Demonstrate an understanding of township development and establishment processes.

18.1 My knowledge level in layout planning is on level	☐ Level 1	☐ Level 2	☐ Level 3
18.2 The knowledge level of provincial government planners in layout planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
18.3 The knowledge level of local government planners in layout planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
18.4 The knowledge level of rural development planners in layout planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
18.5 The knowledge level of private practice planners in layout planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed skill outcomes regarding Layout Planning:

* Apply site analysis skills in relation to sustainable development considerations.
* Apply a range of research methods and planning tools.
* Complete the various stages involved in methodologies for the preparation of a layout plan.
* Group working and multi-disciplinary.
* Apply oral, written and graphical communication and presentation techniques.

18.6 My skill level in layout planning is on level	☐ Level 1	☐ Level 2	☐ Level 3
18.7 The skill level of provincial government planners in layout planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
18.8 The skill level of local government planners in layout planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3

18. Functional Competency - Layout Planning [Continue]

18.9 The skill level of rural development planners in layout planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
18.10 The skill level of private practice planners in layout planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed attitudes regarding Layout Planning:

*Appreciate the role of research and planning tools in solving planning problems.
* Appreciate the conflicts and tensions inherited in the planning process as prescribed by law as applied in reality.
* Develop an ethical approach to decision-making in plan production.

18.11 My attitude regarding layout planning is on level	☐ Level 1	☐ Level 2	☐ Level 3
18.12 The attitude of provincial government planners regarding layout planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
18.13 The attitude of local government planners regarding layout planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
18.14 The attitude of rural development planners regarding layout planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3
18.15 The attitude of private practice planners regarding layout planning should be on level	☐ Level 1	☐ Level 2	☐ Level 3

19. Functional Competency - Plan Making

The components of Plan Making are:
Integrated development planning
Strategic planning including Scenario planning
Spatial planning

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
Level 2 = "Good understanding of, or an ability to apply" or **You are able to work in the theme**
Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

Proposed knowledge outcomes regarding Plan Making:
Knowledge (IDP):
*Demonstrate an understanding of the methodology, processes and content of an IDP as set out in the Municipal Systems Act (2000), including the Spatial Development Framework.
*Demonstrate an understanding of the cross-cutting issues that need to be addressed in IDPs, including poverty, gender, HIV/AIDS, disability and power relations.
*Demonstrate an understanding of the communication processes associated with IDPs and of the updating and review processes.

Knowledge (Strategic planning):
*Demonstrate an understanding of the distinguishing characteristics of strategic planning and appropriate methodologies in the context of urban and regional planning.
*Demonstrate an understanding of the processes of strategic analysis, scenario planning (see below), formulating long term visions, translating these into strategies and short term action plans for implementation.

Knowledge (Spatial planning):
*Demonstrate an understanding of the rationale for spatial planning, and its inherently strategic nature. *Demonstrate an understanding of the evolution of spatial planning from master planning of the 1960s to contemporary strategic spatial planning.
*Demonstrate an understanding of the concepts and terminology of spatial planning, and of the techniques of spatial analysis.
*Demonstrate an understanding of the process of developing a spatial plan through a process of spatial analysis, synthesis and developing a spatial argument and spatial concept plan, into a Spatial Development Framework and more detailed spatial plans.

19. Functional Competency - Plan Making [Continue]

19.1	My knowledge level in plan making is on level	☐ Level 1	☐ Level 2	☐ Level 3
19.2	The knowledge level of provincial government planners in plan making should be on level	☐ Level 1	☐ Level 2	☐ Level 3
19.3	The knowledge level of local government planners in plan making should be on level	☐ Level 1	☐ Level 2	☐ Level 3
19.4	The knowledge level of rural development planners in plan making should be on level	☐ Level 1	☐ Level 2	☐ Level 3
19.5	The knowledge level of private practice planners in plan making should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed skill outcomes regarding Plan Making:

Skills (IDP):
*Apply appropriate planning methods to formulate an IDP.
*Communicate IDP plan making processes to different groups of stakeholders and incorporate their input in a balanced way.*Ability to undertake an IDP update and review.

Skills (Strategic planning):
* Demonstrate creative competence in finding solutions to problems such as spatial conflicts and for developing new strategic concepts.
* Demonstrate visionary competence in making connections between periods, trends and pathways of development.
* Apply methods of strategic analysis, scenario planning, formulating long term visions, translating these into strategies and short term action plans for implementation in an urban, rural or regional setting.

Skills (spatial planning):
* Demonstrate analytical competence for evaluating the local and regional influences of spatial problems and the impacts of different policies.
* Ability to formulate spatial plans at different scales for different contexts and at different scales;
- Regional scale spatial development frameworks
- Local area spatial plans (for large and small areas)
- Spatial plans for components of the urban system (e.g. declining CBDs, areas in transition, infill areas, densely settled peri-urban areas, informal settlements, etc)
- Spatial plans for rural settlements.

19.6	My skill level in plan making is on level	☐ Level 1	☐ Level 2	☐ Level 3
19.7	The skill level of provincial government planners in plan making should be on level	☐ Level 1	☐ Level 2	☐ Level 3
19.8	The skill level of local government planners in plan making should be on level	☐ Level 1	☐ Level 2	☐ Level 3
19.9	The skill level of rural development planners in plan making should be on level	☐ Level 1	☐ Level 2	☐ Level 3
19.10	The skill level of private practice planners in plan making should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed attitudes regarding Plan Making:

*Develop a systematic approach for the purpose of formulating appropriate and well reasoned plans. *Acknowledge and be able to distinguish between the different methodologies for plans and plan making.

19.11	My attitude regarding plan making is on level	☐ Level 1	☐ Level 2	☐ Level 3
19.12	The attitude of provincial government planners regarding plan making should be on level	☐ Level 1	☐ Level 2	☐ Level 3
19.13	The attitude of local government planners regarding plan making should be on level	☐ Level 1	☐ Level 2	☐ Level 3
19.14	The attitude of rural development planners regarding plan making should be on level	☐ Level 1	☐ Level 2	☐ Level 3
19.15	The attitude of private practice planners regarding plan making should be on level	☐ Level 1	☐ Level 2	☐ Level 3

20. Functional Competency - Plan Administration, Implementation and Land Use Management

20. Functional Competency - Plan Administration, Implementation and Land Use Management [Continue]

The components of Plan Administration, Implementation and Land Use Management are:
Land use management
Planning scheme
Development controls
Planning applications

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
Level 2 = "Good understanding of, or an ability to apply" or **You are able to work in the theme**
Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

Proposed knowledge outcomes regarding Plan Administration, Implementation and Land Use Management:

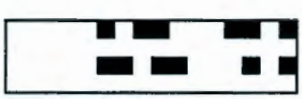
*Demonstrate an understanding of different methods of land use management and development controls. * Demonstrate an understanding of the processes of formulating and of administering land use management mechanisms.
* Demonstrate an understanding of the measures for implementing IDPs and SDFs *Distinguish the roles of planners preparing development applications and of planners administering the land use management and control mechanisms.
*Display understanding of the legal and procedural context.

20.1	My knowledge level in plan administration, implementation and land use management is on level	☐ Level 1	☐ Level 2	☐ Level 3
20.2	The knowledge level of provincial government planners in plan administration, implementation and land use management should be on level	☐ Level 1	☐ Level 2	☐ Level 3
20.3	The knowledge level of local government planners in plan administration, implementation and land use management should be on level	☐ Level 1	☐ Level 2	☐ Level 3
20.4	The knowledge level of rural development planners in plan administration, implementation and land use management should be on level	☐ Level 1	☐ Level 2	☐ Level 3
20.5	The knowledge level of private practice planners in plan administration, implementation and land use management should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed skill outcomes regarding Plan Administration, Implementation and Land Use Management:

*Ability to formulate appropriate land use management and development controls measures.
*Ability to administer land use management and development controls measures. *Ability to prepare development applications.

20.6	My skill level in plan administration, implementation and land use management is on level	☐ Level 1	☐ Level 2	☐ Level 3
20.7	The skill level of provincial government planners in plan administration, implementation and land use management should be on level	☐ Level 1	☐ Level 2	☐ Level 3
20.8	The skill level of local government planners in plan administration, implementation and land use management should be on level	☐ Level 1	☐ Level 2	☐ Level 3
20.9	The skill level of rural development planners in plan administration, implementation and land use management should be on level	☐ Level 1	☐ Level 2	☐ Level 3
20.10	The skill level of private practice planners in plan administration, implementation and land use management should be on level	☐ Level 1	☐ Level 2	☐ Level 3



20. Functional Competency - Plan Administration, Implementation and Land Use Management [Continue]

Proposed attitudes regarding Plan Administration, Implementation and Land Use Management:

* Show professionalism in working individually or as part of a team.
*Acknowledge that there will be different stakeholders and show due consideration.

20.11 My attitude regarding plan administration, implementation and land use management is on level	☐ Level 1	☐ Level 2	☐ Level 3
20.12 The attitude of provincial government planners regarding plan administration, implementation and land use management should be on level	☐ Level 1	☐ Level 2	☐ Level 3
20.13 The attitude of local government planners regarding plan administration, implementation and land use management should be on level	☐ Level 1	☐ Level 2	☐ Level 3
20.14 The attitude of rural development planners regarding plan administration, implementation and land use management should be on level	☐ Level 1	☐ Level 2	☐ Level 3
20.15 The attitude of private practice planners regarding plan administration, implementation and land use management should be on level	☐ Level 1	☐ Level 2	☐ Level 3

21. Functional Competency - Planning Education

The components in Planning Education are:
Teaching planning in tertiary institutions
Publication Mentoring

Please read the performance outcomes and select the appropriate outcome level for each category.
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" or **You know about the theme**
Level 2 = "Good understanding of, or an ability to apply" or **You are able to work in the theme**
Level 3 = "To apply or engage with the area of competency with increasing degrees of mastery and sophistication" or **You are an expert in the theme**

Proposed knowledge outcomes regarding Planning Education:

*Demonstrate an understanding of contextual challenges facing urban and regional planners.
*Demonstrate leadership in training and education programmes.
*Demonstrate understanding of curricular development trends, internationally and in Africa.
*Demonstrate an understanding of importance of sharing knowledge and experience through publication in a range of media.
*Demonstrate an understanding of the need to promote mentoring in various modes and contexts.

21.1 My knowledge level in planning education is on level	☐ Level 1	☐ Level 2	☐ Level 3
21.2 The knowledge level of provincial government planners in planning education should be on level	☐ Level 1	☐ Level 2	☐ Level 3
21.3 The knowledge level of local government planners in planning education should be on level	☐ Level 1	☐ Level 2	☐ Level 3
21.4 The knowledge level of rural development planners in planning education should be on level	☐ Level 1	☐ Level 2	☐ Level 3
21.5 The knowledge level of private practice planners in planning education should be on level	☐ Level 1	☐ Level 2	☐ Level 3

21. Functional Competency - Planning Education [Continue]

Proposed skill outcomes regarding Planning Education:

*Ability to teach at tertiary level using a variety of methods including block teaching, practice-based and "discussion" teaching approaches that promote "experiential" and "problem based learning" using case studies, in addition to conventional lectures and seminars.
*Ability to organise all aspects of training and education programmes efficiently.
*Ability to communicate effectively using oral, written and graphic means.

21.6 My skill level in planning education is on level	☐ Level 1	☐ Level 2	☐ Level 3
21.7 The skill level of provincial government planners in planning education should be on level	☐ Level 1	☐ Level 2	☐ Level 3
21.8 The skill level of local government planners in planning education should be on level	☐ Level 1	☐ Level 2	☐ Level 3
21.9 The skill level of rural development planners in planning education should be on level	☐ Level 1	☐ Level 2	☐ Level 3
21.10 The skill level of private practice planners in planning education should be on level	☐ Level 1	☐ Level 2	☐ Level 3

Proposed attitudes regarding Planning Education:

*Understand your target audience so as to educate learners about impact planning / plans will have on people. * Empathy for students, many of whom are studying in a second language.
*Empathy for people.
*Sharing knowledge and experience with fellow planners and students.
*Promoting continuous professional development.

21.11 My attitude regarding planning education is on level	☐ Level 1	☐ Level 2	☐ Level 3
21.12 The attitude of provincial government planners regarding planning education should be on level	☐ Level 1	☐ Level 2	☐ Level 3
21.13 The attitude of local government planners regarding planning education should be on level	☐ Level 1	☐ Level 2	☐ Level 3
21.14 The attitude of rural development planners regarding planning education should be on level	☐ Level 1	☐ Level 2	☐ Level 3
21.15 The attitude of private practice planners regarding planning education should be on level	☐ Level 1	☐ Level 2	☐ Level 3

22. Professional Identity of Planners

22.1 Select the 5 most important themes for the professional identity of planners in South Africa

☐ Settlement History and Theory	☐ Planning Theory and Public Policy	☐ Sustainable Cities
☐ Place Making	☐ Regional Development	☐ Institutional and Legal Frameworks
☐ Environmental Planning and Management	☐ Land Use and Infrastructure Planning	☐ Transport Planning
☐ Land Economics	☐ Integrated Development Planning	☐ Geography, Sociology and Anthropology
☐ Research Methods and Dissertation	☐ Survey and Analysis	☐ Strategic Assessment
☐ Local Area Analysis and Planning	☐ Layout Planning	☐ Plan Making
☐ Plan Administration, Implementation and Land Use Management	☐ Planning Education	

22. Professional Identity of Planners [Continue]

22.2 Select the 5 least important themes for the professional identity of planners in South Africa

- ☐ Settlement History and Theory
- ☐ Planning Theory and Public Policy
- ☐ Sustainable Cities
- ☐ Place Making
- ☐ Regional Development
- ☐ Institutional and Legal Frameworks
- ☐ Environmental Planning and Management
- ☐ Land Use and Infrastructure Planning
- ☐ Transport Planning
- ☐ Land Economics
- ☐ Integrated Development Planning
- ☐ Geography, Sociology and Anthropology
- ☐ Research Methods and Dissertation
- ☐ Survey and Analysis
- ☐ Strategic Assessment
- ☐ Local Area Analysis and Planning
- ☐ Layout Planning
- ☐ Plan Making
- ☐ Plan Administration, Implementation and Land Use Management
- ☐ Planning Education

	☐ Agree	☐ Disagree	☐ Not certain
22.3 The proposed knowledge, skills and attitude outcomes from SACPLAN as presented in the questionnaire is an adequate description of a professional planner in the South African contexts.			