Information Brochure

DEPARTMENT OF URBAN AND REGIONAL PLANNING
SCHOOL OF ENVIRONMENTAL SCIENCES

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THE DEPARTMENT OF URBAN AND REGIONAL PLANNING

Department is in the School of Environmental Sciences of the Faculty of Applied and Natural Sciences. The Department addresses the professional concerns of Urban and Regional Planning, linking knowledge and action in ways that improve public and private development decisions which affect people, places and the environment with a departmental focus on medium sized centres and rural development. These we do without neglecting to teach the core elements of urban and regional planning. The restructured courses at the Department focus on a theoretical understanding of urban, regional and rural planning, practical and technical links with both urban and metropolitan areas, the immediate countryside and small town environments as the laboratories for study and studio exercises. The Department also maintains links with active professional planners in both public and private sectors through the regional chapter of the South African Planning Institute (SAPI).

Organogram:

- **Faculty Executive Dean**  
  (Prof. PH Omara-Ojungu)

- **School Deputy Dean**  
  Prof. J.S Ogola

- **Head of Department**  
  Prof. P Bikam

- **Professors**  
  M. Dayomi  
  P. Syagga

- **Snr lecturers/Lecturers**  
  O Musandu-Nyamayaro  
  J. Chakwizira  
  M Makamule

- **Technicians**
1. DEPARTMENTAL MISSION

- **VISION**
  To be premier academy of professional training and research in the field of Urban and Regional Planning in the Limpopo and South Africa

- **MISSION**
  Deliver knowledge and inculcate skills in urban and regional planning to achieve excellence in academic learning, innovation in research and publication, and in the critical engagement of community and society in redressing the disadvantages, inequities and imbalances of past development.

- **Teaching**
  To provide future urban and regional planning practitioners the knowledge, practical skills, and values to enable them to become effective, and to improve the quality of places and regions.

- **Research**
  To conduct and disseminate research on the "theory and practice" of urban and regional planning and to assist society to plan for more equitable and sustainable communities.

- **Outreach and Public Service**
  To address community problems by linking knowledge and practice by facilitating mutual learning between community and university.

- **An Integrated Approach**
  Planning encompasses both the natural environment and the human and built environment to improve our communities and our landscape.

2. THE UNDERGRADUATE PROGRAMME

The Bachelor of Urban and Regional Planning (BURP) degree takes the generalist and interdisciplinary approach that allows flexibility in choosing courses to prepare for a healthy and growing job market. As a result, BURP graduates enjoy competitive starting salaries in entry-level positions in a wide variety of fields.
As a professional programme, Planning prepares students for active participation in the planning process. Our approach gives equal emphasis to the 'why' and 'how' of planning. You'll learn about planning as a process, including policy making, research, and decision-making. The focus is both regional and local; that is, the integrated planning of regions, large and small. It includes urban-centred or core regions and rural components in which the policy emphasis is on environmental issues and other contexts typical of the South African scene, where development issues and problems of human adjustment are in the forefront.

The Department of Urban and Regional Planning is located within the multidisciplinary School of Environmental Studies and Engineering to better integrate elements from geography, social sciences, and pure and applied sciences. Our programme provides excellent preparation for a wide variety of careers and for further studies in urban planning, regional planning and resource development.

• **Philosophy and Nature of the UNIVEN BURP Academic Plan.**

The emphasis of the BURP programme is on planning as a process, conceived in broad terms to include policy-making, research and decision making. The subject focus is regional; that is, the integrated planning of regions, large and small. It includes urban-centred or core regions and rural components in which the policy emphasis is on environmental issues and other contexts typical of the SA scene, (poverty, income and employment generation, spatial integration, environmental protection...) in which resource potentials are not yet realised, and where development issues and problems of human adjustment are in the forefront.

To implement this approach, the Department of Urban and Regional Planning has gathered a team of Faculty with diverse academic and practical planning experience.

The broad aim of the Department is to prepare the student for active participation in the planning process. This approach gives equal emphasis to the ‘why’ and ‘how’ of planning and requires that a style be adopted that strives for a continuum between classroom and field experience, between planning studies and related disciplines, and between academic studies and future professional practice. Realising this concept requires integration within selected elements from geography, social sciences and pure and applied sciences. For this purpose, the Department of Planning has been located in a Faculty with an interdisciplinary approach to a wide range of environmental issues.

Planning gives a well-rounded preparation for a wide variety of professional or graduate work in urban planning, regional planning and resource development. Courses on the theory, methods and philosophy
of planning provide an integrated framework. The student is also given an opportunity to pursue a special interest in economic, social, and ecological issues in planning, or in planning methodology. This is done through the selection of elective courses. Students are also encouraged to select essay topics from these special fields of interest.

The integration of practical work experience into the Academic Plan is considered an important part of the educational process. Students will be brought into direct contact with the profession and will be exposed to problems typical of those encountered in practice, as well as being introduced to projects and operations beyond the scope of any university laboratory.

Regular students are encouraged to actively seek work experience during the summer months of their third and fourth years.

With an increased emphasis in the profession on quantitative and qualitative techniques, students are encouraged to take courses in Mathematics, Statistical Methods, Geography, and Sociology. Students with deficiencies in these areas can elect to take equivalent or remedial courses in their first year of the program.
• **Programmes offered in the Department**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Description</th>
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<tbody>
<tr>
<td>B.URP</td>
<td>Bachelor of Urban and Regional Planning – a 4 year fulltime professional degree</td>
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<tr>
<td>B.EnvSc</td>
<td>A three year Bachelor of Environmental Services with planning as one of the major subjects</td>
</tr>
<tr>
<td>BEHURP</td>
<td>(Hons Planning) A one year professional degree course for those who have completed the equivalent of the first three years in the URP professional programme</td>
</tr>
<tr>
<td>M.URP</td>
<td>(Master of URP) A two year fulltime degree for graduates of the B.URP and BEHURP (Hons. Planning) programmes of their equivalents</td>
</tr>
<tr>
<td>M.EnvSc</td>
<td>(Master of Environmental Sciences in URP) A one year full time or two years of part-time</td>
</tr>
<tr>
<td>Ph.D</td>
<td>A four to six-years doctorate programme by research for those who have completed a master degree in planning or equivalent</td>
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<tr>
<td>Diploma</td>
<td>A one year fulltime or part-time of postgraduate diploma in Urban and Regional Planning</td>
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### 3. DEPARTMENT’S DEFINING PRINCIPLES

A number of principles can be defined that distinguish planning from other academic disciplines

- **Planning is concerned with relationships between society and space**

Planning is about determining the quality of the relationships between people and space. Planners are as much concerned with the impact of their decisions on people and communities and on their quality of life, as they are with the treatment and development of space. Thus the roles, aspirations and powers of politicians, professionals, landowners and developers, organisations and community groups, and other communities of interest, are of critical importance within planning;
alongside the importance of an awareness of design, and the physical organisation and sustainability of space.

- **Planning is holistic and integrative**
  A key strength of planning education is its ability to develop and consider the overview. A key skill of the planner is to synthesise; to recognise the core issues within multi-faceted problems; and to be able to propose focused, effective courses of action, and responses to these problems. Planning is as much concerned with managing the whole environment as with the detail of any of its constituent parts.

- **Planning attempts to manage processes of change through deliberate and positive actions**
  Planning is a discipline concerned with creating and co-ordinating action in the environment, and as such requires students to be familiar with a wide range of material, with a view to taking well-informed prescriptive actions in the real world of the built and natural environments. Planners are therefore, first and foremost, creative problem-solvers. Planning prescriptions require an understanding of the balances of power within societies and organisations, and the limitations that these impose upon effective planning action.

- **Planning requires appropriate administrative and legal frameworks for implementing action**
  Planning invariably involves societies in developing appropriate administrative organisations and processes to regulate development within legal frameworks related to individual and collective property rights. Knowledge of such frameworks is essential for those wishing to understand planning.

- **Planning involves the allocation of limited resources**
  Planning actions often result in changes in the distributions of social, economic and environmental costs and benefits on different individuals and groups within societies. Thus planning requires an evaluation of the likely impacts of decisions, and value judgements about their effects, and how they might be influenced. Planning can be used for oppressive as well as altruistic purposes, and students need an understanding of the contexts in which each might occur.

- **Planning requires the study, understanding and application of a diverse set of multidisciplinary knowledge**
  Planning requires an understanding of the relationships between underlying theory; conceptual thinking and analysis; and policy formulation, evaluation and implementation. It is an activity whose scope and legitimacy is contested, and in which a variety of justifications and views about its purposes and possible outcomes have to be understood, discussed and reviewed.
4. PLANNING AS A CAREER

Planners link knowledge and action in ways that improve public and private development decisions which affect people, places and the environment. To do this, planners must have knowledge and experience in a wide range of topics. As a planner, you may:

- recommend policy and guidelines on land use, environmental conservation, housing, and transportation;
- do research and prepare reports on demographic, economic, cultural, social and environmental issues;
- review proposals for development to ensure that they follow regulations and generally accepted planning practice;
- prepare plans for developing private lands, providing public spaces and services and maintaining and improving the environment;
- answer questions from the public on planning policies and procedures;
- speak before public meetings or formal hearings;
- consult with landowners, interest groups and citizens.

Urban and Regional Planning jobs can vary widely, and can have many differing job titles, such as: City planner, regional Planner, environmental planner, land use planner, town planning consultant and transportation planner and urban designer, at local, municipal, provincial, national and international levels.

5. THE CHALLENGE OF PROFESSIONAL PLANNING

Planning is an activity that has an important role to play in delivering and safeguarding many of the aspirations that civilised societies hold dear - environmental sustainability, social equity, cultural diversity and economic prosperity. It needs committed, talented and creative individuals to help deliver its evolving agenda, working across the private, public and voluntary sectors. Current challenges faced by planning graduates include:

- the deterioration of global and local environments;
- the regeneration of declining or under-utilised urban and rural assets;
- the opportunities and threats posed by globalisation and new technologies;
- changing living patterns and redistributing populations;
- the delivery of high quality public and private environments.

Planning generates creative proposals for change, by means of negotiation and advocacy within a complex web of competing interests. Positive action is at the heart of planning, and it operates within a wide context of environmental, social, economic, legal and governance constraints.
As an academic and professional discipline, planning is the study of the way societies plan, design, manage and regulate change in the built and natural environment. It therefore includes the study of why and how (and with what consequences) societies intervene, shape, organise and change natural and built environments, in order to secure an agreed range of social, economic and environmental objectives.

The academic core of the discipline is the study of the rationale for professional planning and how it is practised. This necessarily involves understanding not only the processes of spatial change in the built and natural environments, but also studying the arguments for intervening in these processes. It requires an understanding of the operation and outcomes of land, property and development markets from a variety of perspectives, including the economic, financial and legal aspects. It also requires an understanding of design, and the development of sustainable built and natural environments.

6. STANDARDS

This part of the statement is to establish standards against which planning students can be examined. The standards apply to all the areas of knowledge and understanding, skills and specialism discussed previously. The intention is that the table (below) should be used as a means to assess particular student learning outcomes for which planning programmes have responsibility. In this regard, as the standards are generic rather than specific to particular areas of planning, they can be applied across a diverse range of programme requirements.

While the standards given here for 'typical' and 'excellent' students may be generally equated to Second and First Class students within the general Commonwealth degree classification system for undergraduate honours candidates, it is not expected that such students should perform at the suggested level of attainment in all aspects of every given standard. This comprehensive attainment requirement is not expected of 'typical' planning students either. The standards set out in the table are meant as guidelines only, for students completing honours/professional degree planning at UNIVEN.

7. COMPETENCIES EXPECTED OF URP STUDENTS:

- Demonstrate understanding and insight in the treatment and exposition of the subject matter, making connections between the different areas of the curriculum;
- Evaluate arguments for planning as a form of action within processes of change;
- Evaluate political, legal, institutional and administrative frameworks and procedures in planning;
• Exhibit a good understanding of the complexities of planning issues and problems;
• Demonstrate a good understanding of theory and make appropriate connections between theory and practice;
• Demonstrate a critical understanding of the place of values and ethics in planning;
• Define and analyse planning problems effectively and appropriately;
• Make effective use of evidence and information sources;
• Evaluate and effectively utilise a variety of plan and policy-making methods and processes;
• Formulate and propose cogent policies, strategies and courses of action as responses to planning problems;
• Effectively and fluently communicate planning information, ideas, principles, arguments and proposals through written, graphic, oral and electronic means, and demonstrate effectively, written, numeracy, oral, IT and information literacy skills;
• Work effectively individually and in groups, demonstrating some initiative and autonomy;
• Demonstrate a good awareness and understanding of professional working, roles, responsibilities and values; together with some professionalism in undertaking assignments;
• Besides having a good general knowledge of planning as a discipline, can demonstrate good specialist knowledge in one or more areas of planning activity.

Excellent students should be able to:
• Demonstrate originality and flair in the treatment and exposition of the subject matter, making excellent connections between the different areas of the curriculum;
• Critically evaluate arguments for planning as a form of action within processes of change;
• Critically evaluate political, legal, institutional and administrative frameworks and procedures in planning;
• Exhibit an excellent level of understanding of the complexities of planning issues and problems;
• Demonstrate a depth of insight into theory and to make excellent connections between theory and practice;
• Demonstrate critical insights into the place of values and ethics in the profession and practice of planning;
• Define and analyse planning problems rigorously and with excellent insights;
• Synthesise and integrate a wide range of evidence and information;
• Critically evaluate and effectively utilise a wide variety of plan and policy-making methods and processes;
• Formulate and propose incisive and innovative policies, strategies and courses of action as responses to a variety of planning problems;
• Effectively and fluently communicate a wide variety of planning information, ideas, principles, arguments and proposals through
well-prepared written, graphic, oral and electronic means, and demonstrate effectively and fluently written, numeracy, oral, IT and information literacy skills;

- Work very well individually and in groups, demonstrating high levels of initiative, autonomy and leadership;
- Demonstrate an excellent awareness and understanding of professional working, roles, and responsibilities and values; and a high professionalism in undertaking assignments;
- Besides having an excellent knowledge of planning as both a discipline and a professional activity, can demonstrate in-depth specialist knowledge in one or more areas of planning activity.

- Quality Assurance of the programmes in Urban and Regional Planning is taken care of under the guidance of the Quality Assurance and Promotion board of the University of Venda
8. IS PLANNING FOR YOU?

If you are considering becoming a planner, you should:

- **Enjoy teamwork**
  Planners almost always work as part of a team, either with other planners, other professionals such as engineers or architects, or with politicians and citizens. With your varied background and communication skills, you will often be the one person who brings together a coherent plan of action that draws upon ideas of experts and knowledgeable participants.

- **Understand data and numbers**
  Planners must feel comfortable interpreting population statistics, economic and social data, geographical information, resource inventories and environmental indicators. You will use this information to support your policy and project proposals.

- **Understand the physical world around you**
  Most planners have a genuine interest in geography and the environment. Understanding how landscapes are formed, what happens to surface water when land is developed, how topography affects the design of roads and subdivisions, how to safely dispose of human and industrial waste, and how to preserve trees and natural resources, all require the natural curiosity and broad background that planners possess.

- **Understanding your neighbours**
  Most planners are concerned with balancing the rights of individuals with the needs of the larger population. Families, single people, young and old, working and unemployed, new immigrants … you will need to seek out and understand the diverse voices of your community.

- **Enjoy communicating with flair**
  Planners put together text, charts and pictures into reports and presentations for clients, other professionals, the general public and politicians. Planners also create maps, plans and 3-D models and represent their ideas with flair.

- **Be able to manage/resolve conflicts**
  People have strong feelings about their property, homes, businesses and communities. Planners often face situations where they must respect conflicting views, mediate effectively, seek compromises and ultimately help others make difficult decisions.

- **Be able to work long hours**
  Because so much of a planner's job involves working with people in the community and taking directions from elected councils, you will often have to make time outside of normal working hours to attend
meetings. Many planners work in government - either at the municipal, regional, provincial or federal level.

9. WHAT SHOULD I STUDY TO BE A PLANNER?

In high school, you should work hard in language arts, mathematics, geography, social studies, computers and fine arts. At university, you can go directly into a Bachelor's degree related to planning such as geography, economics, political science, and engineering or environmental studies. Many planners also have a Master's degree in planning - typically a two-year program which accepts students out of planning or related undergraduate programs.

- Being Part of a Profession
  Many planners belong to the South African Institute of Planners and have the designation "MSAPI", or SACPLAN which are the professional designations, after their name. Members of SAPI also belong to affiliated provincial associations who provide services to members locally and provincially.

10. WHAT PLANNERS DO?

- Planning defined...
  "Planning" means the scientific, aesthetic, and orderly disposition of land, resources, facilities and services with a view to securing the physical, economic and social efficiency, health and well-being of urban and rural communities.
  Responsible planning has always been vital to the sustainability of safe, healthy, and secure urban environments. South Africa's population is growing and, with more people migrating from rural to urban areas, the planning profession must increasingly deal with urbanization issues, such as:
    o conversion of land from natural habitats to urban built areas,
    o maintenance and use of natural resources and habitats,
    o development of transportation related infrastructure,
    o environmental protection.
  Not only do planners deal with land use, but also:
    o planning social and community services,
    o managing cultural and heritage resources,
    o creating economic capacity in local communities,
    o addressing transportation and infrastructure,
    o working internationally.

  All these are carried out AND we pay particular attention to the problems of rural development and rural areas which still remain
practically untouched, particularly those areas with dominant black population in South Africa.

11. BACKGROUND

The twentieth-first century transformation of South Africa from a rural to an urban industrial society and the accompanying impact upon our rural spaces have provided us with some of our greatest challenges as a society. How do we serve everyone’s needs? How do we provide and maintain the daily services that make life pleasant and efficient? How do we add to the community without destroying its past? How do we sustain our environment for the present and renew it for the future. One of the key contributors to making urban and rural life workable, livable, and prosperous is the professional planner. A planner provides research, reasoned analysis and recommendations to both the public and the private sector, intended to meet the needs of all sectors of society.

- **Considering the whole**
  Good planning is "the conservation of life and economy in the system of developing land." The best planners need many skills to make sure all considerations are met during a project.

- **Research**
  Planners measure and analyse statistical information for its implication. They examine actions to understand their intended--and real--effect.

- **Integration**
  Planners integrate the goals of sustainable development, good government and economic viability when evaluating proposals and strategies. They may work for the public or the private sector, but ultimately their work becomes part of or a catalyst to public policy. Planners' work balances various private interests with the public interest and identifies viable, workable options.

- **Process**
  Planners employ diverse and thorough consultations as part of their research to ensure that as many voices as possible are heard and considered during the planning process.

12. KNOWLEDGE AND UNDERSTANDING IN PLANNING

Key areas of knowledge and understanding that a planning graduate should be able to demonstrate might typically include the following:
• **Processes of change in the environment**
  o processes of socio-economic change and their spatial outcomes;
  o development processes and the nature of land and property markets;
  o processes of environmental, ecological and physical change;
  o processes of interaction in the built and natural environments;
  o interrelationships between land-uses and human activities in multi-dimensional space, including traffic and transport.

• **Practice of planning**
  o impacts and consequences of planning upon individuals, communities and key interest groups/stakeholders;
  o political and institutional frameworks at all levels, and their procedures;
  o legal and administrative arrangements for planning;
  o plan and policy-making methods, techniques and processes at a variety of scales;
  o planning as a tool for development, conservation and sustainability;
  o awareness and understanding of design in the environment;
  o application of knowledge to action, and theory to practice;
  o a familiarity with the professional organisation and practice of planning in a variety of international institutional, legal and cultural settings;
  o a familiarity with planning professional and administrative arrangements as a management discipline and activity;
  o a familiarity with the management, financing and implementation of planning projects.

• **Debates in planning**
  o the development of planning thought and practice;
  o the philosophical and theoretical explanations underpinning the evolution and practice of planning;
  o the arguments for and against planning as a part of intervention or non-intervention in processes of societal and environmental change;
  o substantive theory concerning the processes of societal and environmental change (drawn, for example, from the disciplines of geography, sociology, economics and environmental science);
  o the conceptual basis of value-systems and ethics, and the justification of the choices made in planning in terms of goals, actions and outcomes;
  o political structures and processes and the nature and use of power.

• **Skills in planning**
  Key planning skills that a planning graduate should be able to demonstrate might typically include the following:

• **Subject skills**
  o identification and formulation of planning problems, and the writing of clear aims and objectives;
• translation of theory and knowledge into practical planning policies and actions, including the formulation and articulation of strategies, plans and designs;
• collecting, analysing, evaluating and synthesising planning data;
• academic research and professional investigation in the planning field;
• monitoring and evaluation of planning interventions and outcomes;
• creative problem-solving skills;
• practical design skills;
• negotiating, facilitating and networking skills;
• role-playing skills for multi-professional working environments.

• Transferable skills
  • preparing and presenting arguments and illustrative materials in a variety of presentational formats - written, graphic and oral;
  • numeracy and use of statistical data
  • information sourcing and literacy;
  • using IT in work preparation and presentation, and for problem-solving;
  • self-learning, and managing and producing work to time on an individual basis; and working effectively in and with groups;
  • being aware of, listening to and evaluating the opinions and values of others;
  • demonstrating an ability to exercise initiative, original thought and independence, within a system of personal values.

13. SPECIALIST AREAS IN PLANNING

In addition to a defined set of core knowledge and understanding, and skills, planning programmes should generally expect students to obtain specialist knowledge and skills in one or more areas of planning activity. Such areas might include, for example, countryside planning, economic development, European planning, housing, regional planning, sustainable development, transport planning, urban design, and urban regeneration.

• The Professional Planner

The recognized professional accreditation for planners in South Africa is "TRP (SA)", signifying that the holder of the designation is a fully registered member of the South African Council for Registered Town Planners. An TRP(SA) has a university degree, usually in planning or a related area, has acquired a minimum of two years of responsible planning experience an has met rigorous examination standards required by the SACRTP and evidently is a member of SAPI the professional association for planners. A fully registered professional planner adheres to a code of professional conduct developed by the Institute delineating the planner's responsibility to the public interest, clients and employers and the profession.
14. TEACHING, LEARNING AND RESOURCES

- **Strategies**

Learning, teaching and assessment strategies for planning programmes should meet the normal precepts for good academic practice, set out in the University's Quality Assurance Programme (QAP) and internally within the department. They should foster in planning students an enthusiasm for taking responsibility for their learning, and developing a life-long appetite for critically reflective appraisal and career development.

Strategies should be based around developing a clear, progressive accumulation of the required knowledge and understanding, skills, and specialism(s), which enables students to test their own personal development as planning graduates as they progress from level to level.

Where appropriate, strategies should be developed with advice, collaboration and inputs from suitable professional colleagues in planning practice. Where outside professional assessors are used (ie for such elements as project work, field studies or work placement experience), planning programmes should integrate such learning, teaching and assessment procedures within their general programmes of quality assurance, training and assessment, and ensure that they meet the programme's overall standards.

All forms of planning teaching and learning should actively involve the student, and should seek to build upon its traditions of project-based work. Individual student coursework, undertaken both on its own and in group working situations, is particularly to be encouraged within planning programmes.

On completion of honours undergraduate planning programmes, graduates should typically have completed at least one major piece of work that demonstrates their individual research, problem-solving and evaluative competencies in planning, within a capacity for reflective, self-directed learning.

- **RESOURCES**

Planning programmes require a comprehensive teaching and learning resource base, equipped to deliver effectively the wide range of planning education. A well-founded planning programme should have:

  - a variety of teaching and learning spaces, including spaces for project work (studio spaces, computer laboratories, etc). A
diverse range of situations and locations should be used, including, where appropriate, the use of the professional workplace for case studies and study placement opportunities;

- a wide variety of learning resources, such as: specialist libraries; IT and computer-aided teaching and learning; graphics, audio-visual and recording facilities to support student learning.

15. ACADEMIC STAFF, CORE TEACHING AND RESEARCH AREAS

Peter Bikam, Professor {Ph.D., M.Phil., M.URP (France) Dipl. (Nigeria) MNITP, SFU, IFHP. Tel: +27 (0) 15 962 8583; Cell 0723407451; E-Mail: Bikamp@univen.ac.za.}

Peter’s core teaching and research areas include Spatial Planning, Land Use Planning and Development Management, Energy Planning, Settlement and Infrastructure Planning and Project Planning and Management. Peter has extensive practice, research and publications and research work in spatial planning, energy and land use planning and development management. Peter’s current research focus is in energy, appropriate rural technologies and rural–urban linkages.

Matthew Dayomi, Professor {Ph.D. (Aix-Marseille), MURP, B.Sc. (URP) (France), Dipl. TP (Nigeria), MSACPLAN, MSAPI, MCIP (Ca), MCIT (UK), MSFU (Fr), IFHP, MNITP: Tel: (015) 962 8585 ; Cell: 083 343 4151 E-mail: dayomi@univen.ac.za or bdayomi@hotmail.com}

Matthew’s core teaching and research areas include Environment, Urban Planning, Transportation Planning, Development & Management, Human Settlement Planning, Remote Sensing Applications and Research Methods. Matthew has extensive teaching, research and publications and professional practice and consultancy in settlement planning and design, spatial planning, transportation, housing and urban renewal. Matthew’s current research interest and focus is in sustainable settlement planning, integrated development planning, and computer applications in planning.

Oscar Musandu-Nyamayaro, Senior Lecturer {MA, Post-Grad Dipl (Oxford) MURP (Zimbabwe), BA Hons), MZIRUP}: Tel: (015) 962 8584 ; Cell: 082 413 7423 E-mail: oskam@univen.ac.za or oskanyamayaro@yahoo.com
Oscar’s core teaching and research areas include *Urban Design, Housing, Infrastructure Planning, Urban Planning, Development Management, and Studio*. Oscar has extensive teaching, research and publication, professional practice and consultancy. Oscar’s current research interest and focus is in Municipal Service Delivery, Housing Finance Markets and Poverty Reduction, Urban Livelihoods and Poverty, Sustainable Local Development.

**James Chakwizira, Lecturer** {M. Phil. RUP, B. Sc. RUP (Zimbabwe, Dip. CIT&L, Cert. GIS} (Ph.D. in progress) Tel: + 027 (015) 962 8592: Cell +27 (0)76 38 77 814 E-mail: E-mail: :jameschakwizira@yahoo.com

James’s core teaching and research areas include *Transport and Transportation Planning, Rural and Regional Planning, Development Planning and Management, and Infrastructure Planning*. James has extensive teaching, research and publication and professional practice. James’s current research interest and focus is in Transport and Transportation, Rural and Regional Dynamics, Efficient Settlement Technologies and Sustainable Development.

**Victor Mushiana**, Technician, Dip Architecture/Draughtmanship

Responsibilities: Studio management, Design/Fieldwork of students’ production, etc.

**Prof. Syagga.** Ph.D. appointed and due to start soon

**Mr. M. Makumule** M.Sc. appointed and due to start soon

**STAFF FROM OTHER DEPARTMENTS IN THE SCHOOL**

Mr. Mokgoebo. B.Sc Hons
Mr Korkor. M.Sc (Wales), PA (GIS) LA
Mr Boshomane B.Sc UNIN
Dr Stam. Ph.D. Vrije Univ.
Mr Sinthumule. M.Env.Sc. UNIVEN
Mr Netshivhambe
Ms Mungoni
Mrs Mudau M.Sc
Dr Kabanda Ph.D.

**PART-TIME STAFF**

Mr Chris Mudau B.A. , LL.B
Mr Maluleke. M.Sc (Survey)
Mr Tshisa Madima. MURP
Mr M. Makumule. MURP
Mr Igunbor (B. Sc Hons, (Stats)
Mr Tsanwani M.Sc. (Maths)
16. DEPARTMENT RESEARCH FOCUS, NETWORK

The department has the following ten research focal areas; Sustainable development planning and management, participatory planning, Local Economic Development, Affordable Housing, Municipal Service Delivery, Transport, and Traffic Planning and Management, Urban Poverty and Livelihoods and Environmental Planning and Management.

Current research and community service programmes involve Land Use and Settlement Planning (ex. Nzhelele), Evaluation of Community Based Projects and contribution to preparation of town planning schemes and spatial development frameworks in Limpopo Province (DLGH). Research and training networks have been established with Ekurhuleni Municipality in Gauteng Province and surrounding local and district authorities notably THULAMELA, MOPANI, MAKHADO, EKURHULENI etc.