



**PROVISION OF PRIVATE STUDENT ACCOMMODATION WITHIN
SUB-URBAN RESIDENTIAL NEIGHBOURHOODS AND THE IMPACT
ON INCLUSIVE NEIGHBOURHOOD LAND USE MANAGEMENT: A
CASE OF SCOTTSVILLE, PIETERMARITZBURG, KWAZULU-NATAL.**

A dissertation submitted in fulfilment of the requirements of
**MASTER OF THE BUILT ENVIRONMENT IN TOWN AND REGIONAL
PLANNING**

Faculty of Engineering and Built Environment at the
DURBAN UNIVERSITY OF TECHNOLOGY

By
EDITH NOMBUSO HLOPHE

Supervisor: Dr. Godfrey G. Musvoto

SEPTEMBER 2020

ABSTRACT

Student accommodation, residential neighbourhoods, studentification, inclusion

Student accommodation shortage is an international issue that is not unique to South Africa. The role of student accommodation is important to students as it does not only satisfy the need for housing but also in perpetuating student culture. Student accommodation is necessary for safe and secure residential space for students during their term of study.

Due to many factors affecting student accommodation provision, a gap in the market has been created which has resulted in a rise in the provision of private student accommodation. This comes with its own challenges such as increased conversion of private residential homes to student housing, eradicating the residential fabric in neighbourhoods that host tertiary institutions, tension between students and original residents over 'anti-social' behaviour of students, rise in land use changes and illegal land uses.

Based on the background presented, the objective of this study is to investigate the provision of private student accommodation within residential neighbourhoods. The study aims to understand how the provision has affected inclusive land use management within the residential area of Scottsville.

While the shortage of student accommodation is a known and accepted fact of modern-day tertiary education life, the literature review presented in this paper indicates that it is still a topic to be explored. The literature suggests that it might take years before the shortages in student accommodation are addressed which implies that between now and then, communities must find a way to either tolerate or accept the land use and peacefully cohabit with the student population.

Some of the arguments presented in the literature review originate from Hubbard (2008:323) who states that specific neighbourhoods become dominated by student residential occupation, he argues that this results in unbalanced communities, with an element of antisocial behaviour by students. According to Donaldson et al. (2014:177) studentification causes complete spatial restructuring and re-organisation of an area where eventually only the needs of the student sub-culture are catered for. Barton et al. (2010:3) argue that neighbourhood change is hindered by the absence of integrated and clear policy guidance that represents the diverse perspectives from stakeholders including the local community themselves..

To investigate this study, the research design used is a qualitative and a case study method was adopted. Participants for the research were purposefully selected for primary data collection purposes and secondary data was obtained from the municipality through policy documents, mapping and official municipal registers.

The result findings of the study reveal that Scottsville is “studentified”, meaning that the student population is dominating the area and that this comes with social, economic, infrastructural, cultural and environmental changes to the area. The study also revealed that the changes in Scottsville are visible and that there are concerns relating to the lack of forward thinking and planning by the municipality and the university. Lastly, there is a belief that if stakeholders come together, Scottsville can be changed for the better.

The study recommends that planning practices in the area must promote a sustainable transition for self-sustaining neighbourhoods. There must be pro-active policy making that is done in consultation with the community. Public participation processes must be consultative and open. There is a need for all affected stakeholders to engage on the issues that affect them, strengthening of enforcement measures and public awareness about private student accommodation in order to reduce the stigmatization of the land use as well as the promotion of public private partnerships that focus on the provision of student accommodation.

In summary, private student accommodation plays an important role in addressing the current student accommodation shortage in South Africa, it is important that it is not viewed as a foreign land use but an extension of the residential land use that cater for a specific market demand.

DECLARATION OF ORIGINALITY

With this, I declare and confirm that: -

- I am the sole author of the written work herein;
- I have compiled the work in my own words and where other peoples` work has been used, their work has been acknowledged and referenced as per the University referencing guideline;
- I am aware that the work may be screened electronically for plagiarism; and
- This work has not been before submitted to any university.

11 September 2020

.....

Ms E.N. HLOPHE

.....

DATE

ACKNOWLEDGEMENTS

“Life has many ways of testing a person’s will, either by having nothing happen at all or by having everything happen all at once”-Paulo Coelho.

This quote is a reflection of my journey throughout the research study. I look back and think that if it were not for God, none of this would have been possible. I am forever grateful to the Almighty.

I would like to acknowledge a number of people who supported me and contributed towards the completion of my research study. Firstly, I would like to thank my husband for his unwavering support, for devoting his time and resources assisting me to achieve my goals. Mkhholwa!

I would like to thank my supervisor Dr. Godfrey G. Musvoto, who has guided me throughout the research study and also for motivating me when I was at the brink of giving up. I appreciate his patience with me even when I was undeserving.

Last but not the least, I would like to acknowledge and appreciate all the participants from Msunduzi Municipality, University of KwaZulu-Natal, Scottsville Ratepayers Association and the Ward Councillor for willingly agreeing to participate in my research study and providing me with your views, popular or not.

Thank you for the opportunity you have given me, for believing in me and most importantly for your valuable contributions.

TABLE OF CONTENTS

ABSTRACT	i
DECLARATION OF ORIGINALITY	iii
ACKNOWLEDGEMENTS	iv
LIST OF FIGURES	ix
LIST OF TABLES.....	ix
LIST OF APPENDICES	x
CHAPTER 1.....	1
INTRODUCTION AND RESEARCH BACKGROUND	1
1.0. Introduction	1
1.1. Overview	2
1.2. Research problem	2
1.3. Research objectives	4
1.3.1. Main research objective.....	4
1.3.2. Research sub-objectives	4
1.4. Research question.....	4
1.4.1. Research sub-questions.....	5
1.5. Dissertation outline.....	5
1.6. Conclusion	5
CHAPTER 2.....	6
CONCEPTUAL ANDTHEORTICAL FRAMEWORK	6
2.0. Introduction	6
2.2. Student accommodation explained.....	7
2.3. Student accommodation choices and challenges	8
2.4. Property developer's view on student accommodation	8
2.5. Studentification processes.....	9
2.6. Impacts of studentification on residential neighbourhoods.....	10
2.7. Understanding communities	11
2.8. Neighbourhoods	12
2.9. Neighbourhood change causes	13
2.10. Inclusivity.....	14
2.11 Linkages between social capital and public policy	14
2.11.1 The functionalist perspective	15
2.11.2 Conflict perspective	15
2.11.3. Symbolic interactionist perspective.....	16
2.12. Land use management.....	16

2.13. Theories of development	18
2.13.1 Modernisation theory	18
2.13.2. Dependency theory	19
2.13.3. World systems.....	19
2.13.4. Globalisation.....	19
2.14. Conclusion	20
CHAPTER 3.....	22
PRECEDENTS AND CASE STUDIES	22
3.0. Introduction	22
3.1. International context on student accommodation.....	22
3.2. Case study: United Kingdom	23
3.2.1. Impact of private student accommodation	23
3.2.2. Community reactions to private student accommodation	24
3.2.3. Acknowledgement of Studentification	25
3.2.4. Licensing of Student Accommodation.....	25
3.3. Developing country's context.....	26
3.3.1. The increasing demand for student accommodation in Ghana	27
3.3.2. Impact of private student accommodation in residential neighbourhoods	28
3.4. Student mobility trends in Southern Africa	28
3.5. South African context	29
3.6. Internationalisation and globalisation of the South African higher education	30
3.7. The current student accommodation status in South Africa	30
3.8. Case study: Stellenbosch, Western Cape, South Africa	31
3.8.1 Transformation of Stellenbosch	31
3.8.2. Impacts of studentification in Stellenbosch	31
3.9. Case study: Bloemfontein, Free State, South Africa	32
3.9.1. Impacts of studentification in Bloemfontein	32
3.10. Land use policy framework associated with student accommodation	33
3.11. Institutional framework guiding the provision of student accommodation	34
3.12. Conclusion	35
CHAPTER 4.....	37
RESEARCH METHODOLOGY.....	37
4.0. Introduction	37
4.1. Research design	37
4.2. Research approach	38
4.3. Detailed research approach.....	39
4.3.1. Selection of participants (Sampling)	39

4.3.2. Data collection.....	39
4.3.3. Data collection method and data collection tools	40
4.3.4. Structured interview process	41
4.3.5. Interview questions.....	41
4.3.6. Data analysis.....	41
4.3.7. Adopted analysis method (thematic analysis)	42
4.3.8 Research validity and reliability	42
4.3.9. Ethical considerations.....	43
4.4. Research limitations	44
4.5. Conclusion	44
CHAPTER 5.....	45
ANALYSIS AND DISCUSSION OF RESEARCH FINDINGS.....	45
5.0. Introduction	45
5.1. Case study	46
5.1.2. Impact of studentification in Scottsville	48
5.1.3 Spatial Analysis	49
5.1.4. Connectivity.....	49
5.1.5. Broad land use	50
5.2. Analysis of findings.....	52
5.2.1. Theme 1: Understanding of student accommodation and studentification processes	52
5.2.1.1. Sub-Theme: Government restructuring processes	54
5.2.2.Theme 2: Acknowledgement that Scottsville is transforming	56
5.2.2.1. Sub-Theme: Scottsville as an educational precinct.....	59
5.2.3. Theme 3: Participants expression of concerns about the lack of forward planning. ...	61
5.2.3.1 Sub- Theme: Ineffective land use management	63
5.2.4.Theme 4: How Scottsville can be a sustainable and inclusive community	66
5.3. Discussion of findings.....	68
5.3.1. Is Scottsville studentified?	68
5.3.2. Causes of studentification in Scottsville	68
5.3.3. Impacts of studentification in the residential neighbourhood of Scottsville	69
5.3.4. Impacts of studentification on inclusive land use management in Scottsville	69
5.3.5. Private student accommodation and inclusive land Use management in Scottsville	70
5.4. Conclusion	72
CHAPTER 6.....	73
FINAL CONCLUSION AND RECOMMENDATIONS	73
6.0. Introduction	73
6.1. Summary of the study.....	73

6.2.	Summary of findings.....	76
6.3.	Recommendations.....	78
6.4.	Recommendations implementation matrix	80
6.5.	Final conclusion.....	82
6.5.1.	Town Planning and its role in creating inclusive cities.....	83
	REFERENCES	84
	APPENDICES.....	92
	Appendix 1: Letter of Information	92
	Appendix 2: Consent Form.....	94
	Appendix 3: Structured interview questions.....	95
	Appendix 4: Interview Transcript and Analysis of Interview responses	97

LIST OF FIGURES

Figure 1:	Map of Msunduzi Municipality boundary depicting where Scottsville is within the municipal space.....	3
Figure 2:	Sustainable development goals	34
Figure 3:	Locality map of Msunduzi Municipality.....	49
Figure 4:	Map depicting connectivity in the area.....	50
Figure 5:	Residential character of Scottsville.....	51
Figure 6:	Scottsville Land Use Map.....	51
Figure 7:	Pie chart depicting respondents reasons behind the increased number of students in private student accommodation.....	55
Figure 8:	Images of Varsity College's Pietermaritzburg campus and Durban University of Technology's Riverside campus located in Scottsville	60
Figure 9:	University of KwaZulu-Natal's Pietermaritzburg campus also located in Scottsville.....	60
Figure 10:	Zoning Map showing boarding houses along York Avenue, Maud Avenue and St Patrick's Road in Scottsville.....	63
Figure 11:	Scottsville Mall, a mixed-use commercial shopping facility.....	64
Figure 12:	Major developments in Scottsville	65
Figure 13:	Major developments in Scottsville continued.....	65
Figure 14:	Pie chart reflecting responses on whether a balanced can be reached in Scottsville	67

LIST OF TABLES

Table 1:	Number of enrolment figures vs number of beds accommodated by DUT and UKZN.....	3
Table 2:	Summary of research themes and subthemes.....	52
Table 3:	Captures the responses in relation to the impacts of studentification in Scottsville.....	56
Table 4:	Recommendation implementation matrix.....	80

LIST OF APPENDICES

Appendix 1: Letter of Information

Appendix 2: Consent Form

Appendix 3: Structured interview questions

Appendix 4: Interview Transcript and Analysis of Interview responses

LIST OF ABBREVIATIONS

CHE	-	South African Council of Higher Education
DUT	-	Durban University of Technology
GEVDI	-	Greater Edendale and Vulindlela Development Initiative
GIS	-	Geographic Information System
HMO	-	Houses in Multiple Occupation
IDP	-	Integrated Development Plan
NEMA	-	National Environmental Management Act, 107 of 1998
NIMBY	-	Not in my backyard
NSFAS	-	National Student Financial Aid Scheme
PMB	-	Pietermaritzburg
SADC	-	Southern African Development Community
SDF	-	Spatial Development Framework
SPLUMA	-	Spatial Planning and Land Use Management Act, 16 of 2013
UK	-	United Kingdom
UKZN	-	University of KwaZulu-Natal
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
USA	-	United States of America

CHAPTER 1

INTRODUCTION AND RESEARCH BACKGROUND

1.0. Introduction

Skills development and tertiary education are regarded as an important factor in any self-sustaining economy. The production of a skilled workforce and entrepreneurs must happen in a favourable environment where all aspects of the higher education experience are accessible. Universally, higher education facilities have experienced growth in the number of student intake, this with decreased government funding has seen a shortage in university provided student accommodation resulting in a market gap.

To date, the major player in the provision of student accommodation is the private sector. The private sector has taken it upon itself to supply private student accommodation through the establishment of off-campus purpose-built student accommodation or through the conversion of flats and residential homes into shared student accommodation.

Though the private sector is contributing and providing for the demand, studies show that where tertiary institutions are located in residential neighbourhoods there is impact on the surroundings and on land use management practices in the area. In most cases, this results in the displacement of original residents, transformation of neighbourhood to accommodate the needs of the students and also policy is changed to accommodate the transformation.

To achieve the goal of sustainable communities in South Africa, activities that directly impact and affect spatial planning and land use management should be investigated. Investigations will lead to recommendations on how an activity can be carried out to contribute to overall sustainable development.

This dissertation presents the findings of a qualitative study that was conducted to explore how the provision of private student accommodation in sub-urban residential neighbourhoods impacts on inclusive land use management. It does so by using Scottsville, a residential suburb in Pietermaritzburg, KwaZulu-Natal as a case study.

This chapter starts by providing an overview of the research study. It then explains the research problem, presents the aims and objectives of the research, including sub-objectives. It further presents the research question and sub-questions, and finally proceeds to outline the structure of the dissertation.

1.1. Overview

Student accommodation remains an integral part of the tertiary education experience. While there have been major developments relating to the transformation of tertiary education system worldwide, minimum effort has been put to address the current shortage in the provision of student accommodation experienced, especially in South Africa. Massification of the higher education system formed an integral part of the broader transformation agenda in the country. However, the transformation aspect positions student accommodation at a disadvantage. It is necessary for stakeholders to view this as a challenge that needs to be prioritised.

The nature of higher education institutions and their location spatially, dictates that students enrolled in a specific institution live at home or live in either university provided campus accommodation or rented private student accommodation. Several factors influence each of the above stated choices of accommodation, and because of these choices, there are impacts that arise for different parties involved. The shortage of student accommodation is often used in development proposals and policy formulation processes to support and justify changes in land use by various parties; government, property developers and property owners. However, there is an intense debate about the real impact of this land use change in host communities. Of critical importance is the concept of student accommodation and the full spectrum of influences and impacts that are associated with it, including its causes, types, the impact on host communities, the impact on students, tertiary institutions and local authority.

1.2. Research problem

According to the South African Higher Education Council (2016:9), internationally education has undergone significant changes in form and identity. This has resulted in an escalation of tertiary institution enrolments as well as increase in the number of students that study and live away from home. As indicated above, Scottsville is a residential suburb situated within the Pietermaritzburg area in Msunduzi Municipality. The suburb is predominantly residential and hosts several tertiary institutions including major tertiary institutions in the country such as the University of KwaZulu-Natal, Pietermaritzburg Campus and the Durban University of Technology, Riverside Campus.

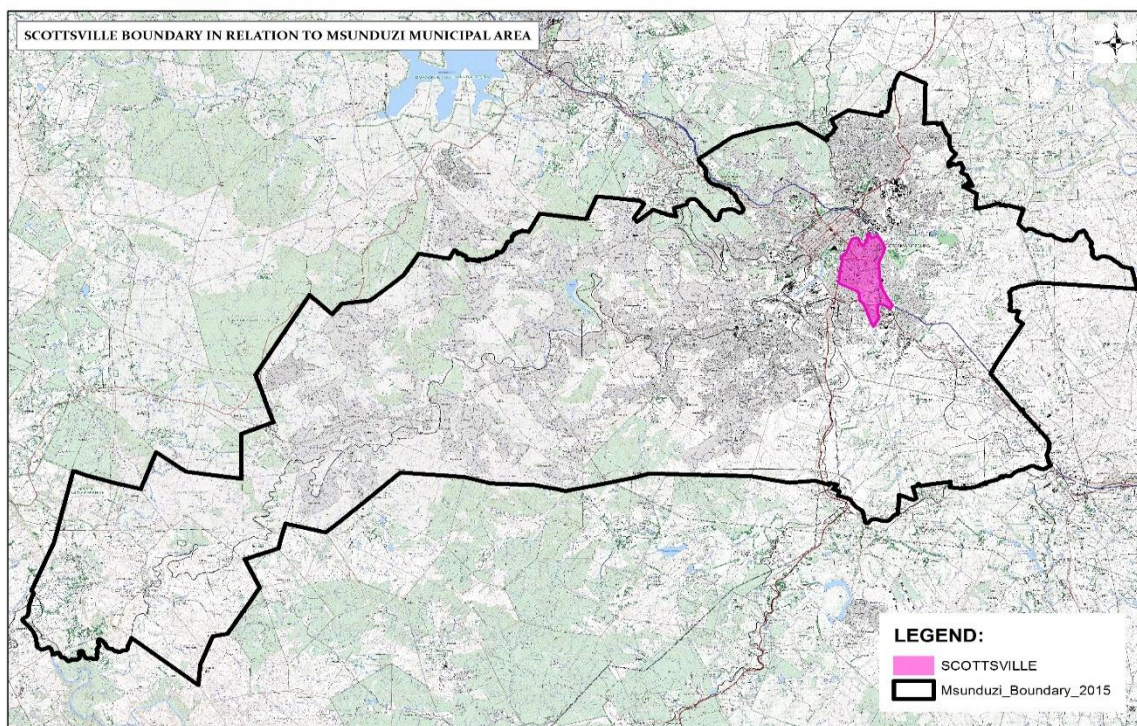


Figure 1: Map of Msunduzi Municipality boundary depicting where Scottsville is within the municipal space (Source: Msunduzi Municipality GIS 2020)

An observation of Scottsville as a host suburb of these tertiary institutions is that there has been a rapid increase in land use changes over the years, mainly for private student accommodation purposes. Property owners and private developers have identified the shortage of student accommodation as an opportunity to convert residential dwelling houses into boarding houses to supply the growing demand for private student accommodation. While this is assisting in dealing with the challenge of student accommodation shortages, in most cases such facilities are operating contrary to municipal by-laws. These facilities end up being a nuisance to the community. Both the property owners and the tertiary institutions deny responsibility for them. Thus, they end up being a municipal enforcement problem.

Higher Education Institution	Enrollment figures 2018 (Distance and Contact Students)	Number of beds accommodated in University and leased accommodation
University of KwaZulu Natal	49 646 (Contact 49 127)	20 170 beds
Durban University of Technology	31 203	10 439 beds

Table 1: Number of enrolment figures vs number of beds accommodated (Source: Council of DUT 2018 and Council of UKZN 2018)

The provision of private student accommodation has introduced a significant shift from the dormitory residential suburb Scottsville use to be to a more diverse neighbourhood in terms of land use and the citizens it attracts. This study is influenced by observable land usage changes in the area as well as the conflicting view that surround private student accommodation.

The following section presents the research aims and objectives of the study.

1.3. Research objectives

Although the subject has been considerably investigated internationally, there is still a gap in literature relating to South African university towns and cities. The following are the objectives of this study.

1.3.1. Main research objective

The research study aims to investigate the ways in which the provision of private student accommodation within the sub-urban residential neighbourhood of Scottsville has affected inclusive land use management.

1.3.2. Research sub-objectives

- To investigate the challenges experienced relating to the provision of private student accommodation by the municipality as a regulating authority, the residents of Scottsville and the University of KwaZulu-Natal as the affected institution,
- To investigate the impact of the conversion of residential homes into rented private student accommodation on the neighbourhood.
- To investigate the impact of the provision of private student accommodation in Scottsville on inclusive land use management, Including the typology of student accommodation being explored in the objectives
- To use findings to recommend and identify strategies for addressing the problems emanating from university students' use of private accommodation.

1.4. Research question

The main research question to be addressed by this research is; in what ways has the provision of private student accommodation within the suburban residential neighbourhood affected inclusive land use management?

1.4.1. Research sub-questions

- What are the challenges experienced relating to the provision of private student accommodation by the municipality as a regulating authority, the residents of Scottsville and the University of KwaZulu-Natal as the affected institution?
- What is the impact of the provision of private student accommodation in Scottsville on inclusive land use management?
- What strategies can be recommended for addressing the problems emanating from university students' use of private accommodation that emanate from the research findings?

1.5. Dissertation outline

Chapter 1 provided an introduction and background to the research study. The chapter presented an overview of the research study, the research problem statement, objectives of the research as well as the research questions. Chapter 2 is the literature review, this chapter discusses the theoretical framework underpinning the study, concepts, perspectives and theories concerning the provision of private student accommodation in residential neighbourhoods and the impact on inclusive land use management. Chapter 3 evaluate precedent cases relating to the research topic. Chapter 4 presents the research methodology. The chapter describes the research methods adopted to conduct the study. Chapter 5 provides an integrated analysis and discussion of the research findings. Chapter 6 concludes the research study by providing recommendations for future research.

1.6. Conclusion

This chapter has given an introduction and an outline of the dissertation by highlighting previous research on the provision of private student accommodation in residential neighbourhoods and its impacts on land use management both locally and internationally. It has also provided a structure of the dissertation by indicating the dissertation chapters and content contained in each chapter.

The following chapter will present the theoretical framework underpinning the study. This will be undertaken by evaluating the main concepts and perspectives surrounding these concepts as well as through theories concerning the subject matter.

CHAPTER 2

CONCEPTUAL AND THEORETICAL FRAMEWORK

2.0. Introduction

Although literature covers a variety of theories on the subject, this review will focus on the concepts and theories which emerged largely on the literature reviewed. It is based on books and journal articles selected in order to understand the ways in which the provision of private student accommodation within the suburban residential area of Scottsville has affected inclusive land use management for the neighbourhoods.

The focus of the paper will be on the four key factors around private student accommodation, the first will be the identification, secondly, will be the analysis of the impacts of private student accommodation in suburban residential neighbourhoods, an in-depth investigation into the reasons behind the high influx of the student population into private student accommodation; a phenomenon called studentification, and lastly, the identification of the impacts of the trend on inclusive land use management and on inclusive city development in the residential neighbourhoods of Scottsville as defined in the municipal boundaries.

Firstly, the paper will address the main title concepts to set context for the paper. Secondly, it will look at the theories of development, with the aim of creating an understanding of how the notion of development has evolved over time. Lastly, the focus will be on the sociological theories, these theories are critical in order to understand the relations within communities and how they are linked to policy.

2.1. Origins of student accommodation and educational approaches

According to Frederiksen (1993: 167), the roots of residential education are found in the universities of Europe dating back to the 12th century. During the World War II there was a significant decline in college enrolments resulting in the halting of residence hall construction. There was a dramatic increase in enrolments after the war, this resulted in dependence on state funds for the construction of dormitories to house and feed students and maximise the number of students to be accommodated (Frederiksen 1993: 172).

Blimling (2014:2) discusses five educational approaches that have been in existence since colonial to contemporary colleges and universities which have had an impact on college enrolments and the demand for student accommodation. The first is the collegiate approach which was aimed at fostering respectful and close relationships between student and faculties, mainly students from privileged background and same social class. This was the phase where

residence halls were promoted (Blimling 2014:2). The second approach saw many institutions shifted their focus from providing residence halls and became devoted to the creating and specialization of knowledge, this approach was called the Impersonal phase (Blimling 2014:6).

There was dissatisfaction with the impersonal approach, as a result there was increased efforts to bring back the collegiate days. This is mainly because people were viewed as a whole and not independent of each other. There was a rise in female participation in education, this resulted in the construction of residence halls to cater for their needs (Blimling 2014:10). It is stated that around the 1950's a new approach concerned with humanism emerged, this approach was concerned with the emotional and psychological development of students, this approach was called the student development approach (Blimling 2014:14). Blimling (2014:17) stated that the student development approach was followed by the student learning approach which focused on shifting towards greater attention to undergraduate education.

2.2. Student accommodation explained

Ghani and Suleiman (2016:164) start off by defining student accommodation as housing occupied by tertiary students during their term of study. They indicate that housing is a basic need to humankind and a fundamental right; it is a priority to attaining a happy, fulfilling and productive living standard. They state that in the modern age it should be more than a structure designed to provide shelter, housing should provide necessary services to make a neighbourhood a habitable environment (Ghani and Suleiman 2016:163).

The types of student accommodation are categorized based on the location; whether it is located within university premises (on-campus) or outside of the university campus area (off-campus). They state that student accommodation accommodates the youth that leave their homes to go study and live in such spaces without parent supervision. It is on this premise that they argue that student accommodation has deep influence on students' overall development, academic performance and sense of belonging which is the reason it is increasingly critical for students to have access to safe and secure student housing even though enrolments have doubled up in the last two decades (Ghani and Suleiman 2016:164).

Ackerman and Visser (2016:8) separates student accommodation into purpose-built student accommodation and student houses, a term which refers to a house with multiple occupiers renting out habitable rooms and sharing common facilities. They state that two scenarios often result for students who study away from their home towns who seek accommodation, they either occupy student accommodation provided by the university or seek alternative accommodation near the university.

2.3. Student accommodation choices and challenges

In the paper to investigate the experience of being students in higher education, Christie *et al.* (2002:209) highlight that there has not been much research on how students live while in universities. The implication is that student life is easy, problems are short-lived and are preparing students for the outside world. Accordingly, as the higher education is expanding, with different enrolment figures for every country, students are drawn from a broad cross section of society, implying that there is growth in the participation of the working class (Christie *et al.* 2002: 210).

Part of the broader debate about the policies to widened access to students from all backgrounds is the poverty and hardship experienced by students from low-income backgrounds, more so, because of reduced government support. For most students, resources provided by parents are not enough to live on and many students work to subsidise the student life. The new funding arrangements between government, parents and universities give rise to new facts about students and their housing choices and conditions. Given that a significant portion of the student's budget is allocated to student accommodation, housing options are open to trade-offs (Christie *et al.* 2002: 211).

Mugume and Leuscher (2015:3) highlight that there is a critical shortage of affordable privately-owned rental stock that is conducive for student accommodation, and because of this fact, even though students can be considered young and mobile, with flexible accommodation preferences and requirements, they are the most exploited housing market as they are willing to pay more for poor quality accommodation (Donaldson *et al.* 2014:177).

In a study conducted by Nimako and Bondinuba (2013) it is stated that when students consider accommodation; cost and facility quality are important but not as important as the availability of services such as water and electricity (Nimako and Bondinuba 2013:141).

2.4. Property developer's view on student accommodation

Zaransky (2005:1) states that the provision of private student housing is influenced by factors such as that high occupancy is achieved if university enrolments are high and because there is a short supply of viable alternative housing choices. An increased number of high school graduates that are enrolling in colleges, and that public universities are under financial pressure to provide accommodation because of state budget cuts (Zaransky 2005:4).

Frederiksen (1993: 173) points out that, previously, university provided residence halls were viewed as accommodation that is designed to provide students with a basic, safe and comfortable living conditions to encourage overall student development. Zaransky (2005:10)

argues that university housing cannot compete in the today's requirements because it's obsolete, children nowadays demand facilities aligned to the modern lifestyle of the 21st century. Even in the student residential market the demand and supply principles are applicable, if there is more demand the price will rise, there will be more cash flow and property prices will rise (Zaransky 2005:11).

Ideal attributes for a student housing property are; that it must be a greenfield development with modern amenities, it must be located in close proximity to a university campus (within walking distance). It must be located in university areas with high enrolment growth, where there is low university owned accommodation and also where universities have flexible policies that accommodate private student accommodation (Zaransky 2005:76).

2.5. Studentification processes

Universities serve as major economic enterprises. The impacts of globalization have led to universities being more international in their academic processes, in how they conduct business and the relationships they foster. Unlike in the past, education is becoming increasingly accessible to the masses, with increased mobility. Universities have two core functions which are teaching and research but due to increasing competition, they also need to be innovative in how they retain students and fulfil the duty of care safe and secure accommodation because an increasing number of students seek student accommodation during their period of study (Ike *et al.* 2016:46).

The in-migration and settlement of higher education students result in the production-consumption of student accommodation and student-oriented leisure and retail services as studentification. The process of studentification is where private rented single-family occupied housing is remodified to provide student housing (Smith 2004:2). Specific neighbourhoods become dominated by student residential occupation (Hubbard 2008:323) and original residents eventually being displaced (Donaldson *et al.* 2014:176).

According to Ike *et al.* (2016:46) students have choices of accommodation to choose from, either to live at home with parents, seek university provided accommodation or even go for private student accommodation through the rental market but due to the shortage of accommodation students are forced to find accommodation in the private sector (Donaldson *et al.* 2014:176).

Student accommodation shortage is one of the problems facing higher education. In many countries especially developing countries, student accommodation in public tertiary facilities has mainly been provided by the government, however, limited resources resulted in

inadequacy in providing accommodation (Nimako and Bondinuba 2013:134). There are a number of factors influencing the pace and quantity of new residential facilities being built or renovated on campuses (Cheskis-Gold 2012:1). One such factor according to Mugume and Leuscher (2015:3) is the limited funding capacity to establish and maintain university owned student accommodation.

As a response to the student housing crisis government has invited the private sector to participate in the establishment of student accommodation and tertiary institutions have established policies for private individuals to create accommodation (Nimako and Bondinuba 2013:134). To cater for the student accommodation demands, planning policy is formulated to alter zoning from single residential to general residential, which often results in resistance by residents due to the fear of suburb invasion (Donaldson *et al.* 2014:176).

There are different views regarding student accommodation and they vary from one location to another. The challenge is universal. However, the types of student accommodation have different impacts on the neighbourhoods in which they are located. Student houses also referred to as houses in multiple occupation (HMO) have a greater impact on their host neighbourhoods as they are distinct from normal family homes with untended gardens, excessive indulgence in parties, excessive noise and hooliganism while purpose-built student accommodation is more regulated (Ackerman and Visser 2016:9).

2.6. Impacts of studentification on residential neighbourhoods

Impacts of the provision of private student accommodation is mostly negative in current literature. The argument mostly held is that student accommodation results in negative impacts on the host neighbourhood. According to Smith (2004:2), there are several processes of urban change that are experienced in student towns, affected by an increasing number of student areas. Student areas result in social, cultural, economic and physical transformations.

According to Donaldson *et al.* (2014:177) studentification causes complete spatial restructuring and re-organisation of an area where eventually only the needs of the student sub-culture are catered for. Student areas result in segregation and concentration, widening the gap between different groups (Smith 2004:6). This is due to the fact that students have certain characteristics, they are mostly young; middle-class background with no dependents, they are free and mobile. They have no specific accommodation needs and are temporary residents in an area (Donaldson *et al.* 2014:177).

The four defining characteristics of studentification are economic linking studentification with the house price inflation in property prices and tenure profile changes from owner occupation

to private rented accommodation. Socially studentification results in the displacement of established permanent residents by temporary, generally young grouping resulting in new social concentration patterns. As a culture of young people gathering increases so does the growth in consumption practices linked with certain types of services. The physical characteristic outlined is that first, there is the upgrading of the neighbourhood, followed by the decline of the neighbourhood depending on the local context (Smith 2004:2).

Other impacts of studentification are the growth in the buy and let market and spatial inconsistency in the distribution of student housing. The influx of students in neighbourhoods result in unbalanced communities, with an element of antisocial behaviour by students. There are decreasing levels of owner occupation resulting in the deterioration of the physical environment and lawlessness. Consequently, neighbourhoods become ghost towns during school holidays (Hubbard 2008: 328-334).

In the South African context, Donaldson *et al.* (2014: 178) further state that socially, studentification results in the replacement of the established residents, new residents bring new habits, higher population densities and a new suburb culture of students. Also stated is that culturally, there is an evident change in lifestyle activities and consumer patterns of residents. There is environmental decay in the neighbourhood. In relation to the economic impact, there is seasonal economic growth, house price inflation, and conditions of housing structures in the neighbourhood result in gentrification and limits certain class income to afford buying properties in these areas. Also highlighted is that studentification indirectly influences the control, regulation and planning of neighbourhoods as well as concentration of planning needs between families and student. Planning policy is often developed in a manner that accommodates the needs of students which is rezoning (Donaldson *et al.* 2014: 178).

While the above are some of the impacts of studentification, another is a perception by the media in a narrative that deem students responsible for neighbourhood decline. Such a perception uses studentification as a term negatively. Therefore, the media contributes to the negative student housing reports by creating bad perceptions about the studentification process (Smith 2004:3). Neighbourhood transformation is often reported as either vandalized houses, public space or run down high rise buildings, new housing or freshly designed public spaces (Ouwehand 2007: 43).

2.7. Understanding communities

There are a number of ways to study local communities. Despite the differences, communities share the following characteristic features; communities belong to the same territory, which is

an area with definite boundaries, they have common rules and norms of behaviour and sense of community, which encourages solidarity, mutual trust and duties (Rykun *et al.* 2015:360)

The word community has French and Latin origins, a broad term for organised society. Community refers to an actual place, a set of relationships that define a quality of life. There are two distinct forms of community, co-locating with others with little sense of bonding or community, this is termed association or society. Whereas, tighter and more bonded grouping where people are familiar with each other, are linked and reliant on each other, resulting in cohesion is called a community (Lawthom and Whelan 2012:11-12).

In present times communities are not seen as homogenous entities. They are characterised by diversity in terms of ethnicity, age, gender and sexuality. These characteristics permeate community relations and people may take different positions within these groupings and belong to associations. When people do not feel connected to each other, they break away from the grouping, and the term community breakdown is often used (Lawthom and Whelan 2012:13-15).

2.8. Neighbourhoods

There is no generally defined basis of defining a neighbourhood but it may be described administratively, aesthetically, socially, functionally and environmentally. It is stated that a neighbourhood may be consciously planned. However, communities occur through people's choices and actions (Barton *et al.* 2010:30). A neighbourhood is a spatial grouping of features, mainly cluster of residences in combination with other land uses. The unifying feature of all the attributes that make up a neighbourhood is that they are spatially based. It is mainly a residential area of unique identity, role and unique features to serve its local catchment (Galster 2012:85). A local catchment is a zone of good pedestrian accessibility to local services (Barton *et al.* 2010:32).

Residential neighbourhoods are places where most people spend the most time of their lives and where their social and economic interactions take place. Besides it being defined spatially, residential neighbourhoods play a key role in influencing through social interactions an individuals' attitude towards socio-economic factors which may be both causes and effects of the composition of their immediate environment (Ioannides 2002:145).

According to Galster (2012:84), housing and neighbourhood are inseparable since a dwelling unit is attached to a place. The main health objectives of a neighbourhood can be summarized as lifestyle and community, economic activities, built environment and natural environment. Therefore, to achieve healthy neighbourhoods, the principles of spatial planning for neighbourhood design which are stakeholder participation, increasing local self-sufficiency,

connectivity, diversity, response to place and flexibility must be implemented (Barton *et al.* 2010:34).

Neighbourhoods are what they are because of the movement of households and resources into and out of the space in question. As such, consumers of a neighbourhood can be considered producers of a neighbourhood. The people who benefit from neighbourhoods include households through residences and amenities, businesses through profits they make, property owners through rents and capital gains and also government through tax revenues. It is stated that households believe that neighbourhoods affect their quality of life and future opportunities for their children (Galster 2012: 84-89).

2.9. Neighbourhood change causes

Neighbourhoods are not fixed and are not unchanged. People come and go, initiatives are born, they grow and die, buildings are extended and used for different purposes and are redeveloped. Neighbourhoods should evolve steadily and naturally (Barton *et al.* 2010:36).

Most neighbourhoods exist in a market based systems, they consist of residences in the same quality submarket for three reasons namely; economies of scale for developers, willingness to pay premium for neighbours of higher economic status, land use regulations that enhance status of jurisdiction and limits diversity of housing typology within the area. Lastly, spatially based attributes contribute to dwellings quality and hence submarket delegation (Galster 2012:91).

Any forces affecting the housing market will also affect the neighbourhood. Forces impacting elsewhere in the area will eventually reach a neighbourhood as shock is transmitted. In least competitive neighbourhoods, this will result in two main changes: firstly will be the in migration of households with lower means than the normal residents, and secondly will be the decline in the physical quality of the dwellings. Neighbourhoods are changed by the flow of resources. Most fundamental sorts of neighbourhood changes are externally induced (Galster 2012:92).

Neighbourhoods are threatened by high mobility and economic change. While changes represent greater choices for others, others find their lives impoverished, local shops and facilities cease to be viable. These trends are responses of the market and the perceived consumer preferences (Barton *et al.* 2010:3).

At neighbourhood level change is hindered by the absence of integrated and clear policy guidance that represents the diverse perspectives from stakeholders including the local community themselves, it is also hindered by the local authority resources available for local planning. For a place to become sustainable, there has to be strategic planning and alignment

of transport, land use and economic development. Neighbourhoods of the future need to reflect cultural shift and new technology.

Neighbourhoods are not islands, they still depend on the city or a region which they are part, as such, it is important to have a spatial framework which will give clear picture of the evolving and desired shape of the whole town/ district prior to making decisions about specific neighbourhoods. A spatial plan develops long term pattern of land use, density allocation, movement patterns and green space preservation thereby strengthening the overall sustainability strategy and provide key focus for stakeholder commitments (Barton *et al.* 2010:233).

According to Barton *et al.* (2010:45) any process of neighbourhood spatial policy-making needs to take the following into consideration, first, rationality, it must seek to understand the problem and analyse different solutions. Secondly, it must be inclusive, important stakeholders to be involved. Thirdly, it needs to be transparent, information needs to be readily available and verifiable and open to challenge. Lastly, it needs to be effective, decisions once taken can be implemented- clear responsibilities, realistic programme and good coordination.

2.10. Inclusivity

City inclusiveness is defined as the creation of cities where all citizens equally participate in their social, economic and political dynamics, it is about promoting equity. Within the inclusive city context, urban planning plays a role in the achievement of inclusivity, urban planning principles must consider the desire for compact and serviced urban spaces, where mobility and accessibility of services occurs conveniently. To achieve this, a set of land management tools must be adopted including land use management (Beltrao 2013:2).

Non-inclusive cities are characterized by uses dominating in the area that produce fear, bad maintenance of the area, urban planning problems that favour lack of overseeing (Alessandria 2016:6).

2.11 Linkages between social capital and public policy

There is a need to discuss community relations and the influences that communities have and are also subjected to, to start off, there is a need to unpack the term social capital and its theories. Social capital are the resources benefited by being connected to a social network, these resources are accessed and used by actors to achieve goals and objectives. What is important is that being connected is a resource itself. Social capital should be considered as arising from both connections themselves and the purpose for which they are put (Lewis 2009:48).

According to Lewis (2009: 60) social capital has important applications to current problems facing different structures in communities. Policy is political and requires a structured approach, but it also needs to be relatable. Policy is defined as on-going interactions between people and organisations using structure and argumentation to articulate their ideas. This therefore is the link between policy and social capital.

There are conflicting views linking social capital to policy making, some argue that the state has a role to play in creating conditions for social capital to be strengthened while others argue that there is a need for strong civil society to provide a break from the state (Lewis 2009:63).

Social capital is a resource in the reduction of transaction costs, it facilitates the spread of innovation, it promotes cooperation in society, yields individual benefits such as health and happiness and it also provide savings for economies. Personal social networks that link people together are essential to the functioning of community and society. Difficulty arises when government concern themselves in personal relationships. Many policy initiatives have proved detrimental to social relationships (Lewis 2009:66)

To understand social capital, Mooney *et al.* (2007:1) indicate that there are three major theoretical perspectives in sociology, these perspectives seek to explain social relations. These are the functionalist perspective, the conflict perspective and the symbolic perspective and they are explained below.

2.11.1 The functionalist perspective

This perspective views society as an interconnected system, where parts of society are working together towards achieving a state of balance. This view highlights the dependence of parties on each other and the ability to influence one another. A society is either functional if it contributes to social stability or dysfunctional if it works against social stability (Mooney *et al.* 2008:353).

According to Mooney *et al.* (2008:353) race and ethnicity inequality contribute to social dysfunction. Communities that practise discrimination don't develop and fully utilise the resources of minority groups. The discrimination leads to further social problems ranging from crime, to urban decay and other problems that impose financial burdens on society (Mooney *et al.* 2008:354)

2.11.2 Conflict perspective

This view acknowledges the different groups and interests within society. It also acknowledges that because of these varied interests, there is competition for power and resources. This perspective goes back to the works of Karl Marx who stated that when societies develop, they

become divided between those who own means of production and the workers who earn wages (Mooney *et al.* 2008:354).

This view according to (Mooney *et al.* 2008:354) focuses on how the competition for and power creates tension among racial and ethnic groups. The tension amongst racial and ethnic groups exist because of a perceived threat to financial well-being and also to cultural dominance by minorities (Mooney *et al.* 2008:354).

2.11.3. Symbolic interactionist perspective

This view, unlike the two above, focuses on the social psychological dynamics and impact of individuals interacting in small groups. It emphasizes that through symbolic interaction with others definitions and meanings are created and maintained and this is likely to influence human behaviour. It highlights that one becomes more aware of identity by observing interactions. It also indicates how through interaction with others one's perspective and about race and ethnicity may be influenced. (Mooney *et al.* 2008:355).

2.12. Land use management

Planning is the control and regulation of the use of land, it is separated into three processes; namely spatial planning which is explained to be the development of the initial plan/framework for future development, the second process is land use management, further explained as the administration and regulation of changes to the use of land as per the approved plan, lastly is land development management which is the control of development that occurs after land use has been determined (van Wyk 2012: 245).

Planning is dynamic and is evolving, it must continue to adapt to societal needs. Land use management is the aspect of planning law that deals with the changes to land use as set out in the original plan. Plans can be changed by the authority responsible through a rezoning application, a removal of a restrictive condition and also through a consent application. All these applications follow certain procedures and there are requirements to be complied with (van Wyk 2012: 326).

The Department of Rural Development and Land Reform (2013:12) defines land use as the purpose for which land may be lawfully used in terms of the land use scheme or in terms of any authorization issued by a competent authority. Land management encompasses all activities to manage the land and natural resources required in order to achieve sustainable development. Land policies are a set of government objectives on dealing with land issues. Therefore, government regulates land related activities by controlling how it is used and developed (Enemark 2007:3).

There are several tools that government use to regulate land use, they all result in a system called land use management system. Schemes serve as a tool within the land use management system to retain character of the neighbourhood. In early days land use was controlled by official restrictions. This later became restrictive conditions, which are conditions entered by the landowner to regulate land use in their land. This is another planning tool to regulate the character of neighbourhoods (van Wky 2012: 246).

Zoning is the creation of districts of areas in a city or town within which different uses and activities are permitted or prohibited and where different restrictions are applied. It is further stated that zoning restricts the extent to which a property owner can exercise their land ownership rights as it is a condition that must be adhered to (van Wky 2012: 249).

Even with such systems in place informal urban development still occurs in various forms, ranging from illegally occupying government land, illegal usage of private property, unauthorized subdivisions or rezoning of land, extensions on existing legal properties without compliance to planning regulations. Enforcement therefore facilitates the implementation of land policy (Enemark 2007:3).

All buildings require approval before they are constructed, failure to obtain such results in an illegal building. It is further stated that illegal buildings include those that are built without the necessary municipal approval and those contravening zoning provisions. These illegal uses usually occur in residential neighbourhoods where people use residential buildings for communes, guest houses and offices, without the necessary approvals. All parties must abide by the law, failing which there are consequences. It is explained that compliance refers to adherence to law or legal rules, while enforcement refers to the actions taken to ensure compliance with the law. An unlawful use can amount to public nuisance or a special category of nuisance whose harmful effect is so extensive as to affect the general public (van Wyk 2012:570).

Planning has a complicated relationship with private property, and land use brings the two together. Land use as a process of planning entails a form of primary spatialized classification, it is the manifestation of related government practices that perceive urban space through land use. It is argued that it is not an attack on private property ownership, but it seeks to maintain a balance between private and public interest. Land use management should not supersede individual initiative, but it should discipline it in the manner that is in the broader public's interest (Blomley 2017: 352-359).

2.13. Theories of development

The theories below are discussed to firstly, give perspective of changes in human behaviour and needs over a period, and secondly, to understand the influences on what is currently experienced with regards to the provision of private student accommodation.

Development is often understood to be a process of changing capacities, priorities and choices. More simplistically, development refers to the well-being and progression of life for people at large. It is the desire for the fulfilment of basic needs and comforts. Development is perceived as an optimistic process in all contemporary societies. However, there are numerous conflicting views on what constitute basic or primary needs and as a result measuring development is a contentious activity (Ghosh 2012:27).

For many developing countries, the 19th century was about catching up with the industrialised countries. However, because the economic model of development was seriously challenged, a change in focus led to the recognition that factors such as poverty should be qualitatively measured to avoid the misinterpretation often resulting from basic statistical figures. A vast majority of people have experienced marginalization in the name of development (Ghosh 2012:28).

2.13.1 Modernisation theory

The term “development” became popular after World War II as an alternative to communism. During this period development was considered an instrument to organize post-colonial “backward” societies and it was strictly defined in terms of economic growth. The 19th century saw a rise in the nation states and another meaning of development. There was broadening of the definition from economic development to modernisation. This meant the rejection of tradition and adoption of western institutions and culture. This model emphasized industrial urbanization and modernisation as well as the state as the primary policy maker (Ghosh 2012:29-30).

Modernisation occurred in a phased process that unfolded in stages which saw the gradual and systematic transformation of underdeveloped countries to a sophisticated level of development. The traditional society refers to a phase of limited range of production. Pre-conditions to take off refers to a phase in society where the first steps of advancement are seen. The rise of new industries and new techniques symbolizes the take-off stage. The phase called road to maturity refers to a phase in the development process where there are enough resources for a society to take care of its own. The last phase is called the age of mass consumption and it is reflected by sophistication and foreign support (Shareia, 2015:79).

2.13.2. Dependency theory

Modernisation lost relevance at the realization of third world state failures as prime movers of development. In the third world, the state was found to be corrupt, oppressive and anti-poor. Due to the decline in the state and its machinery, voluntary movements began to emerge (Ghosh 2012:30). According to Shareia (2015:81), this theory is an improvement from the modernisation theory. The theory identifies differences between countries. Strands of the relationship between dominant and under-developed countries are visible. The view is that capitalism causes labour uprising which damages the economies of under-developed countries.

2.13.3. World systems

This theory presents a view that the world is a hierarchy of unequal relations, emphasising the different forms of capitalism that exist worldwide. The main argument is that development effort in less developed countries is hindered by the extraction and transfer of resources from developing countries to developed countries and the dependence on the core countries that results from those relations (Shareia 2015:82). The failure to modernise by underdeveloped societies following in the footsteps of the advanced industrialised countries saw the rise in the dependency of societies in the third world. Peripheral societies became dependent on the centres of their sustenance. This led to the widening of the gap between the rich and the poor. It then became necessary to go beyond the narrow economic model of development. This therefore means that any development effort must take into account cultural distinctiveness of regions (Ghosh 2012:31).

2.13.4. Globalisation

The developmentalism crisis and the understanding of limits of growth led to the rise of discourse on alternatives to development. Concepts emerged on sustainable development, women empowerment, development through the global market as well as the new policy agenda for society building (Ghosh 2012:31).

Globalisation is a theory of development with a focus on economic transactions that occur through global connectivity. The focus is communication and international ties. Communication is not only increased between countries, but it also applies to the general public (Shareia, 2015:84). Globalisation as a phase in the capitalist development has changed the unit of development namely, the nation and society today. International institutions and market forces have overtaken and replaced the state as the agent of development (Ghosh 2012:31).

2.14. Conclusion

It appears that student accommodation shortage is a challenge where the number of students enrolled far exceeds the available university provided accommodation. Due to housing being a primary need for human beings, students not accommodated in university provided accommodation run out of options and become forced to look for alternatives in the private rental market. There are still conflicting views about whether students consider private student accommodation because it is an option available or because it becomes the only option after exclusion from the university provided student accommodation.

The growing participation of the working class in higher education combined with the decrease in state funding towards higher education affects students from low-income backgrounds resulting in the struggle to maintain a living with the family support they get. As a result, over and above studies, students work to fund their university life. The financial limitations experienced by students have significant influence in their student accommodation choices, making them vulnerable to exploitation by the private sector. Literature indicates that students are willing to compromise on quality of accommodation just as long as they have access to water and electricity.

A factor that students consider when looking for student accommodation is its proximity to the university, in areas where universities are located in residential neighbourhoods the number of residential houses converted into student accommodation increases. This phenomenon is termed studentification, with it come socio-economic and physical changes in the neighbourhood and this often results in tension between students and residents as the student culture and services provided becomes dominant over the needs of the original residents. Commonly indicated in the literature is that student areas result in segregation and exclusion. Highlighted in the literature also is the influence the media has in creating a bad perception relating to studentification, which is deemed responsible for neighbourhood decline.

Relating to communities and neighbourhoods, research reviewed indicated that communities are organized structures, within the same spatial boundaries with common norms and rules of behaviour. This theory is an old description of communities. In the modern world, communities are diverse and interaction is not promoted by spatial location but personal preferences. What is common is that to this day, it is challenging to permeate neighbourhoods with old residents because they are resistant to change.

Literature indicates that land use management is critical in the separation and regulation of land uses. Even though a tricky relationship exists between land use and land ownership, land use management benefits the community. Government through land use management

regulates activities relating to land. As such, land use is a critical tool that government can use to promote inclusive city development. Literature indicates that there is a strong link between policy and society and the achievement of inclusive city development which is influenced by public views.

The gaps identified in the literature reviewed are that it ignores the fact that studentification is a result of failed government policy in relation to increased enrolment target with limited funding availability and accessibility towards the establishment of new student accommodation facilities and maintenance of existing facilities. The impact of external forces such as the features of and opportunities presented by globalisation is not clearly addressed.

The literature fails to analyse the impacts of student accommodation on local communities objectively. It tends to be lenient towards the negative social reports and abandons the positive impacts associated with the phenomenon. Lacking in the literature are proposals of how to remain competitive in a changing global environment while maintaining a balance on community needs.

CHAPTER 3

PRECEDENTS AND CASE STUDIES

3.0. Introduction

Through the literature review, it has been established that there is a worldwide shortage of student accommodation. As a result, certain locations that host tertiary institutions are experiencing an influx of students who seek alternative accommodation in residential neighbourhoods. We have learnt that the impact of the phenomenon varies from one location to another. This chapter aims to look at international and local precedents and case studies relating to the provision of private student accommodation in suburban residential neighbourhoods and the impact this has on inclusive land use management of those areas. This will be done through evaluation of certain selected precedents and case studies.

The term 'community' features largely in government policies. Local government plans often refer to balanced communities. The idea of balanced communities is therefore prominent in government national and local policy, frequently combined with sustainable community (National HMO Lobby 2008:5).

All communities want to be healthy and sustainable places that enable people to live and work, in the present and future. Sustainable communities are characterised by activity, inclusivity and safety. They are well run and offer quality opportunities and services for all. Local populations can be disabled by polarisation where a neighbourhood experiences a contest between competing factions. This can happen in three ways. The first is exclusive communities of the rich, usually gated estates. The second is when communities are excluded which results in decline and deprivation and the third is by a transient community which is unstable and lacks the will. As a result, a balance is critical between settled residents and transient populations. Balance is also critical for social justice and common welfare (National HMO Lobby 2008:5).

3.1. International context on student accommodation

The Savills World Research (2014:7) report revealed that the United States of America (USA) is a pioneer in private student accommodation, specifically private purpose-built student accommodation. This is caused by the outdated on-campus student accommodation and the demand from both domestic and international students for improved student accommodation facilities.

Reported is that the student housing market became stronger after the global down turn. Demand for skilled labour saw increased enrolments and demand for accommodation. The

supply of accommodation was affected by the low levels of government funding. With the growth in the student housing market, the world student housing market has grown from 0.8 billion US dollars in 2009 to a high of 17.2 billion US dollars in 2013. Growth in investments in English speaking countries has been attributed to the global student market seeking high-quality purpose-built student accommodation. The United States of America and the United Kingdom (UK) have been the biggest of these recipients. The student housing market in these areas has the potential of becoming a significant asset class because of the type of the institutions it serves. It produces reliable income flows, secured by the demand and low levels of competition (Savills World Research 2014:3-4).

The next mature market is the United Kingdom. This market grew rapidly and maintained momentum even during the economic recession. This saw universities partnering with private providers to upgrade their existing stock (Savills World Research 2014:4)

3.2. Case study: United Kingdom

As opposed to the mature USA student accommodation market which mostly focuses on purpose-built student accommodation, the UK is another mature student accommodation market which is dealing with a different case of proliferation of residential neighbourhoods by the houses in multiple ownership.

In the quest to answer how widespread the processes of studentification in the UK are and how it has changed over the last two decades, Smith *et al.* (2014) define studentification as an urban change that is tied with residential concentration of students on university towns and cities. Across the United Kingdom, established residents view this process in a negative way, one that is related to the displacement and has exclusionary effect. (Smith *et al.* 2014: 116)

3.2.1. Impact of private student accommodation

Student neighbourhoods in the UK started being noticed in the late 1990s. Other towns were already experiencing this. However, these early geographic concentrations were not conceptualised as formed by a process of urban change and did not receive attention. It is indicated that the student population in the UK increased from 1.9 million in 2000/2001, to 2.3 million in 2012/2013. It peaked at 2.5 million in 2010/2011 (Smith *et al.* 2014:123).

Smith *et al.* (2014:123) state that while students tend to gravitate towards each other or to areas of high student population, there is no clear guideline in determining if a neighbourhood is studentified. It is stated that the process unfolds in different ways, depending on the neighbourhood. However, there are common traits which can be summarised in what follows.

The first trait is the changes in the local population and housing markets. The second is the replacement of an established population by a transient student population. Another trait is the changes in tenure by landlord and investors from homes occupied by the owner to houses in multiple occupation. In such cases, residential environment change, the fabric and internal structure of the houses is altered to create more living spaces. When such occurs, local services and the culture of the area changes, social capital is eroded from the neighbourhood. In some neighbourhoods the changes affect the public and private services, and local demand for services is reduced as more settled people live the area. Retail is oriented to cater for student needs (Smith *et al.* 2014:117-118).

3.2.2. Community reactions to private student accommodation

The spatial effects linked with the promotion of higher education often conflict with the vision of sustainable communities. Despite the dialogue around sustainable communities, equally there is criticism that policy undermines the creation of necessary conditions to enable balanced communities to be nurtured (Smith 2008:2542).

The growth of student areas is a direct consequence of the expansion of higher education and it feeds the private rented housing sector, the effect of which has caused the creation of lobby groups. The National Houses-in-Multiple Occupation (HMO) lobby group has grown since its inception in 2000. It has signed a number of community groups that contest the concentration of houses in multiple occupation (HMO) and the destabilisation of communities in British university towns (Smith 2008: 2544).

The National HMO Lobby view studentification as the substitution of local community by a student community, a displacement of one community and replacing it by another. This results in structural problems and change in the demographics into a young, seasonal and young population. In this scenario, functional problems begin to arise. There is a decline in social capital and increase in crime. Experiential problems that result in alienation amongst residents also arise (National HMO Lobby 2008:8).

The group believes that studentification is a direct result of the expansion of the higher education without resources to manage the accommodation implications. The provision of student accommodation is left to an unregulated market resulting in land lords and agents exploiting the demand. It is also stated that studentification results from local government's neglect of managing local housing developments, as a result, communities flee the invaded areas (National HMO Lobby 2008:8)

According to the National HMO Lobby studentification occurs in five stages. The first stage is called the Ivory Tower stage. This is the stage where the university is established, and it

focuses on its main function which is learning. The second stage is the construction of purpose-built accommodation closer to the Ivory Tower in the host community. This stage is called the cloister stage. Thirdly is the settlement stage. This is the stage of over spilling of students to private accommodation in neighbouring communities. Fourthly is the studentification stage, reflected by the expansion of student numbers and the domination of the neighbourhood by students. The last stage is called de-studentification. This is symbolised by decline and collapse of the local housing market (National HMO Lobby 2008:9).

3.2.3. Acknowledgement of Studentification

Studentification has gained unsavoury reputation with the media, and circulates with the discourses of communities. However, it hasn't been acknowledged until recently. In 2003, the minister of housing acknowledged the problem and facilitated a meeting with the relevant stakeholders that resulted in the investigation of student housing and good examples of managing it. Critically, what was lacking was the recommendations for policy changes. Despite acknowledging studentification, there were no signs of policy revision for the provision of student accommodation (Smith 2008: 2550).

3.2.4. Licensing of Student Accommodation

Institutional players lack the capacity to intervene in the processes of studentification. This is tied to the lack of understanding of the processes mainly caused by the absence of legislative requirements for managing houses in multiple occupation since there is no legal obligation to license them. The lack of planning powers to regulate the process resulted in the conversion of family homes into student housing, a trend since the 1990s. The National HMO Lobby has been advocating the revision in the policy relating to houses in multiple occupation (Smith 2008:2550- 2553).

Local planning departments have had to implement Article 4 Direction. This is planning legislation aimed at empowering local authorities to restrict general permitted development rights for the conversion of houses into houses in multiple occupation (HMO). This legislation has spread across the UK. Its rationale is disputed by the national union of students, the British Property Federation and the National Residential Landlords Association citing that it is discriminatory against students (Smith *et al.* 2014:116).

According to the Leeds City Council (2016:1), in terms of the Town and Country Planning Order, small houses in multiple occupation are defined by planning Class C4. These are houses or flats occupied by 3 to 6 unrelated people who share communal areas. Class C4 use was created in 2010 which meant that to convert your single residential dwelling to an HMO you required a planning application. This was later changed, government introduced Article 4

Direction, a mechanism to be used to control the spread of HMO in problem areas. An Article 4 Direction is a planning mechanism that empowers local planning authorities to restrict permitted development rights in order to obtain local amenity. This is applicable in demarcated areas (City of Leeds 2012:2).

3.3. Developing country's context

Tertiary education in Ghana, for example, dates to the 1940s with the British model of education. Between 1976 and 1991 participation remained very low until the implementation of the education reforms. Initially, education in the country developed as residential institutions taking from the British model. Admission to study was influenced by the availability of academic and residential space. The growing demand for participation, and the lack of expansion of residential facilities resulted in exclusion (Atuahene and Owusu-Ansah 2013:2).

Ghana is amongst some of the countries in Africa with the lowest participation rate in higher education. The rate is below the regional average. With the existing public and private universities in Ghana, government has established and implemented restructuring policies and interventions to support enrolment and increase participation in higher education (Economic and Social Research Council 2007:24).

Some of the strategies adopted to widen participation in higher education were firstly, through the private sector involvement. In the 1990s, the private sector as well as religious and individual foundations entered the scene. The National Accreditation Board of Ghana had granted accreditation to over 11 private colleges to provide different educational programmes in the country. By 2005/6 over 9 000 students were enrolled in private institutions (Economic and Social Research Council 2007:27).

Secondly, it was done through expanding campuses. Until recently, higher education was provided on single campuses. Thirdly, it was done through increased participation of women. Fourthly, government had to expand the curricular because initially the curriculum in Ghana consisted of social sciences. Once the curriculum changed and included business and education, the trends started to change (Economic and Social Research Council 2007:28-30).

The strategies adopted have yielded some results as there is transformation in higher education in the region. This is evident in a number of ways from increasing participation and access, expansion of academic facilities, restructuring policies that have facilitated growth in the private sector participation and advanced funding approaches to increase sustainability for institutions. Therefore, Universities in Ghana have become attractive to international students (Atuahene and Owusu-Ansah 2013:1).

Higher education has gained popularity in the region because it is viewed as a means for upwards social mobility. As a result, there has been an increase in the number of institutions as well as the programmes they offer. This is an essential part of Ghanaian national policies. Prestigious foreign institutions were recruited to establish campuses in Ghana with the aim of expanding access for local students. The recognition that education has a socio-economic benefit has heightened higher education in developing countries especially in the African context. This has led to increased diversity in higher education, de-monopolisation of higher education and increased private sector participation in higher education and access to higher education as a fundamental right. All these have led to the massification in higher education. Education continues to be a competitive enterprise; student numbers have risen leading to competition for scarce resources (Ntim 2017:160)

Several institutions have well-structured international learning programmes and have formed alliances with some of the leading universities world-wide. Even though progress has been achieved in transforming the system, access to higher education still remains unequal in gender, social class and spatial location (Atuahene and Owusu-Ansah 2013:1). Enrolment in Ghanaian universities increased from 11875 students in 1991/1992 to 31460 higher education students in 1998/1999. The demand was attributed to the pressure for higher education which was fuelled by enrolment increase in basic and secondary education, following the education reform in the country in 1987 (Economic and Social Research Council 2007: 25). Insufficient infrastructure still continues to be the major obstacle in academic quality (Ntim 2017:160).

3.3.1. The increasing demand for student accommodation in Ghana

In 2013, the student enrolment rate in Ghana was 9.7%. It is stated that this figure might seem low but it is a significant increase. Government has been in the forefront encouraging the concept of private participation in socio-economic development. One such aspect covered by the private partnership with government is the provision of student accommodation for tertiary students (Nimako and Bondinuba 2013:165).

Tertiary institutions have the responsibility to provide decent and safe student accommodation for students successfully admitted to study. For public institutions, the state has the responsibility to provide student accommodation. Pressures from increased participation has led to the government being unable to meet the student accommodation demand. Private stakeholders have had to support government by providing accommodation on or off campus (Zotorvie 2017:291).

Addai (2017:582) states that in Ghana there is an increase in the demand for infrastructural development such as the provision of student accommodation which is exacerbated by the

shortages in government funding to address the issue. As a result, government has encouraged private sector involvement to absorb the ever-growing demand for student accommodation. This has led to the reliance on private landlords surrounding the neighbourhood as suppliers to meet the demand.

Student housing in Ghana is managed by individual administrators of individual institutions. Management formulates policies and structures responsible for managing student accommodation. As means to support government, tertiary institutions have developed policies that encourage private participation specifically for the provision of student accommodation (Nimako and Bondinuba 2013:165).

3.3.2. Impact of private student accommodation in residential neighbourhoods

Addai (2017:583) states that there is fear amongst residents of the perceived increase in burglary incidents and physical hazards of a neglected home. Student accommodation is associated with the perception that it erodes stable and cohesive residential population. The market for student housing in Ghana is likely to continue to grow. Therefore, there is a need for considerable attention to be given to private student accommodation. Future student housing projects should be considered as part of the academic community (Addai 2017:587).

3.4. Student mobility trends in Southern Africa

An investigation into the patterns of student mobility in the Southern African region by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) revealed that since the 1970s there has been the expansion in higher education enrolments across the world. Associated with this expansion is cross border higher education, a trend characterised by the transfer of information, research programmes and people across national borders (UNESCO 2012:1).

Education formed part of the 12 sectors recognised as a tradeable service by the World Trade Organisation. The implementation of the trade agreements in services boosted cross border education. In the 1980s about 1.1 million international student population was mobile, the numbers had tripled by 2009 (UNESCO 2012:1).

In the Southern African region, South Africa and the Democratic Republic of Congo have relatively larger education systems, they however have a small number of students studying in other African countries. While many sub-Saharan African students study abroad, 50% of the student population that is mobile stays in the region. Nearly half of all the mobile students from the Southern African Development Community (SADC) go to study in South Africa. Amongst host countries worldwide South Africa ranks at number eleven while it is a leading

host country on the African continent contributing to the continents human and skills development (UNESCO 2012:9-11).

3.5. South African context

The South African Council of Higher Education hereafter referred to as (CHE) states that higher education in South Africa dates to the early 1870s with its roots in the Cape of Good Hope University. In line with the policy developments at the time, higher education was separated by race and class. According to the Council, the aim of apartheid was to separate higher education into elite white South African institutions which provided limited education to all other non-whites, with limited resources (CHE 2010:2).

Post 1994 government implemented a plan to restructure the higher education system. The publication of the National Higher Education Plan resulted in the merger of higher education institutions in the country, this resulted in 23 institutions falling into two categories; the universities and universities of technology (CHE 2010:2).

The policy agenda for South Africa has been developing since 1995 and has been influenced by several international trends and market forces shaping institutions both in developed and developing countries. These include the growth in the globalisation of higher education, commodification of education and marketization of higher education provision, this coupled with changes in technology, have affected teaching and learning. Universities are social institutions and they too are subjected to many forces, socially, politically and economically. Although they have adapted to the changing realities and social forces, the legacy of apartheid prevails in the education sector (CHE 2016:5).

The creation of new institutions through mergers has been a fundamental restructuring element in the higher education landscape. Institutions have sought to competitively position themselves adding to the transformation agenda. There has been growth in enrolment numbers in the public sector from about 500 000 students in 1994 to almost a million in 2016. This number excludes the 90 000 registered students in private higher education. Observed also is the increase participation of black students, who form the majority of the student complements (CHE 2016:6).

Government expenditure remains lower than desired in South Africa. Government funding per student enrolled has dropped, while the number of students enrolled increases. This is not a sustainable trend. The growing need for students to participate in higher education has necessitated the formation of a government funded loan system (NSFAS) but even with that the amount spent per student remains below the necessary study costs. The sector is under enormous pressure. Numerous institutions are struggling to keep things going (CHE 2016:8).

3.6. Internationalisation and globalisation of the South African higher education

Education has undergone significant changes in form and identity worldwide. Higher education as a concept is relatively new and is firmly part of the global context. Just like economies, it has also seen an increase in data sharing, access to knowledge and as such, it finds itself competing internationally (CHE 2016:9-13).

The CHE (2016:18) identifies three themes within the South African education context. The first theme according to the CHE is that of a modernising state. This refers to an era where policies, processes and mechanisms were developed to unite a divided nation in order to achieve integration. This was aimed at achieving access to education for students from all walks of life.

Secondly, the CHE (2016:19) identifies an era of social justice and democratic imperative. This was characterised by the need to transform the system as well as the institutions within it to create an equitable platform, accessible to all irrespective of race and colour.

Thirdly, there is the global context and internationalisation of higher education. This is linked purely to the extent to which higher education in South Africa has extended and positioned itself in the international context (CHE 2016:19). Isolation through apartheid to modernisation came with the re-insertion into the global environment. This also came with exposure to changes in global higher education (CHE 2016:19).

3.7. The current student accommodation status in South Africa

The South African Department of Higher Education and Training investigated the status of student housing at South African universities. It reported growth in participation in higher education with a large portion of especially female participants being particularly young, black and low income students. This demographic is associated with high demand for student housing. As a result on-campus accommodation is under pressure resulting in the overuse and decaying infrastructure and utility services (South Africa, Department of Higher Education and Training 2011: xviii).

The number of student university beds in 2010 was only 20% of the total number of full-time students. The private sector is a significant contributor in absorbing numbers through the provision of private student accommodation. Even so, there are a few partnerships with providers that offer quality residential accommodation. But these are relatively expensive. Private student accommodation in the country is still questionable and carries risk. It appears that the sector is completely unregulated (South Africa, Department of Higher Education and Training 2011: xviii).

3.8. Case study: Stellenbosch, Western Cape, South Africa

Stellenbosch is located about 50 kilometres from Cape Town and is the second oldest town in South Africa. It is known for its architectural styles which reflect heritage and tradition but just like many South African towns, it also reflects apartheid spatial planning. The area hosts excellent educational institutions. It hosts the University of Stellenbosch and several other prominent schools (Stellenbosch Municipality 2018: 22).

In 1990 11 379 students were registered at Stellenbosch University, this number grew over double in 2010. The university can only house 8000 students in university accommodation. The rest have to seek alternative accommodation elsewhere. Students who cannot find accommodation provided by the university prefer to be located as close as possible to campus. As such, they will move as close as possible to campus in the suburbs close by. In Stellenbosch, the highest concentration is in the city centre close to the university campus. Suburban areas in close proximity to the university are affected as a result of the conversion of single residential homes to multiple student accommodation through rezoning processes (Donaldson *et al.* 2014: 179).

3.8.1 Transformation of Stellenbosch

Stellenbosch Municipality is transforming rapidly with key sectors of the economy growing. One such sector is the higher education sector that has seen the university expanding its footprint resulting in student accommodation encroaching into the suburbs (Stellenbosch Integrated Development Plan 2018:103). Initially, suburbs within the area were zoned single residential in the 1920s. This was later changed to general residential, allowing the accommodation of students provided that the owner lived on the property. This was known as a boarding house. This exercise was coupled with regular monitoring by the local authority for compliance. Overtime, the local authority's presence reduced fuelling the increase of student houses in the area (Donaldson *et al.* 2014: 181).

3.8.2. Impacts of studentification in Stellenbosch

Changes in the neighbourhood started to show, firstly, municipal plans were modified to accommodate student housing, areas were earmarked for densification which allowed the erection of flats in areas that were previously single-story residential dwellings. As this trend increased, more and more permanent residents left the area, selling to either a developer or renting their property to students. Overtime and with the growth of student numbers the area fell into decay, grass was overgrown, gardens were not maintained, vandalism increased,

because houses are protected by the Heritage Act, they cannot be altered or demolished (Donaldson *et al.* 2014: 182).

In some instances, houses end up demolished in order to build flats, the landscape is changed. The local authority is losing control or grip on the development rate in the area. Complaints from residents relate to noise, parties, on street parking and the lack of social cohesion in the neighbourhood. Suburbs with a high concentration of students tends to be targets of criminals (Donaldson *et al.* 2014: 183).

Growth and expansion in Stellenbosch has taken place within a spatial layout of the area. The context of growth has been influenced by past segregating laws and spatial frameworks but also has been influenced by ad-hoc development which removes the certainty required to make long-term investment decisions (Stellenbosch Municipality 2018: 104).

3.9. Case study: Bloemfontein, Free State, South Africa

In the case of Bloemfontein which is the capital city of the Mangaung Metropolitan Municipality, there is evidence of illegal land uses that are infiltrating residential areas close to the central business district. Amongst the illegal land uses is the rise in the amount student accommodation, particularly in areas surrounding the two universities. This has socio-economic impacts, pressure on municipal services in those particular areas and also loss of revenue (Mangaung Metropolitan Municipality 2018:149).

3.9.1. Impacts of studentification in Bloemfontein

According to Donaldson *et al.* (2014: 184) special consent is used for student houses because there is no direct policy aimed at guiding the implementation of student housing. It is stated that one third of the campus population is accommodated in suburbs close by with varying densities of 9-13 students per house. The main reasons stated are either the lack of campus accommodation or preferences by students. The slow transformation rate in universities is causing students to seek alternative accommodation.

It is also observed that houses occupied by post graduates are cleaner. However, in other areas, the unruly behaviour and noise are the major problems for residents. While this is the case, other areas have benefitted from having student accommodation as the land use has contributed positively to the property market. New owners see houses as investment that can be easily paid off by the students. The demand for student houses has resulted in the increase

in property prices. Adjacent owners also acknowledge this increase but still maintain that having student houses has negatively affected the neighbourhood (Donaldson *et al.* 2014: 185).

There is also uncertainty regarding ad-hoc development. The process of lodging complaints against such applications is a process that is rarely accommodated. What could assist and empower the local authority is the creation of a zone that caters for student housing and also coming up with a clear and concise definition in the interest of the public and to allow transparency and inclusivity in the application process. A clear definition of student accommodation will also empower the municipality to establish the capacity of services, to assess traffic impact on the surrounding, evaluate parking space and health regulations prior to any development being approved (Donaldson *et al.* 2014: 186).

3.10. Land use policy framework associated with student accommodation

Firstly, the land use policy framework associated with the activity in Msunduzi Municipality includes, the South African Constitution Act No. 108 of 1996. The Constitution states that every citizen has the right to a safe living environment, education, and freedom from discrimination in relation age, sex, religion, or gender. Secondly, the National Environmental Management Act No. 107 of 1998 (NEMA) provides for sustainable development principles that need to be applied in the planning, implementation, monitoring, and evaluation of the policy and guidelines developed. Lastly, the Higher Education Act No. 101 of 1997, Section 3 of the Act calls for establishment of Policy on the Minimum Norms and Standards for Student Housing at public universities (Msunduzi Municipality 2016:23-24).

The Spatial Planning and Land Use Management Act No 16 of 2013 (SPLUMA); a framework for spatial planning and land use management, and the Municipal Systems Act No. 13 of 2000 (MSA) are two sets of national framework legislation also applicable in Msunduzi that regulate Integrated Development Planning (IDP), Spatial Development Framework (SDF), Land Use Scheme development and policies. Chapter two of SPLUMA provides for five development principles that guide all organs of state in the development and use of land namely, spatial justice; spatial sustainability; efficiency; spatial resilience and good administration. The Act also provides for the development of municipal bylaws for spatial planning and land use management (Msunduzi Municipality 2016:25-26).

Informing integrated development planning within the municipality through the Integrated Development Plan is the sustainable development goals which are aimed at eradicating poverty, attack climate change, fighting injustice and inequality by 2030 (Msunduzi Municipality 2019: 23).



Figure 2: Sustainable development goals (Source: United Nations 2019)

3.11. Institutional framework guiding the provision of student accommodation

According to the Msunduzi Municipality’s Boarding House Policy (2017:9) a residential dwelling means a coherent suite of rooms used, designed for use, as residential accommodation for a family such as it may consist of from time to time. Once a residential dwelling is rented out it becomes a boarding house which the land use scheme defines as a business conducted by the owner of a property who shall reside therein. The use shall be limited to being conducted by the applicant, who is the owner of the property and who shall reside on the property as his / her primary residence together with his / her family such as it may consist of from time to time, and shall accommodate the lodging of not more than 3 bedrooms and 6 tenants (Msunduzi Municipality’s Boarding House Policy 2017:12).

In terms of the framework guiding the provision of student accommodation, in “Special Residential Zones” mostly found in the Scottsville area, a municipal consent is required prior to conducting the activity. In terms of the Msunduzi Municipality’s land use scheme (2018:3) read together with Schedule four of the municipality’s Spatial Planning and Land Use Management Bylaws (2016:212) an application for municipal planning approval must be lodged with the municipality, subsequently, a process of public consultation must follow whereby the applicant through various means notifies the public about the proposal and invites them to make comments or representations. Assessment of the application documents, registered planner’s evaluation of the application together with the comments, if any, from the

public consultation process must be considered prior to a decision being made on the application.

Municipal planning decisions may be appealed by any aggrieved party (Spatial Planning and Land Use Management Act 2013:54).

3.12. Conclusion

Communities feature largely in government policy with the aim of creating balanced and sustainable communities. All communities want to be sustainable spaces where one can live, work, play and prosper. This is threatened by polarisation which results in a contest between factions. Studentification is a process that happens over time as a result of the expansion of the higher education.

Internationally, the United States of America is leading in the student accommodation market, with private purpose-built student accommodation being the main target. The United Kingdom the challenge is different. The widespread of studentification processes in university cities and towns has resulted in undesirable urban changes. Communities have organised themselves into groups to oppose the concentration of student houses in neighbourhoods as it is believed that this results in negative impacts that exclude and displace permanent residents.

Despite being aware of these challenges, government has not done much to address the issue, what is recommended by the residents is revision of planning policy to deal with the supply and production of student accommodation. The lack of intervention on the issue by institutional players has been mostly due to there being no legislation compelling the recording, monitoring and management of student accommodation.

Ghana represents a different case, a developing economy that is still in the process of massifying its higher education system. Several policy changes have been adopted to support increased enrolments. Private role players have been approved to participate in higher education, campuses were expanded for increased access and a revised curriculum to offer a wider choice of programmes.

Higher education is gaining popularity in the country, other institutions even have international programmes and are attracting international students. While student accommodation remains important, it is still not receiving attention. There is an increase demand for infrastructural developments such as student accommodation which is exacerbated by shortages in government funding. There is reliance on private land lords surrounding the neighbourhood as suppliers to meet the demand. With this trend growing, there is also a perception by

residents that the proliferation of suburbs by student houses erodes a stable residential population.

In the Southern African region, South Africa remains a destination of choice for cross border higher education, nearly half of the students in the Southern African region come to study in South Africa. The country ranks 11th in host countries worldwide.

South African higher education dates to the 1870s. In line with policy developments at the time, higher education was separated by class and race. Policy agenda since 1995 has been influenced by international trends such as globalisation. Higher education went through restructuring processes which can be characterised in stages; the first being the modernisation stage where policies and policies were developed to achieve integration, the second being the stage of social justice which was aimed at increasing access of higher education and the third being the internationalisation of higher education.

Some South African cities and towns were selected in order to highlight the spatial impact resulting from widening higher education in South Africa. Stellenbosch hosting one of the oldest universities in South Africa and Bloemfontein hosted in one of the metropolitan municipality's in the country, also discussed are some policy shortfalls.

Land use policy framework as well as institutional framework guiding the provision of student accommodation is also discussed in detail.

In all the cases studied, increased student enrolments is the intended result of the expansion of higher education. The growth in higher education has not been paralleled by enough government funding and investment. Shortages in government funding has benefitted the private sector as they have become the main student accommodation providers.

Also lacking, is a strong policy direction from government relating to the supply and production of student accommodation.

The spatial impact in all analysed cases is the same. University towns and cities experience the proliferation of their suburban neighbourhood by student accommodation. There are negative perceptions about student accommodation. As a result, there is tension between established and transient residents.

CHAPTER 4

RESEARCH METHODOLOGY

4.0. Introduction

The previous chapter evaluated cases from developed countries and less developed countries. It also assessed student accommodation in the South African context where three specific cases were discussed. It appears that the impacts of private student accommodation in suburban areas does affect inclusive land use management. This then necessitates the investigation into the Scottsville case.

This chapter outlines the research design chosen to investigate the research problem. It details the research approach, sampling methods, data collection, data collection methods and tools, data analysis, ethical considerations, reliability and validity methods and ends with a conclusion.

Leedy and Ormrod (2013:2) state that research is a systematic adopted process of collecting, interpreting and analysing information in order to enhance an understanding of a phenomenon of interests, it emanates from a question or problem. Research methodology directs the entire research exercise. It dictates and sets up an approach for the research study (Leedy and Ormrod 2013:4).

4.1. Research design

The research strategy adopted for this study is a qualitative research design. This design was selected because it is suitable to attend to and address the research aims and objectives.

Leedy and Ormrod (2013: 141) state that qualitative research focuses on the things that happen in the real world. Little influence is required; research must be objective to determine the ultimate truth. There are five common qualitative research designs, a case study design being one of them.

Noor (2008:1602) states that qualitative research emphasises processes and meanings that cannot be quantified. The focus is to gain an insight, discovery and interpretation of an issue. Qualitative research is appropriate if an issue is being explored, and when detailed understanding of an issue is required. It is also conducted to understand the setting in which participants in the study address the issue and used to develop theories where there is a gap (Creswell 2007: 38-40).

Characteristics of a qualitative research include a true life setting, this is when the researcher goes to the field to gather data (Creswell 2007:37). Qualitative research requires data, processes to interpret the data and a report on the findings (Strauss and Corbin 1990:17). This is in line with the aim of this study which is a real-life phenomenon occurring in Scottsville, Pietermaritzburg. The selected case study possesses the characteristics of a qualitative research as defined above.

4.2. Research approach

Out of the five qualitative approaches, a case study approach was used. This approach is best suited for the research because it allows for the investigation of an issue within a bounded system. A case study is a qualitative research approach. It allows the researcher to explore a case over time by using different sources of information to report a case. This could be case description or through themes (Creswell 2007:73).

Three types of case studies can be mentioned; the first one is the single case study, where a researcher focuses on an issue of concern and then selects one case to demonstrate the issue. The second is a multiple case study, this is where one issue of focus is chosen but the procedures to collect information are replicated right through each case. The last one is the intrinsic case study which focuses on the case itself due to its abnormality (Creswell 2007:74).

Case studies are useful in understanding an issue in depth. They have been criticised for lacking rigour and reliability, however, its strong point is that it allows a holistic view of an issue. They are classified into three categories; explanatory, descriptive and exploratory (Noor 2008:1603).

In a case study design method, a phenomenon is studied for a defined period of time. Case studies can be adopted if you are researching about a poorly understood situation. Its weakness is that its findings cannot be generalizable with certainty. Data collection for a case study includes observations, interviews, documents, past records etc. It is useful to include factors with bearing on a situation when reporting a case as this gives context, also, data analysis which is the organisation of the details about the case requires that facts about the case are logically arranged (Leedy and Ormrod 2013:143).

Yin (1994:2) states that a case study contributes uniquely to knowledge of a phenomenon. It is stated that the need to pursue a case study arises from the desire to understand a complex phenomenon. The prior statements by Yin (1994) qualify the investigation of Scottsville as a case study mainly because the phenomenon has reached a tipping point, a stand-off between all role players but there seems to be little knowledge or understanding of the underlying issues and there seems to be no progressive recommendations on dealing with matter.

Case studies have been criticised for the lack of rigor, indicating that most of the time it is criticised for being sloppy and allows bias views to influence the outcome of the study. Further stated is that study material may be altered to prove a point. They provide little basis for generalisation as cases researched are different and also take too long to conduct (Yin 1994:10).

4.3. Detailed research approach

Leedy and Ormrod (2013:4) state that research methodology directs the entire research exercise. It dictates and sets up an approach for the research study. An enquiry begins with assumptions and a question or human problem. To study the problem, you need an approach which can also be regarded as a strategy to the enquiry, you need to collect your data, analyse the patterns and then report through a written report or presentation (Creswell 2007:37).

4.3.1. Selection of participants (Sampling)

Sampling is a process where a subset representative of a given population is selected to represent a larger population. A population is a group of people with common characteristics. When sampling, a small group is selected to represent the population being studied. For fair analysis, the sample should be sufficient. There are several techniques where only a small portion of the total population is sampled. The advantages are that based on the size of the sample, the cost and the time to do the surveys is less and that the accuracy rate of the results of the study is high. The disadvantage of purposive sampling is the potential biasness in the selection of participants which may lead to result interpretation error of the results. The inclusion and exclusion criteria dictate the sampling guidelines for research (Lunsford and Lunsford 1995:105-107).

To ensure adequate representation key informants such as the community members of ward 33 (Scottsville), stakeholders in the governance and management of the area such as municipal officials, and university officials were sampled to participate in the study. A sample of 12 participants was purposefully selected to provide primary data. The snowball sampling method was used to identify additional relevant participants, the data was collected until saturation was reached and no new information was forthcoming. In the end a sample response of 66.6% was achieved.

4.3.2. Data collection

There are several data collection strategies that can be used by researchers. Experiments, survey and interviews can be used. In a qualitative study, data is usually collected through purposive sampling using data collection techniques such as interviews and focus groups.

Primary data is usually collected for a specific research problem and when it is done, new data is added to the research knowledge. When this information is re-used, it is called secondary data (Hox and Boeije 2005:593).

Collecting one's own data is advantageous in that the research methodology can be designed in a manner that ensures that the information collected can assist in solving the problem. This can consume time and money. Where relevant data is available and can serve to answer a newly formulated question, it can be re-used. This can assist the research to happen speedily at a far cheaper cost. The challenge with re-using data could be that it might not be optimal for the research problem at hand mainly because it was collected for a different research problem (Hox and Boeije 2005:594).

For the purpose of this investigation, primary data was collected from participants through semi-structured interviews. As stated above, snowball sampling was used to identify additional relevant participants. The data was collected until saturation was reached and no new information was forthcoming. Secondary data was also used to verify the primary data collected. Data was verified using applicable policy documents, photographs, mapping and municipal applications records from the Msunduzi Municipality.

4.3.3. Data collection method and data collection tools

In qualitative research, the research aim is to make sense of how people interpret their lives. As such, data collection methods need to be accommodative and sensitive to the social context. One popular data collection method for a qualitative research study is the qualitative interview where the researcher conducts face to face interviews and where interviewees are given the opportunity to talk about their experiences, and views. The researcher selects the setting, events, and interviews are guided by the need for information (Hox and Boeije 2005:595).

According to Noor (2008:1604) observation refers to a process whereby the researcher observes a phenomena of interest within the study boundary in order to gather additional information not obtainable by other means. Yin (2011:143) states that it is a valuable way of collecting primary data as it is data that is unfiltered through other people's perspective and reporting. A number of items can be a subject of observation including characteristics of people, interaction or relationships amongst people, an action taking place, physical environment (Yin, 2011:145).

This study adopted observation of the physical environment which resulted in pictorial data mainly pictures and maps and in-depth structured interviews to elicit the views of the participants regarding the topic, and in order to fulfil the aim of the study. Face-to-face in-depth

interviews were conducted with the selected participants. Interviews involved interaction between the interviewer and the participant, where the interviewer took notes relating to this interaction. A single questionnaire relevant to the sample groups highlighted above was used. This assisted in the smooth process of data analysis and data verification (Yin 2011:133)

4.3.4. Structured interview process

During the interviews, interview questions were used. The interview interaction was audio recorded to enable later transcription. Permission to record was sought from the participants prior to interviewing. Each interview was 20 to 45 minutes long. Interviews were conducted at places convenient to the participants. Where this was not possible, interview questions were sent on e-mail where participants were expected to submit responses back through electronic mail. Invitations to participate in the interviews were through a formal letter sent on e-mail together with the background information and consent form. A follow-up call was made to ensure receipt and confirmation of interview date. No interview was conducted without a completed and signed consent form.

4.3.5. Interview questions

One standard questionnaire was prepared for all participants. The questions are attached as appendix 3.

Structured questions were prepared to elicit the views of the participants regarding the topic. The first section of the interview dealt with the respondents understanding of the topic. The second section addressed the impacts of private student accommodation in the area of Scottsville and lastly, the last section dealt with land use management policy, approaches and responses towards private student accommodation and how they can be improved.

4.3.6. Data analysis

Data analysis occurs in five stages namely, compiling, disassembling, reassembling, interpretation and conclusion. It is discussed that compiling is a process whereby field notes are sorted after field work. This means putting the notes in an order which results in a data base. Following this is the process of breaking down of the data into smaller fragments or categorisation. This stage is called disassembling and it can be performed as many times as necessary (Yin 2011:178).

After disassembling the information, a stage of reassembling the information is necessary. This stage is where you have to put information together into different groups by using substantive themes. Following this stage is the interpretation of the information using the reassembled data, a new narrative is created. Graphs and tables may also be used to

emphasise a specific point. The last stage is the conclusion which is drawn from the entire study (Yin 2011:179).

To draw recommendations, this study adopted all the above listed stages of data analysis. It was important that all data collected is analysed in order to conclude on the impact of the provision of private student accommodation in suburban residential neighbourhoods and the impact this has on inclusive land use management within the Scottsville area.

4.3.7. Adopted analysis method (thematic analysis)

For a qualitative study to be accepted as reliable and trustworthy, it must reflect that the analysis was conducted in a precise methodological manner. Thematic analysis refers to a qualitative research process of identifying, analysing, organising, describing and reporting themes found within a dataset. It is good for providing a flexible approach that can be used for several studies. It requires less theoretical and technological knowledge. It is useful in analysing different perspectives, highlighting differences and similarities and useful in summarising large datasets (Nowell *et al.* 2017:2).

For this research study, the interviews were recorded, and the recordings were used during data analysis. Data analysis was done manually through categorisation of information and using thematic analysis. Over and above the thematic analysis, from the observation process, illustrative diagrams, mapping, tables and photos have been used to present and highlight main issues of discussion.

4.3.8 Research validity and reliability

In a research study, rigour refers to the extent to which the quality of their research study was enhanced, whereas the extent to which a concept is accurately measured is called validity. Reliability is defined as the extent to which an instrument consistently has the same results (Heale and Twycross 2015: 66). Validity and reliability are used to establish the quality of the research. In addressing validity issues for this investigation the main focus is on the provision of private student accommodation in residential neighbourhoods and its impact on inclusive land use management (Yin 1994:32).

To ensure research validity, standard interview questions were used as an instrument to explore general views about the research problem from multiple sources with in-depth knowledge on the subject issue. To ensure reliability, the findings were verified against policy documents, photographs, mapping and municipal applications records from the Msunduzi Municipality.

4.3.9. Ethical considerations

Orb *et al.* (2000:93) indicate that any kind of research has ethical issues to consider. Ethics in a research study pertains to doing good and avoiding harm. They state that harm can be avoided by applying certain principles when conducting research which are principles of respect for people, beneficence and justice.

Important ethical issues relating to qualitative research include autonomy. It is important to obtain consent before enrolling any participant in the research project, but equally as important is retaining the consent throughout a research project. This requires disclosure by the researcher from the onset on how the data will be interpreted and presented. This part of the research process is important because if it is not done properly it is likely to compromise the autonomy of the participants if not granted. It is stated that confidentiality must be ensured (Clow 2005: 4-5).

The research process requires a balance in power relations, as unequal power might pose challenges and lead to participants to withdraw from a study. The responsibility is on the researcher to actively address the issue of justice in a research project to enable participants to participate freely. Qualitative studies in their very nature mostly deal with intimate information about people's lives and experiences, the researcher needs to promote emotional integrity of the participants, ensuring that no harm is done (Clow 2005:5).

Respect for people in a research study refers to the recognition of participants' rights, they have the right to be informed about the study, and they also have the right to freely decide to participate in a study and the right to withdraw at any time. Beneficence refers to doing good to others and preventing harm, this includes confidentiality. Whereas justice relates to equal share and fairness, avoiding exploitation and abuse of participants (Orb *et al.* 2000:95).

In this research study, participation was voluntary, and no remuneration or rewards were applicable. Anonymity and confidentiality were ensured using titles and occupations in reporting the findings. No names were captured in the research document, and confidential information was not given to a third party. Records will be kept safe for a period of 5 years. An electronic copy of the data will be kept with the department and thereafter destroyed. Other ethical considerations for this study include: -,

- a) Informed consent to be provided by participants;
- b) Respect for anonymity and confidentiality,
- c) The liberty to withdraw from the study without consequences,
- d) Protection from physical and mental harm: and

e) Respect for privacy.

4.4. Research limitations

The research limitations are described in what follows.

- The first limitation was the unavailability of some of the targeted participants for research interviews or withdrawal from the study. In such cases snowballing was applied where other participants were identified to participate.
- The second limitation was the unavailability of participants for face to face interviews. In such cases, interview questions were forwarded to the participants through electronic communication. Where no responses were obtained participants were left out of the process.
- Official records may not be available. Where official records are unavailable or cannot be retrieved, that part of the data collection was left out of the process.

4.5. Conclusion

This chapter was aimed at discussing the research methodology that was adopted for the research study in the process to investigate how the provision of private student accommodation in suburban residential neighbourhood impact on inclusive land use management. The area of Scottsville which hosts about three major tertiary institutions was studied as a case study through a qualitative research design. A case study was a suitable approach for an in-depth enquiry into the matter.

Participants were selected through purposeful sampling which indicates that participants were targeted. This was deliberately done to ensure that knowledgeable sources were used in gaining perspectives about the phenomenon and to ensure that the time allocated for the research is used efficiently. Primary data was collected from sources from the University of KwaZulu-Natal, Msunduzi Municipality as well as from the Scottsville Community rate payers and also the ward councillor. The process of primary data collection was through structured interviews.

Secondary data, such as municipal records was used to triangulate information. Data is properly documented and stored to ensure replicability. The research ensured the consideration of ethics principles of respect, beneficence and justice. The research findings are discussed in the next chapter.

CHAPTER 5

ANALYSIS AND DISCUSSION OF RESEARCH FINDINGS

5.0. Introduction

The research methodology highlighted in the previous chapter allowed the researcher to conduct field work and collect the necessary data to assist in unpacking the research problem. This chapter aims to analyse and discuss the data collected during the research field work. Primary data collected is analysed and discussed, secondary data is also used to triangulate the findings and support the themes which have been identified. Respondent's feedback is discussed, different views are presented

Data analysis presented in this chapter occurred in five stages namely, compiling, disassembling, reassembling, interpretation of data and the drawing of a conclusion. Analysis of the data for the study was guided by a thematic analysis, which according to Nowell *et al.* (2017:2) refers to a qualitative research method of identifying, analysing, organising, describing and reporting themes found within a dataset.

As alluded to in the previous chapters, this is a qualitative study. As such, the participants' responses to the interview were also qualitative. The responses produced the following themes and sub-themes:

Theme 1: Participants' understanding of student accommodation and processes of studentification.

Sub-Theme: Government restructuring Processes

- a) Massification of Higher Education
- b) Accessibility of Higher Education
- c) South Africa's transition to a democratic state

Theme 2: Participants acknowledging that Scottsville is transforming

Sub-Theme: Scottsville as an educational precinct

- a) Land Use Change Demands
- b) New demographic profile
- c) Tension among residents

Theme 3: Expression of participants concerns about the lack of forward planning.

Sub-Theme: Ineffective land use management

- a) Lack of forward planning from stakeholders
- b) Lack of by-law enforcement
- c) Lack of partnership between stakeholders

Theme 4: Participants inputs on how Scottsville can be a sustainable and inclusive community.

Sub-Theme: Partnership between Stakeholders

- a) Proper and transparent land use management
- b) Accepting student accommodation as an extension of the residential fabric

The research findings discussed in this chapter seek to provide an understanding and a response to the main research question, investigating the ways in which the provision of private student accommodation within the suburban residential neighbourhood of Scottsville affected inclusive land use management.

The study participants were purposefully sampled as follows: municipal officials, university officials from the housing and student affairs departments, Scottsville rate payer's association and the Ward Councillor who is a political leader within the study area. Participation was from individuals from the following organisations:

- Msunduzi Municipality (5 officials from Town Planning, Strategic Planning, Greater Edendale and Vulindlela Development Initiative (GEVDI), Land Management Office and Building Control)
- University of KwaZulu-Natal (1 official from Student Affairs)
- Scottsville Rate Payers Association (chairperson of the association)
- Ward 33 Councillor. (Political leader in the study area).

These individuals were chosen based on their knowledge and experience of the subject matter. Originally, the interview questions were distributed through electronic-mail to 12 participants, a response rate of 66.6% was achieved. Structured interview sessions were arranged. All participants were asked the same set of questions.

5.1. Case study

5.1.1 Scottsville, Pietermaritzburg

The Scottsville area is a residential suburb within the Msunduzi Municipality under Mgungundlovu District in KwaZulu-Natal, South Africa. Msunduzi Municipality is commonly

known as Pietermaritzburg is located along the N3 route, 80km inland from Durban. The City of Pietermaritzburg is the second largest city within KwaZulu-Natal and further serves as a capital city of the province (Msunduzi Municipality 2018:12)

The Msunduzi Municipality's Spatial Development Framework (2015:6) states that Msunduzi Municipality as a city is the second largest metropolitan complex in the province of KwaZulu-Natal. In the census of 2011, through the Statistics South Africa Community Survey, Msunduzi municipality was found to be home to 682 000 people within the municipal area (Msunduzi Municipality 2018:12).

Pietermaritzburg (PMB) is the capital city and administrative hub of KwaZulu-Natal. It lies along the N3 corridor, connecting Durban and Gauteng. It covers 590.6 kilometres and has 39 administrative wards. The municipal area wards are grouped into zones (Msunduzi Municipality 2018:12).

According to the plan (2018:59), there is a dominant presence of educational institutions within the municipality. Major educational institutions in the city include the University of KwaZulu-Natal (UKZN) and the Durban University of Technology (DUT) in Scottsville (Msunduzi Municipality 2018:61).

In 1998, the Msunduzi Municipality conducted a study into the main issues facing Scottsville and Pelham, the aim was to produce a plan that would address the issues in these 2 suburban areas. The main issues identified included accommodating the residential character of the place while promoting economic development, providing a range of residential accommodation opportunities while minimising the negative impacts associated and lastly, dealing with the interface between the University and the residential neighbourhoods of Scottsville and Pelham (Msunduzi Municipality 1998: 5-6).

Amongst the roles played by the Scottsville in the municipality, it is the educational district established back in the 1910s when the UKZN (then called the University of Natal) was first located in the area. This land use and the number of other prestigious schools in the area reinforces this role. Also noted is that Scottsville in nature is a dormitory residential suburb in relation to the inner city (Msunduzi Municipality 1998:13).

The vision that the municipality had for the area was to promote it as a gateway to Pietermaritzburg, maintaining it as the educational district of Pietermaritzburg, recognising the natural environment as an asset of the city and promoting its unique residential character (Msunduzi Municipality 1998: 22-23).

5.1.2. Impact of studentification in Scottsville

Msunduzi Municipality Scottsville-Pelham Initiative (1998:13) highlighted that the increasing pressure to change the nature of the residential character in boarding houses was a threat to the neighbourhood. In 2016, the municipality embarked on a process to review its home-based business policies, including the boarding house policy. The terms of reference for the exercise stated that the city faced a challenge with regards to the development of homebased businesses relating to planning issues, security issues, infrastructural issues, among other things. Highlighted in the document is that boarding houses challenges occur in the vicinity of Scottsville, where there is an influx of the student population due to the number of institutions located in the area. According to the municipality, this trend has resulted in property owners converting their properties without consent or permission from Council. The trend according to the city's Land Use Scheme is a contravention which leaves the municipality with a task to manage and enforce its laws (Msunduzi Municipality 2016:3).

There is currently a crisis in tertiary student accommodation in the Msunduzi Municipal area that mirrors the accommodation crisis in South Africa. The report stated that the crisis arises as a result of insufficient accommodation facilities for the two main institutions in the area. Students are at the mercy of boarding house owners and land lords, many of which do not reside on site (Msunduzi Municipality 2016:22).

Documented is that the nature of the problem is the lack of a guiding policy to regulate the activity concerned within standards set in planning and legal framework. According to the municipality, the very nature of the activity is or may conflict with neighbouring interest or land usage. The following are some of the challenges identified and associated with student accommodation. Firstly, is the on-going dissatisfaction with the poor quality of existing student accommodation. Secondly is the limited availability to none existent affordable student accommodation. Lastly is the growing conflict between students, boarding house owners, municipal officials, business owners and institutions.

The review of the Boarding House Policy Status Quo (2016:23) report lists some of the issues raised in community meetings, those being noise pollution, poor management of these establishments, overcrowding, and failure of ongoing municipal regulation and management, and amenity concerns.

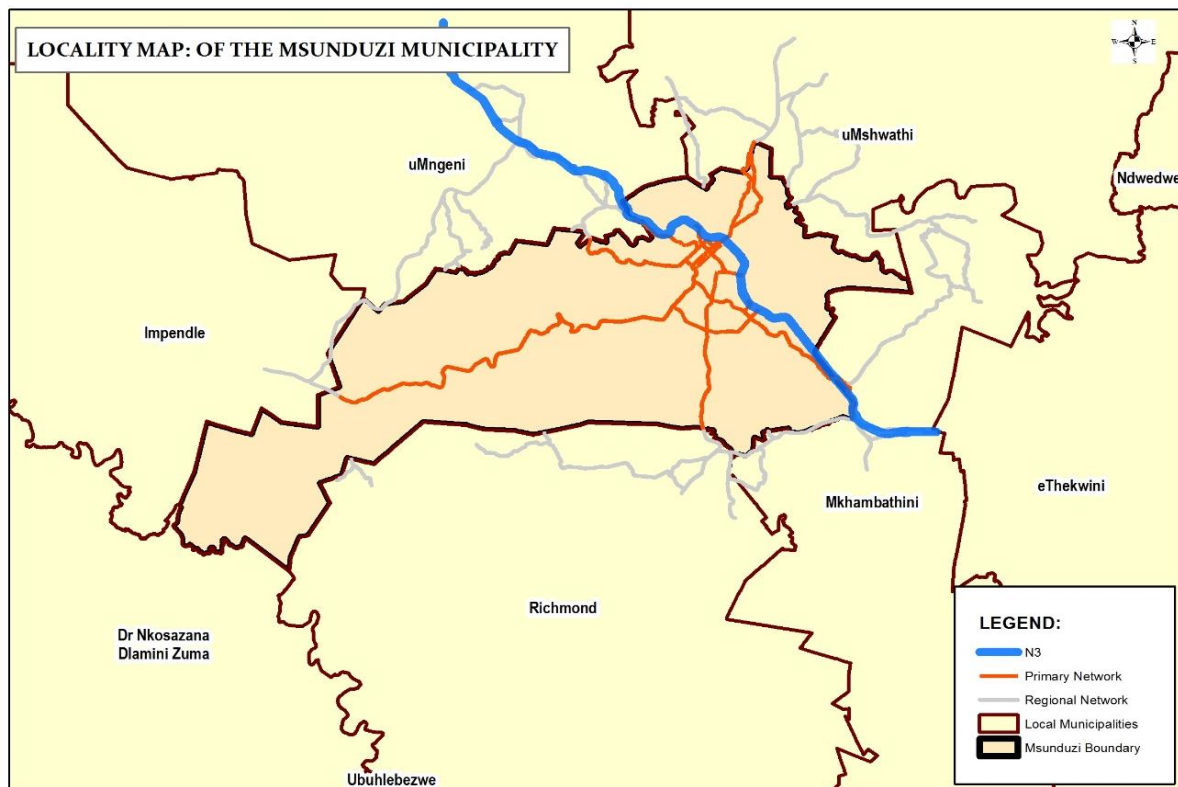


Figure 3: Locality map of Msunduzi Municipality (Source: Msunduzi Municipality's GIS 2020)

Scottsville is one of the old suburbs within Msunduzi Municipality, planned and mapped as early as 1903. The current layout of the neighbourhood resembles the initial 1903 layout. It is identified as a former white area subjected to planning policy and land use controls. The area has always been regulated by a planning scheme, a concept based on the notion of managing and controlling development to minimize negative externalities affecting public interest. As it stands, the area is an example that where proactive planning and policy decision is missing, market forces take over (Msunduzi Municipality 1998: 11).

5.1.3 Spatial Analysis

The development structure of the Pietermaritzburg area is characterised by low density residential sprawl developed along major routes or movement corridors. Development in the area has largely been influenced by topography and former racial residential zoning (Msunduzi Municipality 1998: 13).

5.1.4. Connectivity

The area of Pietermaritzburg enjoys physical and non-physical connectivity. In the case of Scottsville, the area is bounded by the N3 route which is a regional connector from Durban to Gauteng (Msunduzi Municipality 2015:48).

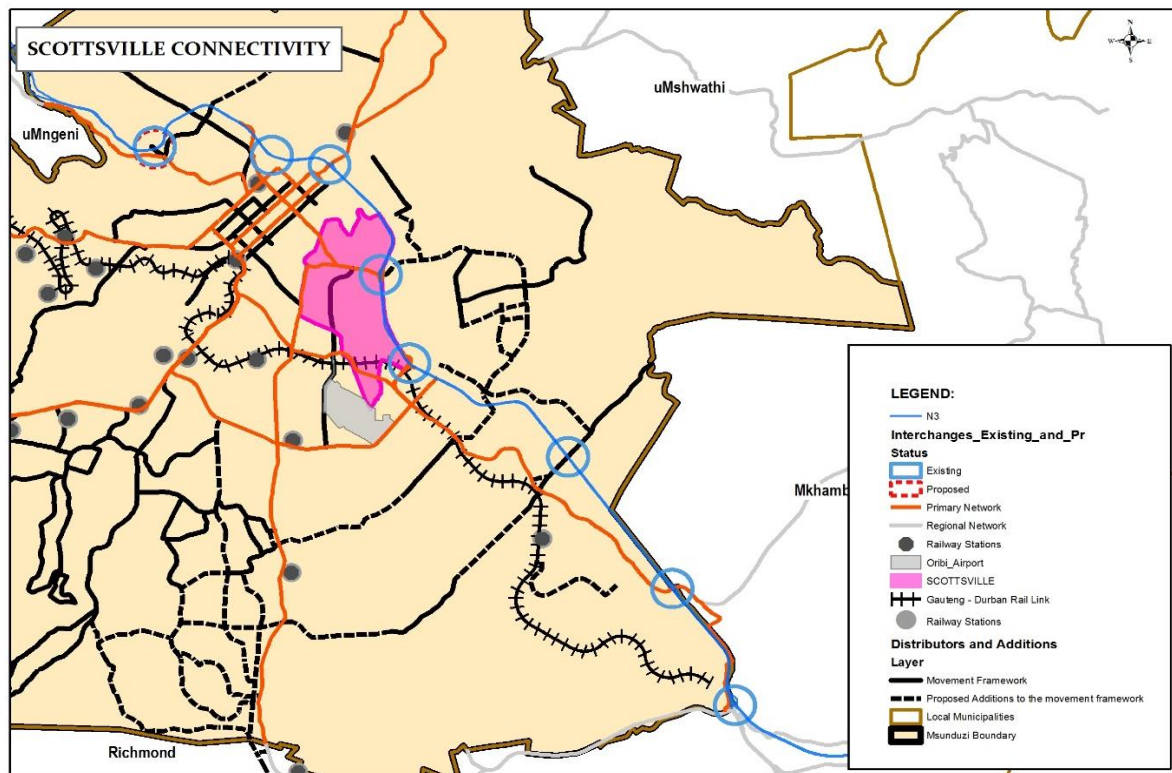


Figure 4: Map depicting connectivity in the Scottsville area (Source: Msunduzi Municipality's GIS 2020).

Within the neighbourhood, there are several local connector roads linking it to the central business district, township and rural areas located at the west of the municipal area and close by residential suburbs such as Pelham, Hayfields, and Cleland. Oribi Road which is a local connector links the study area with the Pietermaritzburg airport, which is located less than 5km from the study area.

5.1.5. Broad land use

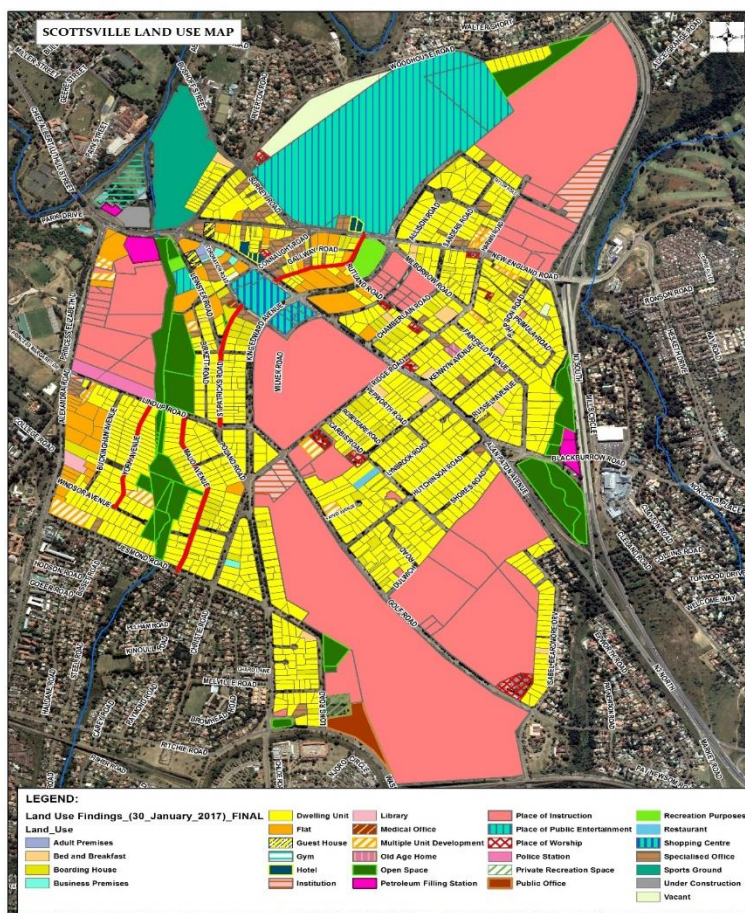
Scottsville is predominantly residential, dominated by single detached units with supporting uses such as the institutions of higher education, primary and secondary schools, public and private health care facilities as well as the commercial node in Scottsville, along Alan Paton Road.



Figure 5: Residential character of Scottsville (Source: Picture by Researcher 2019)

The neighbourhood enjoys several recreational facilities associated with the schools in the area and others such as Woodburn stadium, privately owned rugby fields. One of the main natural features in the area is the Duzi River which separates the central

business area and Scottsville. While the structure of the suburb has not changed that much, a number of land uses have recently been accommodated. There is increased clustering of boarding houses, some are approved, and the majority is operating illegally. There is also an infiltration of offices and business along the main road and adjacent shopping facilities.



During the 2016 review of the Pietermaritzburg Town Planning Scheme, Scottsville was identified as one of the areas which the review needed to address in terms of the land usage and analysis. There were over 70 misaligned uses in the neighbourhood, most of which are within the Special Residential zone (Msunduzi Municipality 2016:106).

Figure 6: Scottsville Land Use Map (Source: Msunduzi Municipality's GIS 2020)

5.2. Analysis of findings

THEME 1	THEME 2	THEME 3	Inputs on how Scottsville can be a sustainable and inclusive community
Understanding of Student Accommodation and studentification processes	Acknowledgement that Scottsville is transforming	Expression of concerns about lack of forward planning	
Sub-theme: Government restructuring processes	Sub-theme: Scottsville as educational precinct	Sub-theme: Ineffective land use management	
Massification of Higher Education	Land use change demands	Lack of forward planning from stakeholders	
Accessibility of Higher Education			
South Africa's transition to a democratic state			

Table 2: Summary of research themes and sub-themes.

As indicated in the section above, during the interviews a number of themes and sub-themes emerged from study participants. Figure 8 above summarises the themes and sub-theme into four categories.

5.2.1. Theme 1: Understanding of student accommodation and studentification processes

Respondents were asked about their understanding of student accommodation. This question was asked in order to confirm if the respondents understood the subject matter and also to evaluate the depth of their understanding.

According to Msunduzi Municipality officials from Town Planning, Building Control, Land Management Office and the Greater Edendale and Vulindlela Development Initiative, they all responded to this question by indicating that it is accommodation that is provided for students for their term of study.

Regarding the types of student accommodation that they know, most municipal officials indicated that they were only aware of two types of student accommodation being university

provided accommodation (on-campus) and off-campus student accommodation. The Town planning officials went further to mention that there is on-campus accommodation and a variety of off-campus accommodation including, accommodation that is outsourced by the university and that which is privately sourced by students on their own. Based on their experiences, other respondents further referred to best student accommodation practices within the country and also highlighted that due to the high demand of student accommodation certain types of student accommodation have an impact on the built environment. All municipal respondents indicated that they preferred on-campus student accommodation due to safety, close proximity to university amenities.

It was expressed by municipal officials, in particular by Town Planning officials that, student accommodation is an integral component of economic value chain in terms of sustainability and viability of the area concerned. More important to note with student accommodation is that it can present itself as a different form of accommodation which is not a departure from the residential stock but more so in terms of its use for student purposes and the number of students that may be accommodated. It is providing a gap in the market space. It was stated that the concept of student accommodation needs to be understood as a use or its ability to enforce a particular neighbourhood like educational precinct and responding to a demand.

The official from UKZN Student Affairs indicated student accommodation contributes towards the creation of a conducive living and learning environment. He further stated that student accommodation is not a hostel. Students who stay in student accommodation should benefit from the environment because it is an extension of the academic environment of the institution.

The ward councillor for the Scottsville area indicated that in his understanding, student accommodation is providing living space for people during day or night which will allow a person to study privately, setting can differ as sometimes this is communal and sometimes it is a private room depending on the structure of the unit.

The Scottsville Rate Payers representative responded to the question by firstly indicating that student accommodation is legislated by the Minister of Higher Education. The norms and standards for student accommodation are laid out in the document but what exists in practice is different. It was indicated that student accommodation can be a back room with no facilities, a very nice block of flats adhering to student accommodation legislation, and even a student village.

What is common about this theme is that all respondents understand that student accommodation is basically housing accommodation provided to students either provided on-campus or off-campus. Due to experience and exposure, respondents within municipal town

planning further revealed that within off campus accommodation, there is a range of options to choose from.

Municipal officials further indicated that student accommodation is residential in nature and not a foreign land use, as such it must be viewed as an extension of the residential land use. On-campus student accommodation was the most preferred by respondents over off-campus accommodation due to the perception that off-campus accommodation is associated with unruliness and disruption.

A point of departure for the respondents is that municipal officials do not only view student accommodation as an extension of the residential fabric but also as an integral component in terms of sustainability of the area. This therefore calls for flexibility in the application of the law. This differs from the rate payer's representative's views on student accommodation. According to the rate payer's representatives, student accommodation is a land use activity that must be strictly monitored, regulated or developed away from the special residential areas in a secluded setting like a student village.

5.2.1.1. Sub-Theme: Government restructuring processes

This sub-theme emerged during the interviews where respondents were asked to state what they thought were the causes behind the increased numbers of students residing in private student accommodation and their understanding of studentification processes. Under this sub-theme two main concepts were highlighted, being the massification and accessibility of higher education. According to the respondents the two concepts and issues surrounding them have had a major impact on student accommodation in tertiary institutions.

Municipal officials responded by stating that the following the ban of past racial segregating laws, the country has adopted a new development vision that is encouraging urbanization which will result in space demands particularly in the higher education institutions. Government restructuring processes included the massification of the higher education system for more student in-take and it also included the re-arrangement of the higher education institutions to allow for broader choices e.g. the introduction of university of technologies which also broadened the scope and diversification of programmes.

The university official responded by indicating that the massification of the higher education resulted in more students admitted to higher education facilities, yet the capacity of the institutions did not increase accordingly, hence the current student accommodation crisis.

According to the ward councillor the student in-take at universities far exceeds the number of available beds in the campus. Learners from disadvantaged backgrounds are accommodated first and then once capacity is reached other means are sought.

In terms of accessibility of higher education and its impact on the increased number of students in private student accommodation, the municipal officials responded by stating that historically, tertiary education was not accessible to everyone. It was for the privileged and a limited number of people could access it. There were limitations on what people could study and where they could study depending on their race. During this time, there was no demand on student accommodation as urban communities could cater for their own and on-sites residents could still cater for the demand. Now education is accessible to everyone, there is a diversity in where people can study and in the programmes offered, majority of the new entries is the black community from disadvantaged backgrounds. Masses have now been afforded an opportunity to access higher education and the influx is from all the surrounding areas.

Common amongst the responses provided is that the acknowledgement of government restructuring processes had an impact on a number of dynamics including the country's higher education system and operations. Most respondents gave a number of reasons behind the increased number of students in private student accommodation.

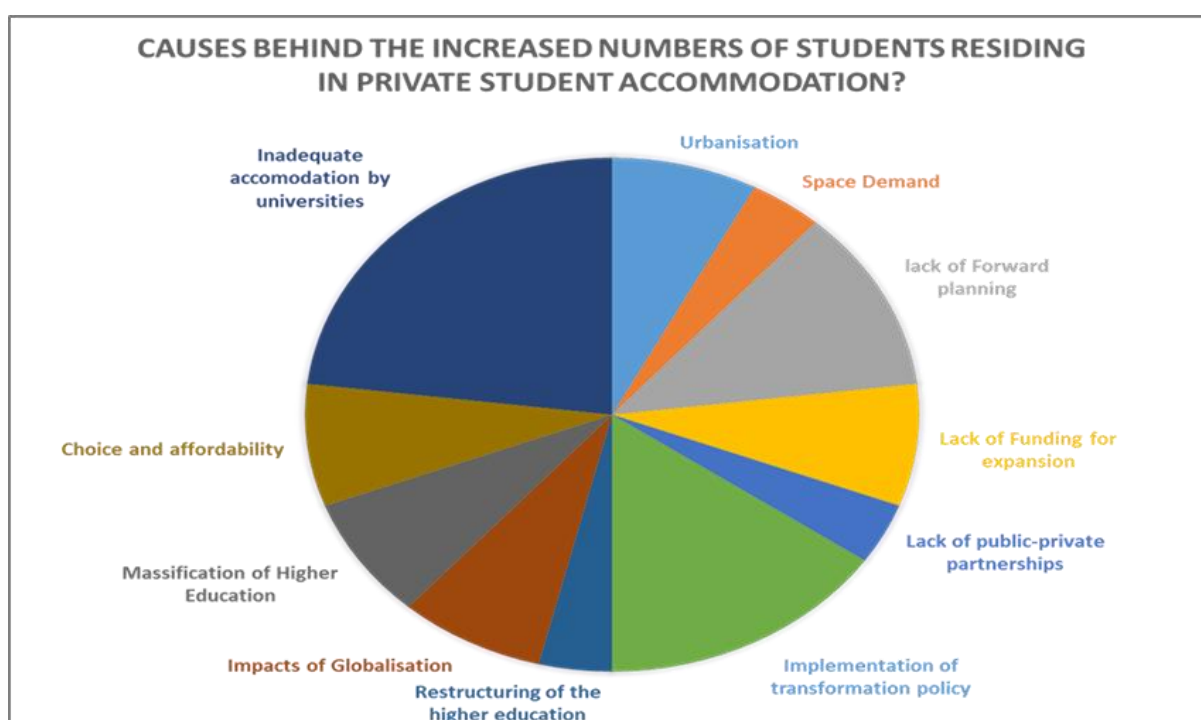


Figure 7. Pie chart depicting respondent's reasons behind the increased number of students in private student accommodation (Source: Researcher 2019).

While there are a number of factors influencing the growth in numbers of students in private student accommodation that respondents have highlighted above, most respondents acknowledged that South Africa is a country with a unique history of spatial and racial segregation. Officials from the municipality and UKZN indicated that the country's oppression laws that existed in the past and the country's transition into a democratic state has influenced the trends within the higher education sector. The respondents indicated that during apartheid higher education was accessible to a few and was used as means to perpetuate segregation by race and class.

Change in government policy as commonly indicated by respondents saw an increase in the higher education enrolment numbers resulting in massification and diversification of programmes and restructuring of the system to ensure accessibility. Also common in this discussion is the acknowledgment that all changes that occurred post 1994 which resulted in massification have been unmatched in terms of physical expansion of the institutions.

5.2.2. Theme 2: Acknowledgement that Scottsville is transforming

This theme emerged through the responses that respondents gave when they were asked about the impacts of studentification in Scottsville. The responses indicate that there is transformation taking place in the neighbourhood and at this stage, not only is it a perception but there is physical evidence to support the transition. Respondents listed a number of impacts associated with the transition.

Social	<p>Municipal officials indicated that socially there is no cohesion in the community; provides for social inclusion as area is now diversified racially and age-wise; predominantly residential before diversity is slowly eroding the residential component; no longer a community as families are moving away; neighbourhood change, complaints regarding students; old Scottsville model is collapsing and its re-inventing itself through new market demand in the form of student accommodation; there is a stigma attached to student accommodation and tension due to student behaviour.</p> <p>UKZN Official indicated that changes in habits and norms, attract a variety of people even those who don't mean well, service demands change overtime to accommodate students.</p>
---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Rate Payers Association indicated that students are being disadvantaged.</p> <p>Ward Cllr indicated that livelihood is affected, tensions due to student behaviour; residents are being replaced, increased noise and congestion; disturbance of peace.</p>
Economic	<p>Municipal officials indicated that economically there is a decline in property value located near student accommodation; lack of investment in the area; commercial facilities struggle during holiday season; students have spending habits that boost the economy; student accommodation has increased the economy of the area as landlords are generating income from it;</p> <p>According to the Scottsville Rate Payers Association students are very important for the economic impact in the city and they contribute significantly to the economy of the suburb;</p> <p>The ward councillor stated that property values have sky rocketed in the area.</p>
Spatial	<p>According to municipal officials Scottsville has not changed due to resistance to change by residents; spread of illegal land uses, running short of residential homes; studentification is responding to spatial transformation; most applications to amend scheme are from Scottsville; the area has taken a new identity in the form of studentification, it is no longer purely residential. Spatial reconfiguration is supported by planners; for the university to be sustainable it requires supporting services including student accommodation.</p> <p>According to the Rate Payers Association students need space to be able to socialize, there is no are like that in Scottsville and Pelham as a result students socialize in the street leading to accumulation of dirt.</p>
Cultural	<p>According to municipal officials there is contestation of space between original residents and students; the area previously catered for a certain culture before and now with diversity culture is compromised, youthful</p>

	<p>culture is being experienced; mixed cultures accommodating various practices; diversity compromises culture.</p> <p>The Rate Payers Association stated that it is not clear why students would want to be crowded in small spaces with inadequate facilities it perhaps they are used to it from back home;</p>
Infrastructural	<p>Responses were mostly common when it came to infrastructure which most respondents indicated it was under threat due to the misalignment between densification and infrastructure provision, the density of the area far exceeds the infrastructural capacity; there is infrastructural overuse, infrastructural upgrade is required before and not when people are already there; Another view is that through studentification the municipality is maximizing the use of infrastructure.</p>
Environmental	<p>Different views were gathered around this point where other municipal officials indicated that the environment is not affected however environmental health is under threat, others indicated that there is evolution of space, the built environment is changing overall environment of the area has changed. The ward councillor and rate payers' representative indicated that there is deterioration of the neighbourhood; crime levels are high, students are the victims.</p>

Table 3: Responses in relation to the impacts of studentification in Scottsville (Source: by Researcher 2019)

The table above gives an overall summary of the conflicting views regarding the transformation of Scottsville while all respondents acknowledge it, not all fully comprehend at what stage the transformation is. The view is that some of the respondents are in denial about what is transpiring in the area and are hoping for a different outcome and others are seeing the opportunity that is presented by the transformation. One municipal official stated that “Old Scottsville model is collapsing and is re-inventing itself through new market demands in the form of student accommodation. Deconstruction and reconstruction is the way cities emerge and move forward, it's a common practice.”

It appears to be common knowledge that there are physical changes in Scottsville that have resulted in the increased number of properties being used as private student accommodation.

The point of divergence is the proximity to occurrence and level of impact. How the change is perceived and experienced is different, resulting in the difference in opinion on how to deal with the matter. This seems to be the cause of frustration experienced by stakeholders. Officials from the municipality as well as from the university are not close to the situation enough to feel the impacts as it is felt by the rate payers. For the rate payers, the changes and impact are personal, occurring in their space and environment. Due to the frustration, the residents want the situation to be addressed immediately while officials are saying the problem can be addressed in the future through plans and policies.

5.2.2.1. Sub-Theme: Scottsville as an educational precinct

The sub-theme that emerged from the discussion above is the role of the Scottsville area as an educational precinct. Respondents indicated that due to the role the area is playing within the municipal area, it is bound to experience a transition relating to the demands that are connected to this role. According to the respondents, such changes will be mainly around land use change demands, new demographic profile of the area as well as tensions relating to the space demand.

Municipal officials responded by stating that neighbourhoods go through different cycles and in the case of Scottsville it has been predominantly a residential area, relating to the scheme. Municipal officials further stated that the spatial effects of studentification is that it brings in a lot of illegal land use due to services demand. The officials shared a view which is also shared by the ward councillor that majority of land use change and land development applications processed by the municipality relate to properties in the Scottsville area. One municipal official in particular indicated that for a university to be sustainable it requires supporting services including student accommodation. Universities focus on their core business which is academic, and outsource the rest of the ancillary services. There is impact of the university on the adjoining precinct and changes come as a gap in what the university can provide.

The official from the university responded by stating that due to the demand in student accommodation, buildings are converted to student accommodation whereas the capacity of services is for single residential area. Resulting from this is that services are used overtime.

Rate Payers representative stated that Scottsville was originally “THE” capital suburb of Pietermaritzburg. It was a “lanny” suburb with prominent government figures living there but now it is low to medium income. There are a number of schools and tertiary institution, there is a lot of activity in the area. Neighbourhood change has been influenced by the lack of application and enforcement of bylaws as a result the rate payers have objected to all residential houses being converted into student accommodation. It was further stated that the

rate payer's association is not against changes in Scottsville, larger residences are the way to go. However, for that to be accommodated the conditions must be conducive.

Respondents acknowledged that the role of the Scottsville as an educational precinct has been a catalyst in the neighbourhood changes currently experienced. Municipality support the changes and see them necessary in order to sustain the area and also as an opportunity for growth for the area.

Rate payers are against the conversion of houses to student accommodation facilities. This is viewed as a threat to the livelihoods and sustainability of the area. While the role of Scottsville is appreciated, the changes are viewed as being rapid and lack planning direction.



Figure 8: showing Varsity College's Pietermaritzburg campus and Durban University of Technology's Riverside campus located in Scottsville (Source: Pictures taken by Researcher)



Figure 9: University of KwaZulu-Natal's Pietermaritzburg campus also located in Scottsville (Source: Researcher 2019)

5.2.3. Theme 3: Participants expression of concerns about the lack of forward planning.

When respondents what they thought were the causes of neighbourhood change in the study area, they indicated that below are the causes of neighbourhood change in Scottsville:

- Demand for student accommodation
- Lack of enforcement by the municipality
- Government Policy transformation
- Educational institutions in the area
- Increased number of students in the area.
 - Market demand
 - Lack of forward Planning
 - Changes in land use that cater for the students

This theme captures the responses of the respondents where they express their concerns with the current situation in the Scottsville area. The role of Scottsville as an educational precinct comes with a number of changes that have positively and negatively affected the neighbourhood.

Municipal officials expressed that the neighbourhood has changed as a result of the lack of forward planning in Scottsville, not because of the increased number of students, the situation has been like this for a number of years. Stakeholders have indicated that there are masterplans but not enough funding or land to implement the plans. There is a belief that financial returns of student accommodation and the current lawlessness presents an opportunity for people to buy and rent out residential property. This comes with a variety of land uses and amenities that are required by students, examples of which are book shops, shopping centres and hair salons. As one respondent indicated: "Urbanism as a concept fits the scenario."

According to the UKZN official due to the market created by the number of students in an area, businesses find Scottsville attractive. The rate payer's representative stated that at some point Scottsville use to be "the" suburb of Pietermaritzburg where prominent government figures resided. They acknowledge the number of schools and tertiary institutions and that there is a lot of activity in the area, however, neighbourhood change has been influenced by the lack of bylaws and lack of enforcement. The ward councillor indicated that Scottsville will continue to change as it is an investment opportunity to a lot of people.

The above concerns on forward planning trigger another conversation on the link between public policy, social capital and inclusive cities. The municipal officials indicated that through policy and public participation they aim to achieve inclusive cities. Public policy must speak to all sectors of the community because that is how people feel included. Another official indicated that while policy exists, it does not make provision for what is happening on the ground. This view is shared by the ward councillor who indicated that while policy exists, there is a breach of bylaws, processes are lengthy, people tend to ignore and operate illegally. Individual interests prevail over community interest.

The ratepayer's representative was adamant and stated that they don't believe that town planning has any foresight in terms of public policy relating to students. The view is that they need to spend more time in planning and consultation in terms of public policy. There has to be a balance between policy and uses.

Most respondents expressed concerns about the transformation taking place in Scottsville, the common concern is the unsustainable ad-hoc development that is infringing on residential livelihoods without control from authorities. Changes in the area will continue given that they originate from a prominent development which is the university.

While Scottsville experiences urbanism who is planning forward into the future. There seems to be a view that the trend must be encouraged but who enforces. According to the municipal officials there is an opportunity in Scottsville is created by lawlessness, but the question is, whose responsibility is it to enforce? The rate payers on the other hand have lost faith in municipal planning, citing lack of forecast in terms of public policy relating to student accommodation.

According to the Municipal Inspections Register in 2018 alone, 73 boarding houses were recorded for the municipal area, out of the 73, 44 are in Scottsville area and have been served with contravention notices in terms of SPLUMA.

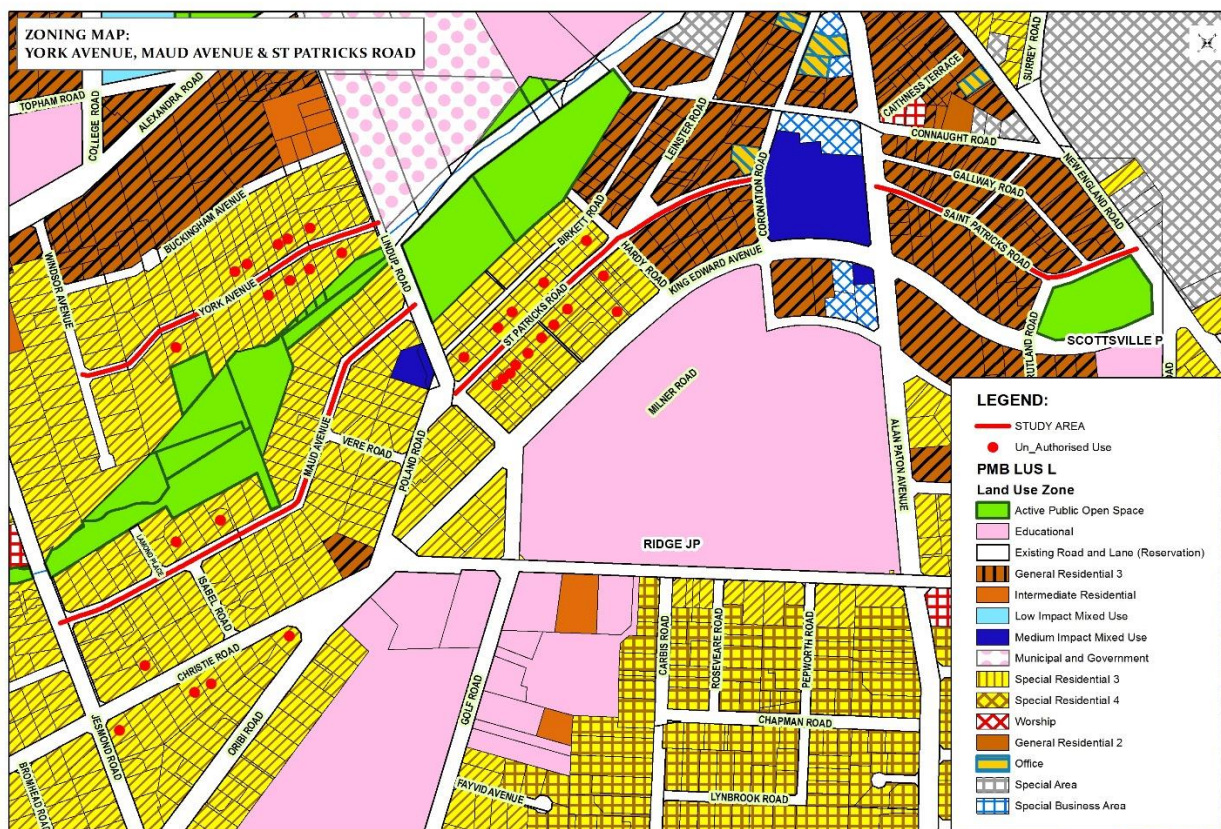


Figure 10: Zoning Map showing boarding houses along York Avenue, Maud Avenue and St Patrick's Road in Scottsville (Msunduzi Municipality GIS 2020)

The zoning map above represents an extract from the contraventions register for 2018. The map shows a portion of the Scottsville area and the extent of illegal boarding houses highlighted in red dots near the University of KwaZulu-Natal.

5.2.3.1 Sub- Theme: Ineffective land use management

Land use management is a component of planning that is concerned with the administration and regulation of land use change, when asked how the provision of student accommodation affected land use management in the area. The ratepayer's representatives indicated there is no management of land use in Scottsville, and the municipality is losing money because of this. It was indicated that contravention notices are issued but no action is implemented as a follow-up and that needs to change. The respondent indicated that town planning has ignored the legal provision of legal student accommodation.

According to the municipal officials the provision of private student accommodation in Scottsville has negatively impacted and compromised land use management. The mistake that the municipality made was thinking that the town planning scheme alone would be

adequate to govern land use change which has resulted in the mushrooming of student accommodation everywhere. Over and above the town planning scheme, there should be a guide in terms of where student accommodation should be established and the place would have had a pleasant spatial character. It was stated that as it stands, it is challenging to administer and regulate land use changes in the area. The organic growth of the area has changed the ball game with many illegal uses established as a response to the demand created by students. The ward councillor indicated that the failure on the municipality's side is the approval of applications without proper infrastructure upgrade for the city. According to the university representative, improper planning will result in the drop of the living standards.

The view presented by the rate payers is that there is no land use management in Scottsville. Municipal officials indicate that private student accommodation has negatively affected the area. However, further challenges result from the gap in policy currently which is encouraging ad-hoc development in the area. While the scheme exists, there is no planning framework guiding how development should occur in the area.

The observation is that the university attracts a number of land uses, formal and informal. It is all part of the value chain, as a result, you cannot accept one and disregard the other. Also highlighted as a stumbling block to change in the area is the negative attitude of the people from the area, the residents, in that they want Scottsville to remain the same in a time where the area is organically evolving.



Figure 11: Scottsville Mall, a mixed use commercial shopping facility (Source: Pictures taken by Researcher 2019)

The mall, which is in close proximity to UKZN caters for the neighbourhood, however certain services cater directly for the students e.g. printing services, student discounts on certain days.



Figure 12: Major developments in Scottsville (Source: Pictures taken by Researcher 2019)

Above are some of the recently approved developments in the area, the first frame shows a specialist eye hospital which indicated that Scottsville is still perceived as a good investment location given its spatial location and connectivity to the rest of the municipal area and the N3. The second frame shows a student accommodation development approved through a rezoning of the property from special residential to general residential. This development was met with resistance by the community, however, the municipality approved it based on its compliance with the municipal SDF.



Figure 13: Major developments in Scottsville continued (Source: Pictures taken by Researcher 2019)

The pictures above indicate some of the major development in the Scottsville area in the last 3 years. The first frame shows a high-density development to house students in close proximity to UKZN and Scottsville mall. The second frame shows construction of the Woodburn Square which is a retail facility, a second major mixed use commercial facility in Scottsville.

The municipal town planning applications register for a period of 3 years (2016-2018) indicates that 122 land use and land development applications were processed during the period. Out of the 122 applications, 15 were for boarding houses in Scottsville and only 5 applications were for residential developments in the area. Taking this information against the information on the illegal uses register which reflected 44 illegal boarding houses recorded and served with contravention notices in 2018 alone, it reflects the unwillingness of property owners to comply with the law.

5.2.4. Theme 4: How Scottsville can be a sustainable and inclusive community

To determine relations within the study area the respondents were asked to differentiate between a community and a neighbourhood and also to indicate if, in their view they thought Scottsville was a community or neighbourhood. A variety of responses were given, ranging from biology descriptions down to location based responses. In summary, the general understanding is that a community is a collective representation of individuals living in a neighbourhood where as a neighbourhood was generally defined as a geographic space.

The ratepayer's representative indicated that Scottsville is a community and there is a good community sense. However, students are not part of that because the relationship is not good. In the view of Municipal officials, Scottsville is a suburb with many communities with different beliefs and preferences. There are those that are pro-private student accommodation, those that are anti-private student accommodation and the student community. One official cautioned about thinking that a community exists with the same views and ideologies. The respondent indicated that a community can exist with different views and ideologies. He then added that Scottsville is a community but as a community, it cannot exist without acknowledging the university as part of the value chain which brings its own support uses.

A municipal official stated that inclusivity means all components coming together to achieve cohesion, the ward councillor stated that it means bringing together a mixture of people with different backgrounds and races. The ratepayer's representative indicated that they would not use the term inclusivity because the neighbourhood has changed. Inclusivity is provocative because students have always been part of Scottsville.

Scottsville as a neighbourhood faces a number of challenges that threaten sustainability and inclusivity, the respondents were then provided inputs on how Scottsville respond to the challenges without compromising sustainability and inclusivity.

What was stated by the municipal officials is that a balance in Scottsville can be reached. It was stated that while there is contestation of space it has resulted in a dialogue and people are starting to discuss ideas of how to improve the situation. The amount of new student accommodation has offset the balance. It has moved Scottsville from an area of a single family to a situation where Scottville plays a dual role. Student accommodation is now a common feature of the area. Planning with the relevant sectors is important. A study needs to be done for the area and workshopped with the residents on the benefits and insight of the proposal. The ratepayer's representative indicated that a balance can be reached provided that accommodation is provided to an acceptable standard and does not compromise infrastructure. The ward councillor indicated that there can never be a balance without proper planning.

The common view from respondents who do not reside in the area is that Scottsville is not one community. It has different communities occupying the area. This view is not shared by the rate payers as it was indicated that there is a good community sense in Scottsville. However, students are not part of that because the relationship is not good. This, however, indicates that there is unseen divisional lines in the area based on views and perception. There is space contestation that threaten inclusivity and sustainability.

What has been identified as light at the end of the tunnel is the dialogue that is currently on going between stakeholders that promises solutions to the issue.

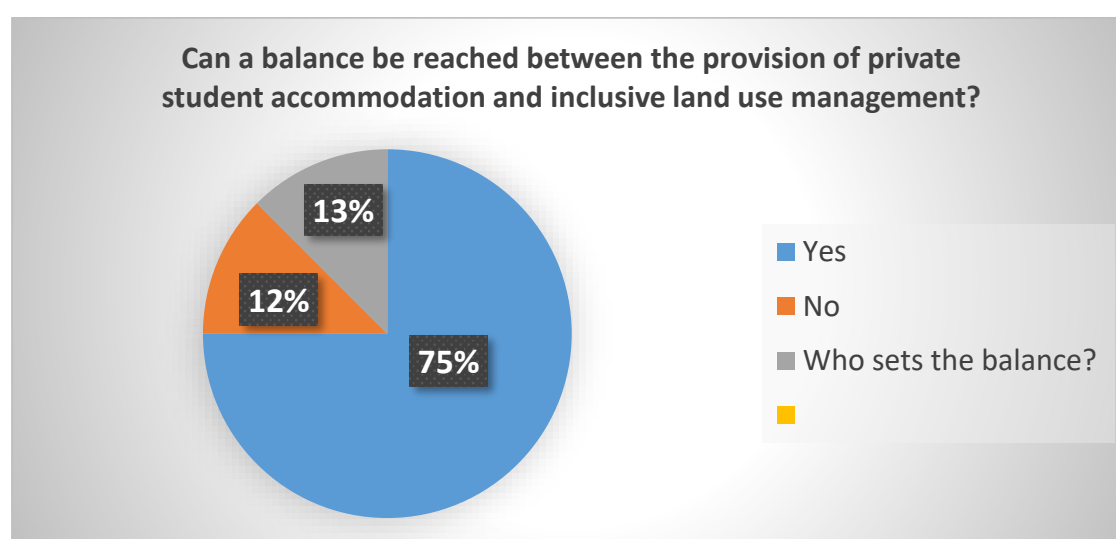


Figure 14: Pie chart reflecting responses on whether a balanced can be reached in Scottsville (Diagram by Researcher 2019)

Collaborative effort is what has been identified by most respondents as a way forward in dealing with the matter, where all parties will proactively engage and commit to solving this multifaceted challenge in the Scottsville neighbourhood.

5.3. Discussion of findings

5.3.1. Is Scottsville studentified?

To get to the main issues, it was necessary to first determine whether Scottsville is studentified, a term that refers to the in-migration and settlement of higher education students that result in the production-consumption of student accommodation and student oriented leisure and retail services as Studentification (Smith 2004:2).

Scrutiny of the responses revealed that the area is studentified due to the increase in the number of students in the area as well as the increased rate of conversion of private homes to private rented student accommodation. Hubbard (2008:323) defines studentification as the process by which specific neighbourhoods become dominated by student residential occupation. Further analysis of the responses shows that studentification is no longer a perception in the area but also physically evident. This analysis supports the view by Smith (2004:2) that student areas result in social, cultural, economic and physical transformations. This result was expected as the Scottsville is an educational precinct in the municipality.

5.3.2. Causes of studentification in Scottsville

It was important to get an understating of the causes behind the phenomenon. According to Smith (2004:2) there are a number of processes of urban change that are experienced in student towns, effected by an increasing number of student areas.

Regarding the reasons that fuel the increased number of students accommodated in private residential properties, an analysis of the responses revealed that the area of Scottsville as an educational precinct has major catalyst land uses in the educational facilities that it hosts. That coupled with the massification of higher education and the accessibility of higher education were the triggers of the phenomenon. The responses further reveal that the main triggers of private off-campus accommodation is the relationship between the massification of institutions and the inability of higher education institutions to provide adequate campus accommodation that exacerbates the issue. This result was expected as the Council of Higher Education (2016:8) indicated that government funding in South Africa per student enrolled has dropped, while the number of students enrolled increases. This pattern is unsustainable; it forces students to seek private alternatives in order to survive.

5.3.3. Impacts of studentification in the residential neighbourhood of Scottsville

When discussing the impacts of studentification in suburban residential neighbourhoods, it is stated that socially, studentification results in the replacement of the established residents. New residents bring new habits, higher population densities and a new suburb culture of students. Also stated is that culturally, there is an evident change in lifestyle activities and consumer patterns of residents. There is environmental decay in the neighbourhood. In relation to the economic impact, there is seasonal economic growth, house price inflation, and condition of housing structures in the neighbourhood result in gentrification, and limits certain class income to afford buying properties in these areas (Donaldson *et al.* 2014: 178).

When the responses from the respondents were analysed, they also supported the impacts highlighted by Donaldson *et al.* above as impacts that are experienced in the Scottsville area. According to Smith (2004:6), student areas result in segregation and concentration, widening the gap between different groups. This is supported in the case of the Scottsville area when further analysing the responses, where due to the contestation of space between permanent residents and students there is tension between stakeholders including residents, students, investors, the municipality and also the university. According to respondents, Scottsville is not a single community. It has a number of communities co-locating with varying interests. These results were expected but they are still worrying because of the impact they have on spatial planning in the area. In cases like these developing and attaining planning objectives is difficult as everyone pulls to a different direction that suits their interest.

5.3.4. Impacts of studentification on inclusive land use management in Scottsville

It is necessary to understand inclusive land use management. To fully appreciate the term, it will be broken into two. In the context of inclusivity, Beltrao (2013:1) defines it as cities where all citizens can participate equally in their social, economic and political dynamics. It is about promoting equity, whereas land use management, as explained by van Wyk (2012: 245) is the administration and regulation of changes to the use of land as per the approved plan. Inclusive land use management can therefore be understood as equal participation in administration and regulation of land use in a particular area.

Firstly, the analysis of the responses into whether Scottsville is an inclusive community or not reveal that Scottsville is a neighbourhood with different communities that are co-locating. Secondly, the responses reveal that there is a lack of forward planning and land use management in the area. The residents are frustrated, the opportunist land lords intentionally break the law and the municipality is overburdened by enforcement requests. Thirdly, the

responses reveal that where planning initiatives are carried out, not all segments of the community are represented.

Blomley (2017: 358) states that land use management is not an attack on the institution of private property, but it seeks to maintain a balance between private and public interest. In the case of Scottsville, according to the analysis of the responses, there is no balance between private and public interest. Land owners do as they wish with their properties with regards to the provision of private student accommodation. As a result, this creates a negative attitude towards the land use, which, by the analysis of the responses, is not a foreign land use. However, the prioritization of private interest leads to the rejection of the land use and also students who are not seen as part of the community.

Land use management falls within an umbrella of national and provincial legislation and policies that advocate for inclusivity and redress of historical spatial segregation of land uses and people. The municipality on the other hand has also adopted plans and bylaws that are aligned to the national vision. However, implementation through land use management has proven challenging due to there being no common goals and objectives at community level.

This finding was expected. However, its depth is concerning as it goes beyond the community being against the provision of private student accommodation and land owners intentionally breaking the law. It is almost at a level of intolerable anarchy where each stakeholder is pulling in a different direction, in turn compromising spatial sustainability of the neighbourhood.

5.3.5. Private student accommodation and inclusive land Use management in Scottsville

According to Lawthom and Whelan (2012:13) communities have changed and they are no longer homogeneous entities. Communities are now diverse and are characterised by diversity. For example, the UK as well as the USA have the highest number of students from various parts of the world who come to these countries to learn the English language. It is indicated that the student population in the United Kingdom increased from 1.9 million in 2000/2001, to 2.3 million in 2012/2013. It peaked at 2.5 million in 2010/2011 (Smith *et al.* 2014:123). The same goes for South Africa which according to the UNESCO (2012:6) report is not only a leading host country in Africa but it also ranks 11th amongst host countries worldwide.

This means that in these areas there has to be ways in which the new members are welcomed and integrated into existing communities in a manner that makes them feel a sense of belonging. According to Beltrao (2013:1), city inclusiveness is about creating cities where all

citizens can participate equally in their social, economic and political dynamics. It is about promoting equity. In Scottsville, according to respondents, private student accommodation has resulted in mostly negative social, economic and political impacts. This therefore means community participation is no longer impartial, a certain group has taken over social, economic and political dynamics and the other that feels excluded from fully participating in the highlighted aspects is fighting for survival.

At neighbourhood level, change is hampered by the lack of integrated and coherent policy guidance (Barton *et al.* 2010:4). Planning has a role to play in order to achieve inclusivity. Urban planning principles must consider the desire for compact and serviced urban spaces, where mobility and accessibility of services occurs conveniently. To achieve this, a set of land management tools must be adopted including land use management (Beltrao 2013:2). According to Barton *et al.* (2010:45), any process of neighbourhood spatial policy-making needs to take the following into consideration, rationality, inclusivity. It needs to be transparent and effective.

In the case of Scottsville as reported by the respondents, there is change occurring at a fast rate without the proper urban planning tools in place. The void that is created by the lack of planning direction in the neighbourhood has led to a number of abnormalities that result in an environment that works against equal participation in social, economic and political dynamics. The environment created works against the acceptance and integration of private student accommodation as residential land use, and it also works against the acceptance of students and their contribution to the neighbourhood.

Private student accommodation in Scottsville is still regarded as a foreign land-use and associated with negative impacts. It is associated with the fear of the unknown, as a result, students who are beneficiaries of this foreign land use are excluded from mainstream community services and activities. They rely mostly on the tertiary institutions facilities to provide for their needs. Land use management has not responded favourably on the land use just like in some parts of the United Kingdom where the response has been to regulate and not complement the land use. The land use has not been fully embraced by the local authority and the local community. As a result, it has impacted negatively on inclusive land use management and on community cohesion.

While the literature indicates that the negative attitude towards student accommodation, especially private student accommodation, is world-wide, some countries such as the USA, the UK and even a developing country like Ghana have embraced the concept and are working

with communities to integrate the land use into mainstream land use management. Precedent cases reveal that there is tolerance for purpose built student accommodation as opposed to houses in multiple occupation or boarding houses. In the case of Scottsville, the area is dominated by ad-hoc boarding houses used as private student accommodation as opposed to purpose built student accommodation and that is where the challenge lies.

5.4. Conclusion

The data collected via the structured interviews facilitated the analysis, interpretation and discussion of the impact of the provision of private student accommodation in residential neighbourhoods and also on inclusive land use management. The analysis of the data revealed that the impact of the provision of private student accommodation is associated with negative qualities and impacts. Overall, it emerged that the provision of private student accommodation has significantly changed and negatively affected the neighbourhood of Scottsville, and in turn compromised spatial sustainability of the neighbourhood.

The final chapter highlights the main findings of the study, draws conclusions, and makes recommendations.

CHAPTER 6

FINAL CONCLUSION AND RECOMMENDATIONS

6.0. Introduction

Accommodation to house students enrolled in higher education institutions remains a shortage in South Africa, a threat to a basic human right to education that needs to be addressed. The aim of this chapter is to set out the final conclusion for the research study and offer recommendations.

The study focused on ways in which the provision of private student accommodation within the sub-urban residential area of Scottsville has affected inclusive land use management for the neighbourhood. The motivation for the enquiry came after the observation that the Scottsville area, which is ward 33 in terms of the Msunduzi Municipality's demarcation in Pietermaritzburg, KwaZulu-Natal, hosts a number of tertiary institutions both public and private. This has resulted in the increase of conversion of houses into student accommodation facilities.

The research was premised on the fact that there are a number of ways in which the provision of private student accommodation has affected the neighbourhood of Scottsville ranging from social, spatial, cultural, and economic. The research findings however revealed that the impact is both positive and negative. On the basis of these findings I argue that there are two aspects that need to be clearly distinguished. Having the student population in the area is likely to have positive spin-offs economically because they are an additional market. However, the manner in which they are spatially accommodated is what results in the conflict and negative perception about the student accommodation land use.

A brief summary of the study is provided below. This comes before a discussion of the number of contributions made by this dissertation and recommendations for future research.

6.1. Summary of the study

Pietermaritzburg is regarded as a university town, in the area's suburb of Scottsville. There are a number of tertiary educational facilities that offer higher education and training to students. These facilities are unable to provide adequate student accommodation on the premises for the students. As a result, a trend has spread in the area where normal dwelling houses are converted into houses in multiple occupation/ boarding houses for the purposes of providing private student accommodation.

Based on the research question, the literature focusing on the subject matter was reviewed together with the relevant development theories. Precedent cases were also evaluated to identify differences and similarities between different countries and also to understand best practices in the subject matter. Fieldwork was then conducted wherein study participants were purposefully sampled in order to share their views on the subject matter and the impact it has on inclusive land use management in the residential neighbourhood of Scottsville. On analysis of the findings, various views could be deduced which led to a number of conclusions being drawn. These are discussed later in the chapter.

A synopsis of the study was given in chapter one whereby the background to the research problem and the problem statement were stated. Research objectives were outlined and also the research methodology that was to be undertaken for the study was laid out.

Chapter two of the study contained the theoretical and conceptual framework in relation to student accommodation. The chapter defined the process of studentification and also looked at the impact of private student accommodation as recorded in the literature. The literature review highlighted the links between communities, neighbourhoods, social capital, inclusive cities and land use management. This chapter also highlighted key development theories that have influenced the movement and interaction of goods and people globally. Theories such as the modernisation theory, industrialization theory and globalisation theory were highlighted as major influencers of development patterns experienced nowadays. This chapter formed the basis of the structure of the research instruments used.

A curious finding that was discovered in this chapter is that globally, in university towns/cities there is studentification, which is a process of the in-migration of students in an area leading to the replacement of original residents. As a result of the trend there are changes experienced in the neighbourhood that vary in activity, scale and impact, which lead to breakdown in the community structure.

Given that the studentification processes are being experienced globally, it was necessary to look at different global cases to provide context. Chapter three detailed the analysis of selected precedent cases that occur internationally, nationally, regionally and locally. Cases from the developed countries such as the USA and the UK were studied in order to deduct differences and similarities. Ghana was used as a case from the developing countries. Again, the focus here was to analyse how another developing country within the African continent is experiencing and dealing with the issue. The focus was then shifted to South Africa where

Bloemfontein in the Free State province were discussed as example cases in the South African context. Pietermaritzburg was also discussed as an example to give the KwaZulu-Natal context. Information gathered from all the precedents was used to draw similarities and differences between case studies and also used to draw possible solutions to the research problem. It was on the basis of this chapter that it was discovered that the private student accommodation crisis is not unique to Scottsville but an international trend. The main similarity being the increased intake of tertiary students in higher education institutions without adequately addressing the provision of student accommodation. How countries have dealt with the issue has varied from one location to the other.

In Chapter Four, the information gathered in the previous chapters was then used to provide a framework for the research methodology adopted for the study. The framework detailed the type of information collected, the data sources, sampling method, as well as the data collection procedure adopted. It also detailed the analysis and interpretation of data.

Chapter Five focused on the analysis and discussion of the data collected from participants. The chapter initially gave a background and spatial analysis to the study area. Twelve respondents were purposefully selected to participate in the study. The selected respondents represented critical stakeholders in the matter, and a response rate of 66.6% was achieved. Primary data was sourced through a structured interview process and secondary data such as municipal records, registers and documents were used to verify the data gathered. Analysis of the data for the study was guided by a thematic analysis, where photos, charts and diagrams were also used to highlight main findings. As a result, the evaluation of the findings of the research questions were then themed and discussed as follows:

Theme one was on participants' understanding of student accommodation and processes of studentification. This is where participants had to engage their understanding of the subject matter and allude to what they thought were the causes behind it. The relevance of this theme was to show that the student housing crisis in the country is a well-known issue and student accommodation generally as a land use is not a foreign land use in university towns.

Theme two focused on participants acknowledging that Scottsville is transforming. This theme focused on the transformation of the subject area and impact of having private student accommodation in the area. It also looked at the role of Scottsville and the pressure that results from the transformation of the subject area and impact of having private student accommodation in the area.

Theme three focused on the expression of participants concerns about the lack of forward planning. This theme focused on the core causes of the transformation in the area and also dealt with ineffective land use management as one of the major causes of transformation in the area. Theme four detailed participants' inputs on how Scottsville can be a sustainable and inclusive community. The theme revealed that the tension that results from the provision of private student accommodation in Scottsville has resulted in the damage of community structure and functionality, with strained relations and lack of participation. However, there is still hope that the situation can be fixed.

6.2. Summary of findings

There is a sense that private student accommodation is misunderstood to be a foreign land use and therefore a threat to local communities, whereas student accommodation is an integral component of economic value chain in terms of sustainability and viability of the area concerned. Student accommodation contributes towards the creation of a conducive living and learning environment.

The causes to increased demand for student accommodation are many and they vary in nature. The historical political context of South Africa as a country has had a major impact on the student accommodation crisis. The country has a unique history of spatial and racial segregation, and the country's education system was highly affected. Tertiary education was not accessible to many as it is in the democratic South Africa experienced today. This signifies the changes that have been achieved to date in terms of the country's higher education's restructuring mandate. It also signifies that with the progress achieved to date, certain challenges remain unaddressed as they are beyond the country's scope and capacity.

In the case of Scottsville, there is transformation taking place in the neighbourhood. At this stage, it is no longer a perception. There is physical evidence to support the claims. What remains unclear is whether Scottville is changing due to the increased number of private student accommodation facilities, due to market forces or the change can be attributed to both.

The study revealed conflicting views regarding the changes in the area. It is not clear what stage the transformation is at as some respondents are still in denial about what is transpiring in the area and are hoping for a different outcome, and others are seeing the opportunity that is presented by the transformation. The general view is that there is evidence indicating that the old Scottsville model is collapsing and is re-inventing itself through new market demands in the form of land uses that are supporting the university such as student accommodation and commercial facilities. Deconstruction and reconstruction is the way cities emerge and move forward it is common practice.

The neighbourhood of Scottsville is recognized as an education precinct within Pietermaritzburg. There is also an indication that due to this role, the area is bound to experience transition relating to demands connected to this role. The transition is mainly around land use change demands, new demographic profile of the area as well as tensions relating to the space demand between old residents and the new residents.

The point that is being stressed is that the built environment in Scottsville is rapidly changing and this could be based on a number of issues including private student accommodation. The main issue is how the transformation can occur in a sustainable manner that does not threaten the future of the neighbourhood. In such instances, spatial planning and land use management can play a huge role in ensuring that development and land usage occur in a cohesive manner which in turn fosters happy, inclusive and lively communities. Proper neighbourhood planning eliminates people living in strife and fighting for survival. Progressive public policy formulation through public participation can achieve inclusive cities.

The perception that there is no land use management in Scottsville is strong and challenges the municipality which has a mandate to administer and regulate land use change in the area. While policies exist, there is a breach of bylaws due to the perception that processes are lengthy and people tend to ignore and operate illegally. Individual interests prevail over community interests. The financial gains associated with the provision of private student accommodation and the current lawlessness in the area present an opportunity for private developers to buy and rent out residential property. As a result of this growing trend, supporting illegal land uses emerge to support the student population.

The rate at which private student accommodation is occurring in the area has negatively impacted and compromised land use management. The mistake that the municipality made was thinking that the land use management scheme alone would be adequate to govern land use change which has resulted in the mushrooming of private student accommodation everywhere.

This therefore indicates that the major concern is the unsustainable ad-hoc development that is infringing on residential livelihoods without control from authorities. Changes in the area will continue to occur given that they originate from a prominent land use which is the university. However, the changes must be met and accommodated by proper spatial planning and land use management that has been through the public participation process.

The study revealed that there is willingness and interest for Scottsville to be a sustainable and inclusive community, which at this stage appears to not be the case. While it was indicated that there is a strong community sense in the area, this is not inclusive as students are not

recognized as community members. The main divisive instrument is private student accommodations. Members have grouped themselves among those that are pro-private student accommodation and those that are against it.

Scottsville as a neighbourhood faces a number of challenges that threaten sustainability and inclusivity. While there is contestation of space, it has resulted in a dialogue and people are starting to discuss ideas of how to improve the situation. Planning with the relevant sectors is important. A study should be done for the area and the residents workshopped on the benefits and insight of the proposal.

6.3. Recommendations

The previous section summarises the challenges associated with the provision of private student accommodation that are experienced by the municipality as a regulatory authority, the residents of Scottsville and the University of KwaZulu-Natal as the affected institution. Main points derived from the research are as follows:

- a) The lack of student accommodation crises is common and the student accommodation land use is not foreign in university towns,
- b) While segregatory laws and their impacts remain a large contributor to the student accommodation crises, there has been progress to address the challenges. Unfortunately, certain challenges remain unresolved as they are influenced by international forces such as globalisation, such challenge is the supply and provision of student accommodation.
- c) The neighbourhood of Scottville is going through a process of transformation due to market forces which manifest as private student accommodation.
- d) The environment is rapidly changing and that is a threat to sustainable transformation.
- e) Spatial planning and land use management have a role in fostering cohesive development for inclusive and lively communities.
- f) Private student accommodation is dividing the community into those that are pro-private student accommodation and those that are against, but there is willingness to co-operate in resolving the issues.
- g) Market forces have overtaken planning in the area.

In light of the above, to address the concerns associated with the provision of private student accommodation and to identify opportunities and strategies for addressing the problems emanating from university students' use of private accommodation, the following are recommendations:

- The study suggests that a sustainable transition of the neighbourhood may be necessary to absorb the impacts of the shocks associated with the provision of private student accommodation. Neighbourhoods should evolve steadily and naturally (Barton *et al.* 2010:36). All of the recommendations below if put to practice will facilitate a sustainable transition. To address the spatial impacts related to the private student accommodation, the municipality must develop a local area development framework that will guide the allocation of land uses and direct development in Scottsville. The framework must be developed in consultation with the community and other affected stakeholders. The university must implement this framework when conducting its business as well as in sourcing off campus student accommodation.
- Barton *et al.* (2010:3) argue that neighbourhoods are threatened by high mobility and economic change. While changes represent greater choices for others as they view local shops and facilities cease to be viable, others find their lives impoverished. The economic and social impacts of private student accommodation experienced in the study area are mainly as a result of market forces. The study proposes a local area governance structure to ensure inclusivity in spatial planning and land use management decisions. The structure must be formed with all stakeholders equally participating to discuss issues affecting the neighbourhood as well as deriving solutions for better integration. There has to be a bottom-up discourse on how different aspects of the community can be integrated to achieve neighbourhood sustainability. The operation of this structure must be facilitated through the ward councillor to ensure implementation of resolutions.
- It is recommended that the municipality revises its planning policies that regulate the establishment and operation of student accommodation to reflect the current trends and also respond to the needs of the communities that they are serving. This must be effected in line with legislation and other guiding municipal documents. The United Kingdom faces similar challenges in the licensing and regulation of houses in multiple occupation where communities are calling for a policy intervention. Smith (2008: 2550) indicates that even though studentification and its impacts was acknowledged in the UK, nothing was done to review government policy for the supply and production of student accommodation. The local authority is being challenged to take a bold step on the matter in order to ensure that the future of the neighbourhood is not threatened. Clear policies are required to guide spatial growth of the neighbourhood.
- The study offers suggestive evidence that there is a lack of factual information relating to infrastructure capacity in the study area. It is recommended that the municipality carries

out a thorough investigation into infrastructure capacity of the neighbourhood in order to inform land use allocation and any future upgrades necessary.

- There is suggestive evidence for efficient and effective responses to illegal activities in the area. These are noise, off-street parking and any other activity and anti-social behaviour that contravenes municipal by-laws. An enforcement strategy that accommodates the municipality and tertiary institutions' licensing processes is required in order to minimize environmental impacts associated with private student accommodation.
- The study suggests that currently there is no funding aimed at eradicating student accommodation shortages. It is therefore recommended that government enters into public private partnerships that are strategically aimed at the provision of private student accommodation which must be operated in accordance with institution's policies and in a manner that protects the residential fabric.

6.4. Recommendations implementation matrix

Recommendation	Project	Contribution to solving neighbourhood issues	Implementation period	Costs involved	Responsibility
To address the spatial impacts related to the private student accommodation, the municipality must develop a local area development framework that will guide the allocation of land uses and direct development in Scottsville	Scottsville Local Area Plan	High	1-2 years	>R2 million	Msunduzi Municipality
The study proposes a local area governance structure to ensure inclusivity in spatial planning and land use management decisions	Scottsville Development Committee	High	1-2 years	0	Ward Councillor

Revision of planning policies that regulate the establishment and operation of student accommodation to reflect the current trends and also respond to the needs of the communities that they are serving	Revision of the Municipal Land Use Scheme and Student accommodation policy	Medium	3-5 years	>R2 million	Msunduzi Municipality
the municipality carries out a thorough investigation into infrastructure capacity of the neighbourhood in order to inform land use allocation and any future upgrades necessary.	Revision of the Municipal Infrastructure Masterplan	Medium	3-5 years	+/-R5 million	Msunduzi Municipality
An enforcement strategy that accommodates the municipality and tertiary institutions' licensing processes is required in order to minimize environmental impacts associated with private student accommodation	Development of Enforcement Strategies by: Tertiary Institutions and the Municipality	High	3-5 years	>R2 million	Msunduzi Municipality University of Kwa-Zulu Natal Durban University of Technology
Government enters into public private partnerships that are strategically aimed at the	1.Land Disposal by the municipality for the purposes of	High	3-5 years	0	Msunduzi Municipality

provision of private student accommodation which must be operated in accordance with institution's policies and in a manner that protects the residential fabric.	student accommodation. 2.Tertiary institutions entering into Public Private Partnership for student accommodation purposes.				University of Kwa-Zulu Natal Durban University of Technology
-------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------	--	--	--	---------------------------------------------------------------------

Table 4: Recommendations implementation matrix (Source: by Researcher 2020)

6.5. Final conclusion

Why is it necessary to understand private student accommodation and the impacts it has on inclusive land use management? It is necessary because student accommodation is a land use that also needs to be managed. Its impacts if managed or if not managed on land use management may either result in inclusivity or lack thereof. Land use management in its nature is an inclusive activity in that it is aimed at achieving a balance between the needs of a single person and that of a community. Malpractice within land use management may impede constitutional rights reversing the gains in creating harmonious communities and also undermining spatial planning and land use management principles of spatial justice, spatial sustainability, spatial efficiency, spatial resilience and good administration.

Similar to the literature, the general perception of private student accommodation in society is generally negative and has resulted in the NIMBY (not in my backyard) syndrome. The media has also kept this negative outlook on private student accommodation in the public domain and most investors/ developers have not made an effort to understand their market and the regulatory forces at play. There has been a number of changes in society that have progressively challenged policy and the spatial structure in communities, private student accommodation presents itself as one aspect informing neighbourhood transformation socially, economically, physically and culturally.

The provision of private student accommodation affects the administration and regulation of changes to the use of land according to the approved plan. In Scottsville, most land use changes to accommodate student accommodation are not according to an approved plan.

They have to be comply with legislation to be according to plan and they will have to go through an accepted land use change process to change land use.

Local authorities with a decisive policy direction on the matter are likely to gain competitive advantage over those that are reluctant to take bold decisions. In fact, a reluctant approach will divide communities, increase illegal uses and also increase the amount of the ever shrinking resources required to deal with the problems. In a community that is aware and understands private student accommodation, the environment becomes conducive for investment and the benefits are shared.

6.5.1. Town Planning and its role in creating inclusive cities

The Spatial Planning and Land Use Management Act, 2013 provides a national framework to redress past racial imbalances and deal with the apartheid spatial legacy. Five principles which must be at the core of both spatial planning and land use management to achieve this goal are spatial justice, spatial sustainability, efficiency, spatial resilience and good administration (Spatial Planning and Land Use Management Act 2013:18).

These principles are critical in redressing past spatial imbalances within the country, but what is also critical is that while that is the ultimate goal, the manner in which the principles are implemented also plays a vital role in the achievement of the goal. According to the Act, there has to be efficiency in dealing with issues in Scottsville. There must also be efficiency in responding to and addressing complaints related to student accommodation. Processes relating to such establishments must be efficient so as to allow compatible uses to operate and limit illegal land uses (Spatial Planning and Land Use Management Act 2013:18).

The Act also highlights the principle of good administration. This principle promotes cohesion and good partnership between stakeholders in dealing with planning matters. This symbolizes that planning is a collective effort and transparency makes the process more rewarding to all. It may be concluded that town planning has a role to play in uniting communities and creating an inclusive society even in cases where the community does not share the same goal and ideologies like Scottsville. Divisive land uses that threaten to exclude members of the public from fully benefiting from their neighbourhoods must be addressed due to the fact that they work against neighbourhood sustainability and inclusivity.

REFERENCES

Ackerman, A. and Visser, G. 2016. Studentification in Bloemfontein, South Africa. *Bulletin of Geography. Socio-economic Series* 31(31): 7-17. Available: <http://dx.doi.org/10.1515/bog-2016-0001> (Accessed 8/05/2017).

Addai, I. 2017. Problems of non-residential student in tertiary educational institutions in Ghana. *Journal of Emerging Trends in Education Research and Policy Studies* 4(4): 582-588. Available: https://journals.co.za/content/sl_jeteraps/4/4/EJC142162 (Accessed 14/05/2018).

Alessandria, F. 2016. Inclusive city, strategies, experiences and guidelines. Paper presented at the *2nd International Symposium "New Metropolitan Perspectives"*. Reggio Calabria, Italy, 18-20 May 2016. Tor Vergata: Elsevier, 6-10. Available: https://ac.els-cdn.com/S1877042816303536/1-s2.0-S1877042816303536-main.pdf?_tid=a80596b1-2585-4183-b0e0-fbda8419152c&acdnat=1525990467_1640fdd0d030f772ff89e77fad525d62 (Accessed 11/10/2017).

Atuahene, F. and Owusu-Ansah, A. 2013. A descriptive assessment of higher education of higher education access, participation, equity and disparity in Ghana. *Sage Open* (July-September): 1-16. Available: <https://journals.sagepub.com/doi/pdf/10.1177/2158244013497725> (Accessed 13/08/2018).

Barton, H., Grant, M. and Guise, R. 2010. *Shaping neighbourhoods: for local health and global sustainability*. 2nd ed. New York: Routledge.

Beltrao, G. 2013. Urban planning and land management for promoting inclusive cities. *Asian Development Bank*: 1-33. Available: <https://www.adb.org/sites/default/files/project-document/81205/41609-012-tacr-01.pdf> (Accessed 23/10/2017).

Blimling, G. S. and Schuh, J. H. 2015. *Student learning in residence halls: what works, what doesn't, and why* San Fransisco: John Wiley & Sons Incorporated. Available: <http://ebookcentral.proquest.com/lib/durbanut-ebooks/detail.action?docID=1866581>. (Accessed 4/06/2018).

Blomley, N. 2017. Land use, planning and the "difficult character of property". *Planning Theory & Practice* 18(3): 351-364. Available:

<https://www.tandfonline.com/doi/full/10.1080/14649357.2016.1179336> (Accessed 20/10/2017).

Cheskis-Gold, R. 2012. *Trends in student housing*. Available: <https://docplayer.net/18094124-Trends-in-student-housing-background.html> (Accessed 24/04/2017).

Christie, H., Munro, M. and Rettig, H. 2002. Accommodating Students. *Journal of Youth Studies* 5(2): 209-235. Available: <https://www.tandfonline.com/doi/abs/10.1080/13676260220134458> (Accessed 6/12/2017).

Clow, J. J. 2005. Ethical issues relating to qualitative research. *South African Journal of Physiotherapy* 61(1): 3-6. Available: <https://sajp.co.za/index.php/sajp/article/download/165/162> (Accessed 13/09/2018).

Creswell, J. W. 2007. *Qualitative enquiry and research design: choosing among five approaches*. California: Sage Publications.

Donaldson, R., Benn, J., Campbell, M. and De Jager, A. 2014. Reshaping urban spaces through studentification in two South African urban centres. *Urbani izziv* 25(Suppl.013): S176-S187. Available: <http://urbani-izziv.uirs.si/Portals/uizziv/papers/urbani-izziv-en-2014-25-supplement-013.pdf> (Accessed 26/04/2017).

Economic and Social Research Council. 2007. *Widening participation in higher education in Ghana and Tanzania: developing an equity scorecard*. Sussex: Economic and Social Research Council. Available: https://assets.publishing.service.gov.uk/media/57a08c0ee5274a27b2000f57/60335-working_paper_1.pdf (Accessed 14/08/2018).

Enemark, S. 2007. Integrated land use management for sustainable development. *International Federation of Surveyors* (April): 1-13. Available: https://www.fig.net/resources/monthly_articles/2007/april_2007/april_2007_enemark.pdf (Accessed 16/10/2017).

Frederiksen, C. F. 1993. A brief history of collegiate housing. In: Winston, R. B., Anchors, S. and Associates eds. *Student housing and residential life*. San Fransisco: Jossey-Bass, 167-183.

Galster, G. 2012. Housing Studies. In: Clapham, D. F., Clark, W. A. V. and Gibb, K. eds. *The SAGE handbook of housing studies*. 1st edn. London: SAGE Publications.

Ghani, Z. A. and Suleiman, N. 2016. Theoretical underpinning for understanding student housing. *Journal of Environment and Earth Science* 6(1): 163-176. Available: https://www.researchgate.net/profile/Zubairu_Ghani2/publication/319306851_Theoretical_Underpinning_for_Understanding_Student_Housing/links/59a277d8aca2726b901edbea/Theoretical-Underpinning-for-Understanding-Student-Housing.pdf (Accessed 18/09/2017).

Ghosh, B. 2012. Understanding development: theory and practice. In: Ghosh, B. ed. *Interrogating Development: Discourses on Development in India Today*. 1st edn. Jaipur: Rawat Publications, 27-48. Available: https://www.researchgate.net/publication/235622562_Understanding_Development_Theory_and_Practice%27 (Accessed 20/07/2018).

Heale, R. and Twycross, A. 2015. Validity and reliability in quantitative studies. *Evidence-Based Nursing* 18(3): 66-67. Available: https://www.researchgate.net/publication/280840011_Validity_and_reliability_in_quantitative_research (Accessed 12/09/2018).

Hox, J. J. and Boeije, H. R. 2005. Data collection, primary vs secondary. *Encyclopedia of Social Measurement* 1: 593-599. Available: http://joophox.net/publist/ESM_DCOL05.pdf (Accessed 12/06/2017).

Hubbard, P. 2008. Regulating the social impacts of studentification: a Loughborough case study. *Environment and Planning A* 40: 323-341. Available: <https://journals.sagepub.com/doi/pdf/10.1068/a396> (Accessed 23/10/2017).

Ike, N., Baldwin, C. and Lathouras, A. 2016. Student accommodation who cares?. *Planning for Higher Education Journal* 44(3): 46-60. Available: <http://research.usc.edu.au/vital/access/manager/Repository/usc:21012/SOURCE1> (Accessed 12/05/2017).

Ioannides, Y. M. 2002. Residential neighbourhood effects. *Regional Science and Urban Economics* 32(2): 145-165. Available: <https://www.sciencedirect.com/science/article/pii/S0166046201000825> (Accessed 5/12/2018).

Lawthom, R. and Whelan, P. 2012. Understanding Communities. In: Azzopardi, A. and Grech, S. eds. *Inclusive Communities: A Critical Reader*. Rotterdam: Sense Publishers, 11-22. Available: <https://www.sensepublishers.com/media/501-inclusive-communities.pdf> (Accessed 4/06/2018).

Leeds City Council. 2019. *Planning permission for Houses in Multiple Occupation* Leeds: Leeds City Council. Available: <https://www.leeds.gov.uk/planning/planning-permission/houses-in-multiple-occupation-planning-permission> (Accessed 2/02/2019).

Leedy, P. D. and Ormrod, J. E. 2013. *Practical research: planning and design*. 10th ed. Harlow: Pearson.

Lewis, J. 2009. Connecting and cooperating: social capital and public policy. Available: <http://ebookcentral.proquest.com/lib/durbanut-ebooks/detail.action?docID=533820> (Accessed 20/07/2018).

Lunsford, T. R. and Lunsford, B. R. 1995. The research sample, part 1: sampling. *Journal of Prosthetics and Orthotics* 7(3): 105-112. Available: http://journals.lww.com/jpojournal/Abstract/1995/00730/The_Research_Sample,_Part_I__Sampling.8.aspx (Accessed 4/07/2017).

Mangaung Metropolitan Municipality. 2018. *Fourth generation integrated development plan*. Bloemfontein: Mangaung Metropolitan Municipality. Available: www.mangaung.co.za (Accessed 05/09/2018).

Mooney, L., Knox, D. and Schacht, C. 2008. *Understanding social problems*. 6th ed. Belmont: Cengage Learning.

Msunduzi Municipality. 2018. *Msunduzi and use scheme*. Pietermaritzburg: Msunduzi Municipality.

Msunduzi Municipality. 1998. *Scottsville-Pelham planning initiative 1st phase report*. Pietermaritzburg: Msunduzi Municipality.

Msunduzi Municipality. 2015. *Spatial development framework final report*. Pietermaritzburg: Msunduzi Municipality.

Msunduzi Municipality. 2016. *Student accommodation and boarding house policy final status quo report*. Pietermaritzburg: Msunduzi Municipality.

Msunduzi Municipality. 2017. *Review of the PMB town planning scheme: final draft status quo report*. Pietermaritzburg: Msunduzi Municipality.

Msunduzi Municipality. 2018. *Integrated Development Plan for 2018-2019*. Pietermaritzburg: Msunduzi Municipality.

Msunduzi Municipality. 2019. *Integrated development plan 2019/2020 financial year*. Pietermaritzburg: Msunduzi Municipality.

Mugume, T. and Luescher, T. M. 2015. The politics of student housing: student activism and representation in the determination of the user-price of public-private partnership residence on a public university campus in South Africa. *Journal of Student Affairs in Africa* 3(1): 1-17. Available:

https://www.researchgate.net/publication/283784841_The_politics_of_student_housing_Student_activism_and_representation_in_the_determination_of_the_user-price_of_a_public-private_partnership_residence_on_a_public_university_campus_in_South_Africa/link/56a5c6f608aef91c8c16afd5/download (Accessed 31/05/2017).

National HMO Lobby. 2008. Balanced communities and studentification: problems and solutions. Paper presented at the *Conference of the Councillors Campaign for Balanced Communities*. Nottingham, 13 March 2008. Nottingham: National HMO Lobby, 1-15. Available: <http://hmolobby.org.uk/39articles.pdf> (Accessed 31/07/2018).

Nimako, S. G. and Bondinuba, F. K. 2013. An empirical evolution of student accommodation quality in higher education. *European Journal of Business and Social Sciences* 1(12): 164-177. Available: <https://www.semanticscholar.org/paper/AN-EMPIRICAL-EVALUATION-OF-STUDENT-ACCOMMODATION-IN-Nimako/2bf9618a94dc0e2fe736fb637ca04053dcc71581> (Accessed 14/08/2018).

Nimako, S. G. and Bondinuba, F. K. 2013. Relative importance on student accommodation quality in higher education. *Current Research Journal of Social Sciences* 5(4): 134-145. Available: <https://www.semanticscholar.org/paper/Relative-Importance-of-Student->

Accommodation-in-Nimako-Bondinuba/3eeeedd74992000b92f16c1a4c237c66d5c7700d
(Accessed 31/05/2017).

Noor, K. B. M. 2008. Case study: a strategic research methodology. *American Journal of Applied Sciences* 5(11): 1602-1604. Available: <http://thescipub.com/PDF/ajassp.2008.1602.1604.pdf> (Accessed 12/06/2017).

Nowell, L. S., Norris, J. M., White, D. E. and Moules, N. J. 2017. Thematic analysis: striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods* 16: 1-13. Available: <http://journals.sagepub.com/doi/pdf/10.1177/1609406917733847> (Accessed 19/09/2018).

Ntim, S. 2016. Massification in Ghanaian higher education: implication for pedagogical quality, equity control and assessment. *International Research in Higher Education* 1(1): 160-169. Available: https://www.researchgate.net/publication/295242028_Massification_in_Ghanaian_Higher_Education_Implications_for_Pedagogical_Quality_Equity_Control_and_Assessment (Accessed 13/08/2018).

Orb, A., Eisenhauer, L. and Wynaden, D. 2001. Ethics in qualitative research. *Journal of Nursing Scholarship* 33(1): 93-96. Available: <http://www.columbia.edu/~mvp19/RMC/M5/QualEthics.pdf> (Accessed 4/06/2018).

Ouwehand, A. 2007. Joint physical and social neighborhood transformation: motives, myths, coincidences and perspectives. In: Gruis, V., Visscher, H. J. and Kleinhans, R. eds. *Sustainable Neighbourhood Transformation*. Amsterdam: IOS Press, 43-66. Available: <http://ebookcentral.proquest.com/lib/durbanut-ebooks/detail.action?docID=448764> (Accessed 4/06/2018).

Rykun, A. Y., Yuzhaninov, K. M. and Vychuzhanina, E. V. 2015. Universities and local communities: problems and perspectives of interaction. *Procedia-Social and Behavioral Sciences* 200: 359-365. Available: https://www.researchgate.net/publication/282316301_Universities_and_Local_Communities_Problems_and_Perspectives_of_Interaction (Accessed 18/08/2018).

Savills World Research. 2014. *Spotlight: world student housing*. Available: <https://pdf.euro.savills.co.uk/residential---other/spotlight-world-student-housing-2014.pdf> (Accessed 15/08/2018).

Shareia, B. F. 2015. Theories of development. *International Journal of Language and Linguistics* 2(1): 78-90. Available: http://ijllnet.com/journals/Vol_2_No_1_March_2015/9.pdf (Accessed 24/07/2018).

Smith, D. P. 2004. Geographies of Studentification and "apprentice" gentrifies?. In: *Proceedings of 7th Panhellenic Geographical Conference of the Hellenic Geographical Society*. Mytilene, Lesbos, 14-17 October 2004. 1-6. Available: <http://docplayer.net/40682507-Geographies-of-studentification-and-apprentice-gentrifiers-darren-p-smith.html> (Accessed 31/05/2017).

Smith, D. P. 2008. The politics of studentification and '(un)balanced' urban populations: lessons for gentrification and sustainable communities?. *Urban Studies* 42(12): 2541-2564. Available: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.889.647&rep=rep1&type=pdf> (Accessed 21/08/2018).

Smith, D. P., Sage, J. and Balsdon, S. G. 2014. The geographies of studentification: here, there and everywhere. *Geography* 99(3): 116-127

South Africa. Council on Higher Education. 2010. *Higher education monitor: access and throughput in South African higher education: three case studies*. Pretoria: Council on Higher Education. Available: www.che.ac.za (Accessed 13/08/2018).

South Africa. Department of Higher Education and Training. 2011. *Report on the Ministerial Committee for the review of provision of student housing at South African universities*. Pretoria: Department of Higher Education and Training. Available: <https://www.gov.za/documents/report-ministerial-committee-review-provision-student-housing-south-african-universities> (Accessed 18/04/2017).

South Africa. Department of Rural Development and Land Reform. 2013. *Spatial Planning and Land Use Management Act, 16 of 2013*. Pretoria: Government Printers.

South Africa. Council on Higher Education. 2016. *South African higher education reviewed: two decades of democracy*. Pretoria: Council on Higher Education. Available: www.che.ac.za (Accessed 3/05/2017).

Stellenbosch Municipality. 2018. *Draft Review Integrated Development Plan*. Stellenbosch: Stellenbosch Municipality. Available: www.stellenbosch.gov.za (Accessed 5/09/2018).

Strauss, A. and Corbin, J. 1990. *Basics of qualitative research: techniques and procedures for developing grounded theory*. 1st ed. California: Sage Publications.

The Council of the Durban University of Technology. 2018. Annual Report 2018. Durban: Institutional Planning Office and the Division of Corporate Affairs of the Durban University of Technology. Available: www.dut.ac.za (Accessed 3/09/2020)

The Council of the University of Kwa-Zulu Natal. 2018. Annual Report 2018. Durban: Corporate Relations Division and the Finance Division of the University of KwaZulu-Natal. Available: www.ukzn.ac.za (Accessed: 3/09/2020)

United Nations Educational Scientific and Cultural Organization. 2012. New patterns in student mobility in the Southern Africa development community. *UIS Information Bulletin* 7: 1-17. Available: <http://uis.unesco.org/sites/default/files/documents/new-patterns-in-student-mobility-in-the-southern-africa-development-community-2012-en.pdf> (Accessed 13/08/2018).

Van Wyk, J. 2012. *Planning Law*. Cape Town: Juta.

Yin, R. K. 1994. *Case study research: design and methods*. 2nd ed. California: Sage Publications.

Yin, R. K. 2011. *Qualitative research from start to finish*. New York: The Guilford Press. Available: http://soh.iuims.ac.ir/uploads/32_282_77_16.pdf (Accessed 14/09/2018).

Zaransky, M. H. 2006. *Profit by investing in student housing: cash in on the campus housing shortage*. Chicago: Kaplan Publishing.

Zotorvie, J. S. T. 2017. Student accommodation and academic performance: the case of Ho Technical University in Ghana. *European Scientific Journal* 13(13): 290-320. Available: <https://eujournal.org/index.php/esj/article/viewFile/9335/8853> (Accessed 15/08/2018).

APPENDICES



Appendix 1: Letter of Information

Dear research participant, thank you for showing interest in this study.

Title of the Research Study: Provision of private student accommodation within sub-urban residential neighbourhoods and the impact on inclusive neighbourhood land use management. A case study Scottsville, Pietermaritzburg, KwaZulu-Natal.

Principal Investigator/s/researcher: Edith Nombuso Hlophe, B-Tech Town and Regional Planning

Co-Investigator/s/supervisor/s: Dr. Godfrey Gombana. Musvoto, PhD Town and Regional Planning

Brief Introduction and Purpose of the Study: Pietermaritzburg is experiencing a large influx of tertiary students every year who in most cases settle in Scottsville for easy access to the tertiary institutions located in the area. More recent tensions relating to the provision of student accommodation within this residential neighbourhood has resulted in the question of what can be done to achieve a balance between the provision of private student accommodation and the impact it has on the host neighbourhood. A study has therefore been commissioned to explore:

Provision of private student accommodation within sub-urban residential neighbourhoods and the impact on inclusive neighbourhood land use management. A case study Scottsville, Pietermaritzburg, KwaZulu-Natal.

Outline of the Procedures: The study will focus on the residential neighbourhood of Scottsville; I will undertake it for my Master's dissertation. Participants will be purposefully selected and participation will be limited to face-to-face interviews that will take 20-30 minutes per participant at the venue of their choice.

Risks or Discomforts to the Participant: No risk is anticipated as the information required

for the study is purely for academic use, however, during participation if an issue arises that makes you feel uncomfortable, you may at any time stop your participation with no further repercussions

Benefits: Benefit of participating in the study include the contributing to the research work that might lead to the unveiling of strategies to deal with the issues as highlighted in the research topic.

Reason/s why the Participant May Be Withdrawn from the Study: Non-compliance with the terms and conditions of the research objectives will result in participation withdrawal. During participation if an issue arises that makes you feel uncomfortable, you may at any time stop your participation with no further repercussions.

Remuneration: No remuneration will be offered for participating in the study.

Costs of the Study: No cost implication for you.

Confidentiality: Your identity will not be disclosed and personal information will be kept confidential. All this information will remain confidential. It will not be provided to a third party.

The interview will be recorded. The recorded interviews will be saved in password-protected files. Once interviews have been typed up, the recordings will be deleted and the files will be saved without any identifiers in password-protected files. The responses will be treated with confidentiality.

Research-related Injury: No physical or emotional harm is anticipated, however, during participation if an issue arises that makes you feel uncomfortable, you may at any time stop your participation with no further repercussions.

Persons to Contact in the Event of Any Problems or Queries:

Please contact Dr GG Musvoto, my supervisor on (031373 2665) or the Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Acting Director: Research and Postgraduate Support, Prof C. Napier on 031 373 2577 or napierc@dut.ac.za

Appendix 2: Consent Form

Statement of Agreement to Participate in the Research Study

- I hereby confirm that I have been informed by the researcher, **Nombuso Hlophe** about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number **REC 169/17**,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.
-

Full Participant	Date Right	Name	Time	Signature of /
---------------------	---------------	------	------	-------------------

I, **Nombuso Hlophe** herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Full Name of Researcher	Date	Signature
Full Name of Witness (If applicable)	Date	Signature

Appendix 3: Structured interview questions

TOPIC: Provision of Private Student Accommodation within Sub-Urban Residential Neighbourhoods and the Impact on Inclusive Land Use Management. A Case Study Scottsville, Pietermaritzburg, KwaZulu-Natal.

1. What is your understanding of student accommodation?
2. How many types of student accommodation do you know? Amongst those, which do you prefer and why?
3. In your view, what could be the causes behind the increased numbers of students residing in private student accommodation? Discuss based on the following:
 - Globalisation
 - Changes in the higher education
 - Changes in Higher education funding arrangements
 - Exclusion
4. In your view what does studentification mean? Is Scottsville studentified?
5. Discuss the impact of studentification in Scottsville relating to the following:
 - Social
 - Economic
 - Cultural
 - Spatial
 - Infrastructural and
 - Environmental
6. Define the difference between a community and a neighbourhood. Can you define Scottsville as a community? Elaborate.
7. In your view, what causes neighbourhood change in the Scottsville area? List some of the major changes.
8. What do you understand about inclusive city/inclusivity and how has the provision of private student accommodation impact on inclusivity in Scottsville?
9. Literature indicates that there is a link between public policy, social capital and inclusive cities, how can you interpret this?

10. Land use management is a component of planning that is concerned with the administration and regulation of land use change, in your view how has the provision of private student accommodation impacted on land use management?
11. In your view, has land use management in Scottsville kept with the times and international development trends? Justify?
12. Do you think a balance can be reached between the provision of private student accommodation and inclusive land use management in Scottsville? If yes, how? If no, why?

Appendix 4: Interview Transcript and Analysis of Interview responses



Respondent Names	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8
Interview Questions								
What is your understanding of student accommodation ?	Based on personal experience or student life. Varies from city to city. Campus or off- campus like flats. Communes where people share on house with common facilities. Student villages. PMB has 2 options, University res and boarding house. Joburg institutions are in the city center and supported	Student accommodation is where students stay, a home away from home. Students attend tertiary institutions as a result they need accommodation provide by the institution or otherwise.	Student accommodation is accommodation that is provided for students attending a specific institution in a specific area.	Student accommodation contributes towards the creation of a conducive living and learning environment. It is not a hostel. Student who stay in student accommodation should benefit from the environment because it is an extension of the academic	These are establishments used to accommodate students.	Student accommodation is legislated by minister of higher education. The norms and standards are laid out in there but what exists in practice is different from that. Student accommodation can be a backroom with no facilities,	Its providing living space for people, during the day and at night which will allow the person to private study as well, sometimes its communal and sometimes it's a private room depends on the structure of the unit.	Student accommodation by description provides for the accommodation or the need to accommodate students. It is 2 fold, internally accommodation by the university and external accommodation which has impact on the built environment. It resolves around the need

	by other land uses. PE student village in residential area which limits sprawl of student accommodation. PMB is chaotic.			environment of the institution.		<p>A very nice block of flats adhering to legislation.</p> <p>Student village, which is not really what a student village should be.</p>		<p>and supply/demand. In the South African context there are a number of accommodation buildings and its now an integral component of economic value chain in terms of sustainability and viability of the areas concerned.</p> <p>More important aspect of student accommodation is that it can present itself as a different form of accommodation which is not a departure from the residential stock but more so in terms of its use for student purposes and the number of students that</p>
--	--------------------------------------------------------------------------------------------------------------------------	--	--	---------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

								<p>may be accommodate.</p> <p>It is providing a gap in the market space</p> <p>We can either understand it as a use or its ability to enforce a particular neighbourhood like educational precinct and responding to a demand.</p>
<p>How many types of student accommodation do you know? Amongst those, which do you prefer and why?</p>	<p>Preference would be based on student life and experiences. On-campus accommodation preferred because of the close proximity to services that promote student life or within walking distance to campus. By choice other students want to</p>	<p>There are three types that come to mind.</p> <p>Frist is student accommodation that is internally sourced meaning it's provided by the institution itself within the school or school property. Secondly, external sourced accommodation by the institution</p>	<p>There is accommodation that is provided by the institution.</p> <p>Accommodation where students reside in private accommodation.</p> <p>There is accommodation where students share a room. 3</p>	<p>Accommodation that is owned by the institution- on campus and off campus accommodation which is privately owned, lease agreement and sometimes such is initiated by students themselves without the institution being involved.</p>	<p>Accommodation which accommodates people who at primary and high school level and that which accommodates tertiary level, like student digs.</p> <p>Hostel, which is accommodation provided by the school which accommodate</p>	<p>Objected to all residential houses being converted into student accommodation.</p> <p>Supports the type that is built like a student residents.</p>	<p>In Scottsville there are 2 types. Student accommodation provided by the university and is the preferred one, there are strict controls and security and proper student facilities and within walking distance of amenities.</p>	<p>As a planner you would want to support and add value to an academic type of precinct. You should not be limited to fact that the university can accommodate all students hence there is an overspill and the overspill is then addressed by establishing</p>

	<p>be off-campus for various reasons.</p>	<p>by paying a third party to provide students with accommodation e.g. suburban homes get rented by institutions. Lastly, where the student will source accommodation themselves, rooms to rent, flats etc. Preferred is the one provided by the institutions within the institutions property, safer, accessible institutional environment.</p>	<p>or 4 kids share for lower costs.</p> <p>Preference, where residence is provided by the institution.</p> <p>Controlled environment and safe.</p>	<p>On campus student accommodation is most preferred. Facilities that provide support to them and services close by.</p>	<p>boarders and those that accommodate students that are at tertiary level.</p> <p>Accommodation which is close to/located within the school is preferred. Has amenities to support a learning environment.</p> <p>Private student accommodation needs to subscribe to the National guideline for student accommodation. Private accommodation compromises the standard as prescribed by the minister, they lack amenities for a conducive</p>	<p>Other types are not supported as they limited</p>	<p>There is also Private student accommodation where a normal house is converted into student accommodation where its 2 students per room and in extreme cases it even 4 students per room.</p> <p>As much as private entities are supported but they must follow the right processes to conduct their businesses. The problem is, they do not adhere to the same standards as university accommodation which make it no longer possible for students to study.</p>	<p>accommodation obviously in close proximity to the university.</p> <p>Types are university provided, and also where the market picks up the demand and supplies accommodation off site. It is now a common feature and element to find student accommodation or student digs be it in a 5story building or a single residential site. But it's actually a formal business now and it's good.</p> <p>The environment in its nature brings all the elements into play for example</p>
--	-------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

					learning environment.			you would want to establish and support downstream industries and hence the university as an anchor land use in the area brings with it student accommodation. If we separate it and treat it different to the residential area than we are attaching a stigma to it. That is something we want to avoid, as planners we should look at it as an extension, but just a different type of residential provision in that area.
In your view, what could be the causes behind the increased numbers of	By 2030 half of the population would be urbanized, that has implications on space	Looking at the history of the country, tertiary institutions were not accessible to everyone, black	This has a historical background, take UKZN in Scottsville, it was for the	Massification of higher education, more students admitted to higher education	Scottsville used to be an area that only catered for white people, the spatial integration has	Poor planning by UKZN, more students are enrolled but no provision of accommodation,	The student take-in at universities far exceed the number of available beds in	It a matter of choice and financial affordability that will dictate where students

<p>students residing in private student accommodation ? Discuss based on the following:</p> <ul style="list-style-type: none"> -Globalisation -Changes in the higher education -Changes in Higher education funding arrangements -Exclusion 	<p>demand particularly on higher education. There is currently a lack of forward planning by institutions. UP if far leading is forward planning because they have seen the impact of Globalisation as well as the need for student accommodation. Lack of Planning is the problem and not the increased numbers of students. Things have been like this a number of years. Funding and land availability are important in the implementation of Masterplans, also are people within that area able to adapt to change? Can the change be</p>	<p>people were limited in terms of what they could study, you had to break boundaries to study what you love or passionate about. There was a standard system of black man vision, now we have reached a point of democracy and social inclusion where a rapid turnover of black students are now going to the tertiary institutions which were previously for white minority, that is one of the main reasons that the intake has been more, 10 times more. This rapid change has caught the tertiary institutions and cities off guard.</p>	<p>advantaged group, and there was a limited number of people to get access to it. Those that could get access resided in the area and at that stage there wasn't a demand. The community could cater. The on-site resident could still cater for the demand. It didn't impact on the neighbourhood. Now education is free and accessible to everyone, there is a diversity, majority is the poor and disadvantaged they now been afforded an opportunity. With that the influx is going to be great from all the surrounding</p>	<p>facilities yet the capacity of the institution did not increase accordingly. Limitation of accommodation on campus results in alternative accommodation being sought. Private land lords coming forward to offer support.</p>	<p>seen people moving from different areas to areas which were exclusively for white people.</p> <p>Even the institutions were accommodating the privilege.</p> <p>Affordability has led to increase tertiary participation. No proper planning by institution as a result the growth in private student accommodation.</p>	<p>they are failing the students and are setting them up for failure.</p>	<p>the campus, learners from disadvantaged backgrounds are accommodated first and then once capacity is reached, the university approached people who own flats to accommodate students. Those who can't be accommodated then approach private land lords.</p> <p>The limitation in student housing within the university is creating the problem.</p>	<p>will live. The market has pitched itself at a reasonable value to attract students. I'm most cases the university operated residents are exhausted in terms of numbers, the spillover will be accommodate by the private sector.</p> <p>If the private sector is aggressively pursuing student accommodation provisions it tells you that there is a demand for it. We need to be mindful of the universities and their limitations in terms of funding from National government and department of</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>accommodated within the area? PMB is lacking planning foresight in that other institutions in other provinces are expanding, Pmb institutions are not yet they have similar access to resources, also government has not unlocked investment opportunities near these institutions. Partnership between the municipality and the institutions seems to be non-existent.</p>	<p>Rapid urbanization that occurred while structures or organisations were still processing transformation.</p> <p>Transformation and government funding makes tertiary education more accessible to everyone also the restructuring of the higher education system through introduction of university of technology has also broadened the scope and diversification of programmes. Globalisation and moving of people around.</p>	<p>areas. Institutions do not have enough accommodation and that is where kids now start looking for alternative accommodation closest. The impact can be felt in Scottsville now as the growth has increased. People/homeowners realize that they can make money so they are opening up their homes and kinds find it easy because it's closer to the university and cheaper. Yes it has impacted and dynamics have changed.</p>					<p>education that in itself will restrict limit the university from accommodating all the students in the academic register and hence the gap in the market.</p> <p>In Australia universities are perceived as economic sector.</p> <p>Funding model in South Africa also plays a critical role as it gives student the option of living off site because they can afford to.</p> <p>Universities focus on their core business which is academic, and outsource the</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

								rest of the ancillary services.
In your view what does studentification mean? Is Scottsville studentified?	Studentification is not the increase of students. Ability of institutions to accommodate students in an environment. Studentification is the ad-hoc mushrooming of student accommodation in a residential or commercial area. Foreign land uses introduced in an area. Increase and land-use. Yes Scottsville is studentified. Mushrooming of illegal boarding houses.	Never seen the term before. Scottsville has been diversified and has seen more number of students than any suburb in PMB. Good for the economy, liveliness, densities which add to the economy. Students bring a positive economic boost. The economy is booming. Scottsville is studentified.	When the growth of student in a specific area is concentrated. Area taken over by students. Scottsville yes, based on the above reasons. It's a central hub for education.	Scottsville is studentified. Context from university towns in England, increase in the number of student results in the supply of services relating to students. The environment changes to accommodate students	Places with educational facilities, university towns. This phenomenon is international. Scottsville is studentified	There is no such thing as studentified, there is such thing as residential densification and that is within the mind of certain people in town planning. Scottville can be densified and not studentified. Studentified means that it's being run by students and that is chaotic. What is needed to be said is that there is an increased number of students in Scottsville and there are common problems and causes. But this is not only by students, it is the	Not sure but intensify the area with more students that residents. Yes Scottsville is studentied. Off peak season result in students vacating the area.	Studentification means that it is now an accepted practice that adjoining areas will be subjected to and used to accommodate student villages. Previously it was the conversion of the residential house. Scottsville is studentied.

						densification of the area.		
<p>Discuss the impact of studentification in Scottsville relating to the following:</p> <p>Social</p> <p>Economic</p> <p>Cultural</p> <p>Spatial</p> <p>Infrastructural and</p> <p>Environmental</p>	<p>Social- there is a limitation. In an area where the environment is not properly structured. People tend to do things that are not wanted in that environment. Harmonious development and cohesion is non-existent. The behavior of students is different and does not blend with the current setting of Scottville. They are a threat to social cohesion.</p> <p>Economic impact- Decline in property values in Scottsville or not going high as they should. Lack of</p>	<p>Covered economic above.</p> <p>Socially it provides social inclusion, former white suburb now diversified racially and age wise. Young people instead old people. Element of security, more people more eyes. It bring fun in the area. It interrupts the norm. While student are not working but they have spending habits that boost the economy.</p> <p>New cultural phenomenal, youthful culture.</p>	<p>Social impact, Scottsville predominantly residential now with the influx of students it changes the dynamics, you lose that residential component. People don't see it as a neighbourhood now, no families.</p> <p>Increased the economy in that area, good money from a single residence. There is generation of income.</p> <p>Mixed culture accommodating various practices. Different groups of people</p>	<p>Neighbourhood changes as discussed above.</p> <p>Changes in habits and norms. Attracts all sort of people, those that mean well and those that mean otherwise.</p> <p>Culture is changed.</p> <p>You run short of family homes due to the attraction of students. Property converted to student accommodate resulting exclusion of private people</p>	<p>Complaints regarding students, it has changed the livelihood of the people living in Scottsville. Tension due to student behavior.</p> <p>Property values near student accommodation have dropped.</p> <p>Culturally, previously catered for a certain culture before and now with diversity culture is compromised.</p> <p>Studentification is responding to spatial</p>	<p>Socially, the students are being hugely disadvantaged, the municipality does not have the word digs in their town planning scheme, and it only has boarding house. The 2 are different. The municipality is not capable of understanding housing for students. Students are separate, there is no social cohesion amongst them so the education experience is compromised.</p> <p>Economically the students are very important for the economic</p>	<p>People who bought in Scottsville with the intension to leave there forever are now selling and moving out. Residents are being replaced by students, increased noise, and congestion. It causes disturbance of peace.</p> <p>Infrastructural problems. Property prices have sky rocketed and most applications to amend scheme are form Scottsville.</p> <p>Crime increases, students are</p>	<p>Neighbourhoods go through different cycles and in the case of Scottsville it has been predominantly a residential area, relating to the scheme.</p> <p>Deconstruction and reconstruction is the way cities emerge and forward, it's a common practice.</p> <p>Old Scottsville model is collapsing and is re-inventing itself through new market demands n the form of student accommodation.</p>

	<p>investment in the area. Commercial facilities struggle during holiday season. Cultural-contestation of space in terms of different cultures between original and students. Spatial Infrastructural</p>	<p>Spatial effects is that it brings in a lot of illegal land use due to the demand. Cooperation between municipality and institutions to curb the illegal land uses.</p> <p>Densification must be viewed equally with infrastructural provision, they must talk to each other. Scottsville is densified, this therefore means the city must do forward planning in relation to services, also in terms land use approvals.</p> <p>Infrastructure is lacking, but it should not be blamed on studentification,</p>	<p>residing in the area.</p> <p>Infrastructure remains a challenge, current infrastructure gets impacted because of volumes infesting a small area. Densities far exceed the current infrastructure provision and there is a need for an upgrade.</p> <p>Environment has changed, not the same as before.</p>	<p>looking for accommodation.</p> <p>Buildings converted to Student accommodation whereas the services were made for single residential area. Services are used overtime.</p> <p>The services demand changes overtime to accommodate students.</p>	<p>transformation. People from the outskirt are now accessing service form the area.</p> <p>Infrastructure is being compromised by the increasing demand in a formerly residential area.</p> <p>The area used to be clean but now it has deteriorated affecting the environment negatively.</p>	<p>impact in the city. The university has about 13 000 students, about 2 000 of them are accommodated internally while the rest is in private accommodation. They contribute significantly in the economy of the suburb.</p> <p>Culturally, no understanding of why student would want to be crowded in a small space with inadequate facilities, except that there is no other alternative, or perhaps its what they are used to at home. Houses in rural areas are of a poor nature.</p>	<p>targeted by criminals.</p>	<p>Taken a different identity in the form of studentification. It been along call on the side of the municipality that residential areas should not remain sacrosanct or solely reserved for single families.</p> <p>Infrastructure, student influx in the area will place more demand on the infrastructure or that residential areas need to change and that set of infrastructure in a residential area during 8-5:30 we are losing the value of the infrastructure. Student</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>studentification bring uniqueness and it supports the area therefore should be looked at as a bad thing.</p> <p>Environmentally, students don't interfere with the environment maybe environmental health issues but not the environment.</p>				<p>Spatially, students need space to be able to socialize, there is no are like that in Scottsville and Pelham as a result students socialize in the street leading to accumulation of dirt.</p> <p>UKZN doesn't understand the norms and standards.</p> <p>Infrastructure is important, every other week there is a burst pipe, not enough space for sidewalks, and streetlights are not working. An upgrade is required before not when people</p>		<p>accommodation we are maximizing the use of resources.</p> <p>Socially, its unfortunate that student accommodation is attached to a particular stigma and that cannot be avoided as it relate to the behavior of students. Space contestation results.</p> <p>Spatial reconfiguration would be supported by planners, sustainability. For a university to be sustainable it requires supporting services including student accommodation.</p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

						<p>are already there.</p> <p>Crime levels high, students are the victims and not the perpetrators.</p>		<p>Culturally, space is contested.</p> <p>Families have invested heavily in the area and now its being undermined by noise.</p> <p>Environmental refers to the built environment is changing in response to a particular demand. There is evolution of space. However student accommodation is part and parcel of the built environment.</p>
Define the difference between a community and a neighbourhood.	In biology a community is a group of animals with the same attitude and goals. Scottsville	A community is a family of something, church community. It's a grouping of	Community is a grouping of people in a large area and a neighbourhood is specific to a	Scottsville has a bit of both, not a large area and fits the idea of a neighbourhood. It is also a	A community is a group of people residing in a specific geographic area.	Neighbourhood is a geographic area. A community are the people living in that	A Neighbourhood is block, but a community is the rest of the	Neighbourhood is an arrangement of land uses, different catchment,

Can you define Scottville as a community? Elaborate.	is a space with people and cannot even be referred to as a neighbourhood. There are 2 communities in Scottville, Pro-student accommodation (those that are taking advantage of the opportunity that is in Scottville) and anti-student accommodation (those that are against change in the area). Students have their own community with different goals.	something. A neighbourhood is spatial. In Scottville there are many communities. Scottville is a suburb with many communities but falling under the main community of Scottville. There are many sectors with different beliefs and preferences.	location, street or road. Scottville is a community because it expands to other streets that form Scottville.	community because a community is defined by popular practices and traditions. But it has changed overtime to be a community that is dominated by young people. Neighbourhood does not change overtime however a community can change depending on the character of people that are there.	Neighbourhood is an area where people reside. Nowadays Scottville is a neighbourhood. People living there are not from the same community. There is no longer a sense of people sharing the same common vision and ideology.	geographic area sometimes there can be more than one communities in one areas. There is a good community sense in Scottville, however the students are not part of that. Not a good relationship.	people of Scottville. Number of neighbourhoods in a community	thresholds and geographic space. Community is a collective representation of individuals living in a neighbourhood. Cautious to think that a community exists with the same views, ideologies. A community can exist with different views and ideologies. Yes, Scottville is a Community, but this community cannot exist without acknowledging the university as part of the value
------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

								chain which brings its own support uses.
In your view, what causes neighbourhood change in the Scottsville area? List some of the major changes.	Need for student accommodation. Lack of enforcement from the municipality. Emerging opportunity to buy and rent out property. Lawlessness and the belief in the returns of student accommodation. Lack of forward planning buy institutions and the municipality. No partnerships and relationships.	Government policy Transformation and position resulting in the appreciation of the area, more people have bought property there. Agglomeration of educational institutions. Make the area a hub for education. It is close to the N3, once close to a major route the role of the area changes overtime. Student accommodation seen as a lifetime	The major change is the educational institutions, it has changed the dynamics and resulted in student accommodation demands which has impacted on the neighbourhood. Different activities that accommodate kids. Land uses that cater for university kids.	Number of students that have flocked into the neighbourhood. Business people that have been attracted by the young people.	Lack of accommodation from the higher institutions. As a result people have mushroomed into residential area. This comes with various land uses such as the student accommodation and other amenities that will be required by students, book shops, shopping centers, salon...etc. The area is now mixed use and not residential like before	Scottsville originally THE capital suburb of Pietermaritzburg . It was a “lanny” suburb with prominent government figures living there but now it is low to medium income. There are a number of schools and tertiary institution, there is a lot of activity in the area. Neighbourhood change has been influenced by the lack of application of bylaws. Lack of enforcement.	It has changed from a residential area to an area with an influx of students, who are there because of studies. Historically it was not designed to accommodate the current numbers. It will continue to change as it is an investment opportunity for a lot of people.	Market demand, market driven and demand driven that change being expressed as student accommodation occupying space as an intergral component of the neighbourhood. Impact of the university on the adjoining precinct. Changes come as a gap in what the university can provide. Urbanism as a concept fits the scenario perfectly. Lifestyle change of the neighbourhood.

		investment that is seen as safer.				Not against changes in Scottsville, larger residences are the way to go. However for that to be accommodated the conditions must be conducive.		
What do you understand about inclusive city/inclusivity and how has the provision of private student accommodation impact on inclusivity in Scottsville?	<p>Inclusivity all components coming together to achieve cohesion. Within students there is no cohesion as backgrounds are not the same.</p> <p>Inclusivity can be achieved.</p>	<p>Inclusive cities is where cities are functioning properly and every part of the city is included. You feel included in decision making.</p> <p>Inclusivity of Scottsville is lacking, Council is to blame as policies for Scottsville are one sided and exclude students. Policies should promote and sustain the area and not prohibit</p>	<p>People weren't use to that, previously for a specific use and community. Not inclusive because not everyone likes student accommodation. It has impacted in a negative ways.</p>	<p>The presence of student has impacted on the plans by the authorities. There is pressure for the authorities to ensure that students are accommodated in the plans, in activities taking place.</p>	<p>An inclusive city is a city that consist of various land uses. Student accommodation responds to inclusivity in a positive way. Even though it affects the people living there in a negative way.</p>	<p>Student accommodation impacts Scottsville radically.</p> <p>Wouldn't use the term inclusivity because the neighbourhood has changed because of home businesses, larger home have been subdivided.</p> <p>Inclusivity is provocative, because the</p>	<p>Inclusivity means bringing together a mixture of people with different backgrounds and races.</p> <p>House owners and students have tried to live together but there are clashes when it comes to noise and conversion of homes with consultation and proper procedures.</p>	<p>A neighbourhood needs to respond to its own set-up, by having student accommodation brings about inclusion. How land uses are integrated and support each other.</p> <p>Exclusion, exclude people form a particular neighbourhood for whatever reasons.</p>

		growth. Student accommodation has impacted negatively.				<p>students have always been part of Scottsville.</p> <p>Inadequate provision for foot traffic. Infrastructure must reflect what is happening in reality</p>	The residents are not against students only Property that is neglected.	Scottsville is inclusive, the scheme does not preclude student accommodation in the area. It support student accommodation.
Literature indicates that there is a link between public policy, social capital and inclusive cities, how can you interpret this?	Inclusive cities is what we aim to achieve through public policy and participation.	<p>Addressed above.</p> <p>There is a link between these dynamics, public policy must speak to all the sectors of the community that is how people feel included.</p>	Policies are there but have not made provision for how an area grows but not talking to what is happening in a specific area. Student accommodation brings about discomfort and insecurity. Policy can change perception and make it a much more harmonious environment.	In terms of regulations at times they take time because they aim at a particular area at a time where as with massification institutions were not ready for it that's where the match is lacking with the intake, you can imagine that when bylaws are introduced they are based on a certain number of people, the rapid increase of people in the	Policies adopted by Council respond to inclusive cities.	<p>Don't believe that Town Planning has any foresight in terms of public policy related to students.</p> <p>Presentation made in the Town Hall was inadequate. New zone created without the land being identified.</p> <p>Town planning needs to spend more time in planning,</p>	<p>There is policy but there is a lot of breach of bylaws. Not sure if the process is lengthy or not but people just seem to ignore it and legalize establishments as they continue operating.</p> <p>The law is there but it's more individual interest over community interest.</p>	Public policy it's expressed in the scheme, advocates for inclusion, student accommodation in the area.

				<p>same area makes you realize that you can't implement these effectively. The increase ends up necessitating the contradiction of the bylaws. Authorities therefore need to take the changes into consideration in when implementing policy.</p>		<p>consultation in terms of public policy.</p> <p>Students play a role in the economy of the area. Business does not properly serve the students.</p> <p>Balance between uses and policy.</p>		
<p>Land use management is a component of planning that is concerned with the administration and regulation of land use change, in your view how has the provision of private student accommodation impacted on</p>	<p>Lack of provision of student accommodation has impacted on Land Use management in a negative way.</p> <p>Mistake of understanding scheme a single document that governs land use change, which has resulted in the mushrooming of</p>	<p>The organic growth has changed the ball game, many illegal land uses which have been established due to the demand created by students.</p> <p>It has also increased the revenue for the municipality as Scottsville</p>	<p>This is a serious challenge, the provisions of land use management and what is happening on the ground are two different things. It is a challenge to change an area that was residential to accommodate students. It's a challenge for</p>	<p>What's negative at times with the increase of students is that in terms of long term plans of the city tend to change due to the impact of having a large number of students. Improper planning will result in the drop</p>	<p>It a fact that private home are illegally converted to student accommodation. The environment is not conducive for learning.</p> <p>PPPs are required to assist with the demand.</p>	<p>There is no management of alternate use in Scottsville. The municipality is losing money on this.</p> <p>Notices are issued but nothing is being done as a follow-up and that needs to change.</p>	<p>The failure on the municipality's side is the approval of applications without a proper infrastructure upgrade for the city.</p>	<p>Do not see student accommodation as a foreign use. It is important to not consider student accommodation as foreign but to support the viability and sustainability in the market place.</p>

land use management?	student accommodation everywhere, whereas there should be a guide as to where student accommodation be. This would have resulted in a nice spatial character. Makes it hard to administer and regulate land use changes in the area.	features frequently in Council for land use changes.	<p>applicants to get applications approved because there is always an opposing force and hard for the municipality to justify the demand.</p> <p>Areas close to the university must be planned to accommodate a student village with incentives for residents to sell. This will contain the spread of student accommodation.</p>	of the living standard.	<p>Areas next to the institutions must be used to accommodate students.</p> <p>Certain roads may be earmarked for denser population. Lack of planning is perpetuating the phenomenon. The municipality must relaxed. Student accommodation is influencing the municipality to plan ahead.</p>	Town planning officials have ignored the legal provision of the legal private student accommodation		The place has stabiled as a result there is inclusion.
In your view, has land use management in Scottsville kept with the times and international development trends? Justify?	No, current shift is bigger and better versions of student accommodation whereas Scottsville remains the same, even policy has not changed to	No, Scottsville has battled to keep up and is still an old city suburb, the houses, the land development tools in terms of the scheme provisions haven't	No. from the past we are still adjusting. People in Scottsville are strongminded and are not fond of the idea of student accommodation. No progress in	Scottsville has been overtaken by events or circumstances being massification. It's going to be difficult for Scottsville to compete even at an international	<p>No, Scottsville has not kept with the time.</p> <p>This is an international phenomenon.</p>	<p>Not at all, Stellenbosch still has no answer.</p> <p>Student village as a concept is acceptable it been done all over the world.</p>	<p>Yes, because people are buying property to convert them to accommodation. The population is younger.</p>	<p>Of recent it has made significant advances to respond to the demand.</p> <p>The land use scheme adopted by council is aggressively</p>

	reflect the broader changes.	changed. It has been slow. Other areas in similar circumstance have embraced this change. Strategic Documents do not encourage investments.	terms of international students. Government need to mediate the process.	level. The way it was planned many years ago has changed. There is a need to visit other university towns and cities to find out how they do what they do. How they accommodate students in the city without lowering standards in the city. Student accommodation is a wave that they need to learn to ride otherwise they will become a victim. Up the game and look at the plans.	Municipality needs to be flexible and come up with solutions.			supporting student accommodation. While the means to transform were there previously, they were not as aggressive, they were limitations. International trends, it's long overdue. Student accommodation is accepted in other university towns.
Do you think a balance can be reached between the provision of private student accommodation and inclusive land use	Yes, it can be achieved. Within the next 5 years. Contestation of space, but people are talking and discussing ideas of how to	Tricky, who sets the balance. Benchmark exercise is necessary to study what the balance could	Yes, a study need to be done for the area and workshopped with the residents on the benefits and	It can be with proper planning, the problem here is management of relations. No interacting with other stakeholders, there is a lot that	Yes, student accommodation will always be in demand. Where there is a demand there will always be a supply.	Yes provided that accommodation is provide to standard, does not compromise the infrastructure.	No balance, provided that there is proper planning. All parties to be involved in the planning. The municipality needs to be	Yes. The amount of new student accommodation has offset the balance. It has moved

management in Scottsville? If yes, how? If no, why?	improve the situation.	be. To strike a balance is hard. There is resistance and Scottsville needs to be treat as a very special case. It is the extension of the city. There is a need to look at Scottsville as a hub of economic activity, its capacity and potential still needs to be understood.	<p>insight of the proposal.</p> <p>It is about monetary value at the end of the day. Thorough planning with all relevant sectors.</p> <p>Student village can take away the trouble</p>	<p>should be going on in terms of planning to avoid surprises.</p> <p>More interaction for accurate projections and how to proactively support each other in addressing the issue.</p>	The municipality, residents and the institutions must come up with a plan and stop blaming each other. There has to consensus amongst the stakeholders in order for there to be a solution.	<p>There is no land use management in Scottsville.</p> <p>The numbers at university has ballooned without there being provision of adequate infrastructures.</p>	clear with their plans.	<p>Scottsville from an area of single family to a situation where Scottville plays a dual role.</p> <p>It now a common feature of the area. In Scottsville the balance will be there, 50% student accommodation and 50% residential area.</p>
-----------------------------------------------------	------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

