

IRISH PLANNING INSTITUTE EDUCATION GUIDELINES

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Final Draft IPI Education Guidelines 2019

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Acronyms applied in these guidelines.

- AILG: Association of Irish Local Government. [Representative body for Councillors].
- CPD: Continuous professional development.
- DHPLG: Department Housing, Planning and Local Government. [Formerly the Department of Environment, Heritage and Local Government-DoEHLG].
- DIT: Dublin Institute of Technology.
- ECTS: European Credit Transfer system (An E.U. wide education system to ensure that credits can be transferred between different educational programmes by students from all member states).
- ECTP-CEU: European Council of Spatial Planners-Conseil Européen des urbanistes.
- EU: European Union.
- IPI: Irish Planning Institute.
- OPW: Office of Public Works.
- TEC: Technical and Education Committee of the I.P.I.
- UCC: University College Cork.
- UCD: University College Dublin.

Preliminary Note: References in this document to the terms; '*planning*' is used in a robust manner to encompass land-use/physical/spatial/town and country/urban-regional planning, as legally enshrined in the Planning and Development Act 2000 (as amended) and the associated Planning and Development Regulations 2001 (as amended), as adopted by Houses of the Oireachtas (Irish Parliament).

Preamble

Founded in 1975, the Irish Planning Institute is the all-island professional body representing professional planners in Ireland. It also represents its members who are practising in other national jurisdictions.

The Irish Planning Institute's mission is to advance spatial planning, as grounded within contemporary Irish planning and development legislation, in the interest of the common good by serving, improving and promoting the planning profession. The Institute promotes and fosters ethical professional practice standards by its members and plays a leading role in spatial policy development.

The IPI is also an accreditation body to higher planning education and training programmes. Rigorous assessment of such applications, and an applicant Planning School's capacity to deliver a planning education programme grounded in sustainable spatial planning and incorporating specialist teaching and modules, is undertaken by the IPI's Technical and Education sub-committee.

IPI accreditation for individual planning schools is a mark of quality, verifying that qualifications in planning awarded by such institutions are internationally relevant but reflective of local context which addresses education, training, research and policy development needs. It indicates to future employers of planning graduates, from those institutions that the standard of education received has provided them with the necessary broad-ranging skills to undertake a career as a planning professional, and is of considerable advantage to persons seeking to be recruited in all sectors.

The IPI planning accreditation achieves this by setting expectations of competencies and professionalism for planning professionals, and supporting these through education and Lifelong Learning.

Introduction

The original IPI Education Guidelines underwent significant revision in 2013 with the final document adopted by its Council on the 8th of February 2013. Recent feedback from existing planning schools, indicates a general satisfaction with these, especially in so far as from a general perspective on both sides of the accreditation process, they have proved to be extremely useful and have been particularly helpful as a reference guide for panel members involved in subsequent accreditation processes, and have been a benchmark framework for those who have been engaged in the accreditation on the planning school side.

As a response to the publication by the European Council of Spatial Planners of their *Guidelines on Professional Competencies in Spatial Planning* [ECTP, 2017], the TEC engaged in a review process of the IPI Education Guidelines¹. The primary focus of these guidelines is to set out the requirements for the education of professional planners. These include procedures for accreditation of planning schools, a schedule of subject areas and competencies and an outline of learning outcomes and indicative specialisms to be delivered in the programmes seeking accreditation by the IPI.

These guidelines also cover other aspects of planning education and training which seek to serve the needs of existing planners, members of the public, other associated professions and elected representatives.

The guidelines are set out under the following categories

1. The purpose of planning education.
 2. Education of Professional Planners
 3. Criteria for Accreditation.
 4. Continuing Professional Development.
 5. Educational Outreach.
 6. Planning Research.
- **Appendix A: Accreditation of Planning Schools-Procedure.**
 - **Appendix B: Detailed Competency Criteria.**
 - **Appendix C: Policy on Continuing Professional Development.**

¹ ECTP-CEU (European Council of Spatial Planners): ECTP Guidelines on Professional Competencies in Spatial Planning, October 2017

1. The Purpose of Planning Education

1.1 The purpose of planning education, both in Ireland and around the world, is to support the advancement of the art and science of urban, rural and regional planning for the benefit of the community. A primary focus is a concern for serving the common good through the delivery of proper planning and sustainable development and the pursuit of quality, people-centred, place-making with a respect for ecosystems, quality in the built environment and diversity in cultures.

1.2 In accordance with the ethical principles of the profession, planning education is carried out with an awareness of the need for proper planning principles to be understood by the general public, a commitment to citizen participation in planning and an inclusive approach to diversity and equality of opportunity.

1.3 The Memorandum and Articles of Association of the Institute impose the following educational obligations on the Institute:-

- *To advance the art and science of urban, rural and regional planning in Ireland for the benefit of the community;*
- *To raise the standard of planning practice and implementation in Ireland;*
- *To encourage and contribute to the development of planning education in Ireland with special emphasis on the provision of mid-career planning education and on the organisation of relevant discussion and lectures;*
- *To protect and improve the status of the planning profession in Ireland.*
- *To improve and elevate the technical and general knowledge of persons engaged in or about to engage in the planning profession or in any employment in connection therewith and with a view thereto to provide for the delivery of lectures and the holding of classes and to test by examination or otherwise the competence of such persons to award certificates, scholarships, rewards and other benefactions.*

1.4 The approach to planning education set out in these guidelines is also informed by the Code of Ethics and Professional Conduct of the Institute which outlines planners' obligations to society as follows:-

- *The primary obligation of planners is to serve the common good. For this reason members shall strive to advance the art and science of urban, rural and regional planning for the benefit of the citizens of the country.*
- *Members while allowed to act as an advocate for a project should always seek to secure the delivery of proper planning and sustainable development, pursue quality place making for people and shall respect diversity in cultures, ecosystems and the built environment.*
- *Members shall aim to foster awareness of the need for proper planning and sustainable development among the general public and support citizen participation in planning.*

- *In undertaking their professional activities, all members shall not discriminate on the grounds of race, sex, sexual orientation, creed, religion, disability or age and shall seek to promote equality of opportunity*

2. Education of Professional Planners

2.1 The Institute's vision for planning education is threefold:

Internationally Relevant and Reflective of Local Context

- *This means that planning education should be delivered through curricula that are conscious of and grounded in international directions in planning knowledge, skills and modes of learning while reflective of local circumstances.*

Addresses Education and Training Needs

- *This is based on an understanding that the needs of the planning-development and environmental management industry, decision makers, civil society and the community at large are served by having a sufficient supply of trained planning professionals globally in order to facilitate, promote and manage processes of urban and regional change, place-making and the development of sustainable futures in spatial terms.*

Addresses Research and Policy Development Needs

- *This focuses on producing new disciplinary knowledge that is relevant to practice, drives new policy agendas, and fosters a research agenda which analyses and constructively criticises current practice and policy contexts while providing solutions to new and evolving spatial challenges identified through theory and practice.*

2.2 In order to achieve this vision the Institute is committed to ensuring that high quality planning education is delivered through IPI accredited schools. In this regard, high quality planning programmes and schools are considered to be those which:

- *demonstrate a clear philosophy related to spatial planning and which embraces the broad goals of ethical practice and sustainability;*
- *are properly resourced and governed;*
- *are committed to generating and disseminating planning knowledge that is of theoretical and applied value;*
- *engage with the planning profession, the public, and other stakeholders, in supporting the ongoing development of both the profession and the discipline of spatial planning in Ireland and elsewhere.*

2.3 In particular, in accordance with a long standing Institute policy, recognised schools of planning shall be “**within a University or within an Institute of Third Level Education of comparable status**”. The Institute and its accredited school must also be mindful of the obligations of the IPI, as an Irish regulating body, to have regard to the **European Communities General Directive on the Mutual Recognition of Diplomas (89/84 EC)**. Accordingly it is policy to co-operate with any recognised school of planning in the formulation, organisation and completion

of any Aptitude Tests or other validation arrangements required under this Directive.

2.4 The requirements of the Institute for the recognition, by way of accreditation, of new planning schools, new courses in existing recognised planning schools, and or continued accreditation of existing recognised courses are governed by a set of criteria set out in Section 3 hereunder. The institute's procedures for the accreditation of planning education programmes are set out in Appendix A.

3. Criteria for Accreditation

3.1 Any third level education institution, that offers spatial planning education programmes, which is applying for accreditation by the IPI for the first time or is seeking renewal of existing accreditation by the IPI, is required to prepare a **self-evaluation report** which demonstrates how its particular programme(s) meet(s) the criteria standards outlined in these guidelines.

The purpose and benefits of IPI accreditation for third and fourth level spatial planning education are deemed by the IPI to be as follows:

- Provides those programmes and the qualifications awarded to their graduates with a professional quality assurance that is internationally recognised.
- Promotes and ensures high and consistent standards of education and professional training across each of the planning schools in Ireland.

3.2 Programme Form and Length: To qualify a graduate for entry to the planning profession and membership of the IPI, the institute defines the following as the minimum academic credentials that are normally required:

- *An undergraduate Bachelor's Degree in planning of 240 ECTS², or*
- *an undergraduate Bachelor's Degree with planning as a primary component comprising 180 ECTS combined with a Masters Degree in planning of 90 ECTS, or*
- *a postgraduate Master's Degree in planning of 120 ECTS.*

Individual schools can consider innovative and flexible ways of delivering their programmes in order to achieve the course credits listed above.³

3.3 Demonstration of the Quality of the Programme

These requirements relate to the quality of the programme and its ability to address the core competencies (knowledge, skills and values) and learning

² The ECTS European Credit Transfer System has been developed to ensure that credits can be transferred by students across the EU member states.

³ It may also be possible for a planning graduate who hasn't achieved the above levels of academic credits to obtain such additional credits by taking appropriate planning modules at an IPI accredited planning school, which would bring the graduate up to these levels and meet the requisite learning outcomes as outlined in Section 3.7.

Normally this will consist of modules amounting to 30 extra credits. The nature of the requisite modules will be established in each case by the IPI.

outcomes set out in these guidelines. The self-evaluation report should include all of the following:

- *A Broad Educational Vision or Philosophy (Statement of Educational Philosophy) which explains the core spatial planning focus of the programme and highlights the specific flavour, focus and distinctive approach of the school towards planning education;*
- *An outline of the Institutional arrangements of the School, Department or unit within which the planning programme is based. This shall include an outline of the governance of the School/Department/Unit; the governance of the programme; details of staffing (including qualifications, research undertaken and experience as well as a breakdown between full time and part time staff); evidence that qualified planners form a significant proportion of the teaching staff of the programme; and a statement of resources allocated to the programme (including learning resources, supports and class room /studio accommodation).*
- *An overview of the curriculum outlining the structure of the planning programme, total credit values and including lists of modules that make up the programme. A detailed curriculum map illustrating how the programme addresses the core competencies and recommended learning outcomes of these guidelines together with details of learning sequences and progression through the programme;*
- *An indication of the manner in which the school facilitates and encourages staff-student dialogue and feedback.*
- *An outline of the School/Department's relationship with the planning profession, related professions and relationship with the wider public.*
- *An overview of the planning related research undertaken by the school and evidence of a commitment to contributing to academic debates on planning; to contributing to the development of planning policy and practice and, to providing constructive analysis and critique on various aspects of policy and practice.*
- *Equality and Diversity – the school should demonstrate how it is seeking to achieve diversity of student intake and how the planning programme is designed to reflect diversity within communities as well as on a global scale.*
- *For programmes which are seeking continuing accreditation, an outline of any significant changes to the programme since the previous accreditation visit.*

3.4. Primary Pillars and Core Competencies

There are three primary pillars underpinning professional planning. The first pillar comprises the spatial **values and ethics** that are cherished by the profession and which characterise its relationships and obligations to society and to the

environment. The second pillar is concerned with broad **knowledge and understanding** of the encompassing systems which shape our world and society, the institutional contexts which shape planning and the recognized policies and practices which currently constitute planning. The third pillar is concerned with **skills**. In line with the competencies identified by the ECTP and those outlined in previous versions of the IPI's educational guidelines it is recognised that Planners therefore must have a set of core competences, and a commitment to ethical standards of conduct. These three primary pillars encompass other integral competency attributes, and are collated into eight core criteria outlined in paragraphs 3.5 and 3.6 below.

In terms of curriculum design, each programme of planning education needs to address these competences and values directly and also to devise appropriate learning outcomes for the programme itself including for each individual module or course of study.

3.5 The Institute believes that competent professional planners ought to have the following core competences, which cover the broad knowledge skills and values of planning practice:

Core Competence 1: The Rationale of Planning (*The History, Theory and Philosophy of Planning*)

Core Competence 2: Socio-economic systems (*Society and Economy; Infrastructure and Resources*)

Core Competence 3: The Built Environment (*Human settlement, nature of place and place-making*)

Core Competence 4: Environmental systems (*Natural and Cultural Environment*)

Core Competence 5: Planning Techniques

Core Competence 6: Planning Instruments (*The Political, Legal and Institutional Contexts of Planning*)

Core Competence 7: Planning 'Products' (*Spatial Planning at various scales (from Local to Transnational)*)

Core Competence 8: Independent Research

3.6 The following table illustrated the relationship between the competences and the underpinning requirements for planning practice.

Table 1: Core Competences and Underpinning Requirements for Planning Practice

<i>Planning Should be Underpinned by:</i>	<i>Primary Pillars</i>	<i>Core Competences</i>
<u>Critical thinking and understanding</u> of the basic rationale of planning and its theoretical and legal basis, including the desirability of, legitimacy of and conditions for purposeful planning interventions.	Values and Ethics	Core Competence 1: The Rationale of Planning (<i>The History, Theory and Philosophy of Planning</i>)
<u>An understanding of the spatial systems</u> which shape society and the environment based on an understanding of spatial relationships, for example, how economies and their infrastructures function; how communities achieve cultural cohesion and social inclusion; how communities and nature interact and environmental capacity and ecological impact; the importance quality, form and identity of places. These understandings are critical to the preparation and advancement of planning interventions and the assessment of their impacts	Knowledge and Understanding	Core Competence 2: Socio-economic systems (<i>Society and Economy, Infrastructure, and Resources</i>) Core Competence 3: The Built Environment (<i>Human settlement, nature of place and place-making</i>) Core Competence 4: Environmental systems (<i>Natural and Cultural Environment</i>)
<u>Technical and creative skills</u> needed to engage in planning practice. This requires competences related to strategic management and territorial (regional, local, multi-level) governance. These skills include survey, analysis, and independent research, in addition to a range of transferable skills. These skills need to be sensitive to spatial effects over time, and equip planners with the means to produce planning solutions which achieve quality outcomes, through informal as well as regulatory processes.	Skills	Core Competence 5: Planning Techniques Core Competence 6: Planning Instruments (<i>The Political, Legal and Institutional Contexts of Planning</i>) Core Competence 7: Planning 'Products' (<i>Spatial Planning at various scales (from Local to Transnational)</i>) Core Competence 8: Independent Research

It is noted that core competences 6, and 7 require elements of knowledge as well as skills. Planners require a knowledge and understanding of different types of planning instruments and implementation systems (particularly understanding the broader institutional and legal context) and of various planning products, in addition to the skills to produce, amend, improve and change these.

3.7 Learning Outcomes for accredited programmes

Through an appropriately designed curriculum, which addresses the core competencies, subject areas and ethical frameworks outlined above, graduates of all IPI-accredited planning programmes should be able to:

- *Evaluate and reflect on the **history** of and various **theories** of spatial planning both supportive and critical of spatial planning.*
- *Explain and demonstrate how spatial planning operates within the context of **political, institutional and legal frameworks** and understand the wider **social, economic and political context** for planning sustainable environments.*
- *Appreciate the various facets of the **natural, built and cultural environment**, their vulnerability and their value to society.*
- *Understand **urban design and place-making principles** and be able to appreciate and evaluate the role of design in the creation of high quality urban and rural environments.*
- *Recognise and understand the **challenges of sustainable development** and demonstrate an ability to **devise planning solutions to a range of spatial planning challenges** (including an ability to produce integrated plans and policies).*
- *Demonstrate an ability to **diagnose problems, define solutions and make decisions** based on balancing a range of competing professional and stakeholder interests.*
- *Illustrate that they can **formulate and evaluate policy** and how policies can be implemented in practice.*
- *Demonstrate an appreciation of societal diversity and the importance of equality of opportunity in spatial planning processes.*
- *Evaluate the role of **economics and finance** and the concept of viability in the planning and development process.*
- *Demonstrate effective **research, analytical, evaluative and appraisal skills** and the ability to reach appropriate evidence based decisions.*
- *Identify means of **engaging a wide range of groups and individuals** in spatial planning processes*
- *Demonstrate an ability to and **communicate** effectively verbally, graphically and through written documents/web-sites and to **communicate** concepts, knowledge and conclusions to peers, specialist and non-specialist audiences within an inter-disciplinary environment.*
- ***Mediate** disagreements and to negotiate between diverse and competing interests, and demonstrated **negotiation, advocacy and leadership skills**.*
- *Work effectively as part of a **team** in an **interdisciplinary** context.*
- *Demonstrate a familiarity with **various technologies** in planning and be able to examine and evaluate maps and technical drawings and associated documents*

- *Recognise the importance of upholding the highest standards of **ethical behaviour**, and be committed to reflecting on their own practices throughout their professional careers.*

3.8 In order to show that the programme meets the learning outcomes outlined above the particular planning school should undertake a curriculum mapping exercise. This curriculum mapping should identify the manner in which the programme delivers these learning outcomes, by describing how each of these are met through their programme and constituent modules. This should be done through the provision of a matrix and accompanying text. The curriculum mapping exercise should also illustrate the manner in which there is a progression in learning over the period of the programme.

Specialisms

3.9 In addition to the core competencies, reflecting the on-going expansion of the field of planning and the breadth of areas in which planners now find themselves working, there are opportunities for specialisation in relation to specific areas of planning. A planning programme may require that its students develop knowledge of the relevant concepts and theories and relevant skills associated with at least one specialist area of planning. This could include but is not limited to transportation, community planning, strategic planning, international planning, environmental planning, environmental resource management, urban design, economic development, rural planning, advanced information systems for planning, urban renewal, urban development, comparative planning etc.

Areas of Study

3.10 In developing its programmes of general and/or specialist study, planning schools are generally free to draw on a large range of subject areas and to develop teaching modules, learning outcomes and schemes of learning progression according to their own stated educational philosophy and approach in harmony with the overall guidance and recommendations of these guidelines. The important criterion in terms of curriculum design is that, through the chosen sets of subject areas and module choices, the programme can meet the list of 8 core competencies outlined in sub-sections 3.4-3.5. of these guidelines to the satisfaction of the Institute.

3.11 Appendix B sets out a more detailed outline of the knowledge, skills and values that are considered appropriate for consideration in relation to attaining compliance with each of the 8 core competences. These should provide a more fine-grained framework when considering the design of planning school curricula. It includes more detail with regard to the specific elements that should be addressed within the knowledge, skills and values primary pillars as set out in the stated core competences and ancillary programme quality considerations outlined in sub-section 3.3. It is not envisaged that each and every detailed element under the 8 core competences is delivered in an educational programme. However, the programme outcomes of an accredited programme should ensure that graduates have a set of core competencies that are recognised across Europe. Planning students should also gain a proportion of other specialist or general

training and education in other related or relevant subjects according to their own interest or the strengths and capacity of the educational institute.

3.12 This appendix of detailed competences may also serve as an initial checklist for the Institute, its accredited planning schools, and members of the profession generally when they consider how they might address some of the wider aspects of planning education e.g. Continuing Professional Development, Councillor Education, Outreach to sector groups and other professions, Adult and continuing education etc.

4. Continuing Professional Development for Members

4.1 Continuous Professional Development (CPD) is a core activity of all planners, promoting career-long learning and maintaining professional competence. CPD as the ongoing maintenance, improvement and development of the knowledge, skills and personal qualities required in professional life. It is the process through which planning professionals maintain and develop their expertise. It also necessary to provide confidence that the professional standards of the individual members of the Institute are kept up to date and trained in ongoing developments in the planning field.

4.2 Each individual planner is personally responsibility for maintaining and updating his/her professional competence. However, in order to support individual planners in maintaining and developing their expertise, the IPI is committed to promoting opportunities for and validation of Continuing Professional Development (CPD) of their individual members. This is both in the interests of the individual member themselves and in the interest of maintaining the confidence of the public in the profession. It is now a condition of maintaining membership of the Institute in accordance with its articles of association, that each corporate/fellow member attains 20 CPD credits per annum and records them on their membership account on the IPI web-site. The office of the IPI in conjunction with the TEC in liaison with the Council, monitors compliance levels with this requirement on an annual basis. Members who fail to comply with this compulsory CPD requirement are liable for penalties up to and including expulsion from the IPI.

4.3 An essential part of CPD is to keep up-to-date the core competences acquired in their initial training. In addition, the development of personal skills is an important part of Continuing Professional Development. The Institute's interpretation of CPD is wide and encompasses more than formal training courses or seminars. The Institute's CPD guidance note and instructions for online recording of CPD are included in Appendix C of this document.

4.4 The IPI is the leading provider of CPD Programmes and courses for planners in Ireland. Each year the IPI runs a series of CPD events for members, which include the National Planning Conference and the Autumn Conference and the bi-annual Law Briefing CPD events are also run by the Branch network which is open to all IPI members.

4.5 The Young Planners Network in the Institute occasionally provides seminars and workshops of interest to planning students and graduate planners. A mentoring programme for recently qualified planners has also been developed by the IPI and following a pilot project is being implemented as an ongoing initiative.

4.6 As outlined in the Institute's Continuing Professional Development guidance note, CPD activities do not have to be provided, approved or accredited by the Irish Planning Institute. However, CPD activities must be:

- Of significant intellectual or practical content dealing primarily with planning related matters;
- Conducted by persons or bodies that have suitable qualifications;
- Relevant to a practitioner's immediate or long term requirements in relation to the practitioner's professional development.

4.7 Notwithstanding this, there is recognition of the role that can be played by education providers within the CPD process. This can range from the provision of single one-off lectures or events of interest to the profession, to much more significant provision of training opportunities, including specific modules, diplomas, or further degrees. Such CPD activity may relate to specific topics in which the educational institute has an expertise, or may gather together wider thinking on an emerging area of interest.

4.8 The Institute will encourage planning and other education providers, wherever possible, and within resource constraints, to provide opportunities for CPD, and to develop specific events, seminars or programmes wherever appropriate. The Institute will support planning education providers in these endeavours through joint branding of appropriate events and through the promotion of such events among their membership.

4.9 CPD events may either be organised in conjunction between the IPI and an education provider, for example joint events organised by a local branch and an accredited planning school, or be organised independently by the planning school itself. In the latter case permission to use the IPI logo to publicise an event, will require the approval of the IPI council. The IPI also co-hosts CPD events in conjunction with other associated professional institutions such as the Royal Town Planning Institute, Royal Institute of Architects Ireland, Engineers Ireland and the Irish Landscape Institute.

5. Educational Outreach

5.1. Adult and Community Education about Planning

5.1.1 The Irish Planning Institute, by its Article of Association, is obliged; “to encourage and elevate the technical and general knowledge of persons engaged in or about to engage in the planning profession” and “to protect and improve the status of the planning profession in Ireland”. To this end the Institute has a remit to help to educate members of the public, where possible, helping them to understand what planning is and what Planners, as a profession, do raising the profile of its members.

5.1.2 As part of its remit in promoting and raising the profile of the planning profession, the Institute regularly prepares press releases on topical contemporary planning issues in Ireland. The Institute is also actively involved in rewarding good planning practice in the community through the biennial IPI awards and through the Institute’s involvement in the Tidy Towns Competition.

5.1.3 The Institute’s web-site is regularly updated to provide information about the role of the institute, and the role of planning. As part of its services, the IPI provides contact details for potential speakers on the topic of planning from interested groups throughout the country. An informal list of appropriate speakers shall be made of members that are available to fulfil any such requests. The Institute, through the provision of knowledge, will thus increase its profile and that of its members.

5.2. Planning Education for Local Authority Elected Members

5.2.1 The Department of Environment, Community & Local Government’s document *Putting People First* (2012)⁴ emphasises the importance of training for Councillors. The IPI recognises that through planning education it has a key role in the realisation of this objective.

Arising from substantial reforms to Local Government, provided in the Local Government Reform Act, 2014(amended), a more formal and organised approach to Councillor education and training was initiated by the IPI. The IPI entered into arrangements with the Association of Irish Local Government [AILG] to provide for ongoing planning training for Councillors. This is manifest in a number of initiatives:

- (1) Local elected members can avail of discounted rates to attend IPI events.
- (2) The IPI’s participation in the DHPLG ‘s initiative for the training of Councillors. This initiative is implemented in partnership with the AILG and accredited planning schools.

⁴ Department of the Environment Community and Local Government (2012) *Putting People First: Action Programme for Effective Local Government*, Dublin Stationery Office.

5.2.2 The IPI believe that main themes that should be covered in a training programme for Councillors in relation to planning are as follows:

- a) The purpose of Planning, the definition of both sustainable development the common good and how these, form the core of all Planning Acts since 1963;
- b) Ethics and how this is dealt with in the Local Government Act, 2001, and in the Code of Conduct for Councillors, 2004;
- c) The role of Councillors in relation to development plans, planning applications and other regulatory functions [for example licences, enforcement, vacant sites] that come within the remit of current planning legislation;
- d) The planning hierarchy and how Local Area Plans and Development Plans relate to Regional Spatial and Economic Strategies. The National Planning Framework and other high level strategic documents such as A Framework for Sustainable Development in Ireland, 2012;
- e) The procedure in making or varying a Development Plan or a Local Area Plan, with particular reference to the Councillors' role. This could be done by working through an example;
- f) The purpose and importance of European biodiversity designations and particularly the procedures and importance of Strategic Environmental Assessment and Appropriate Assessment under the Habitats Directive;
- g) Awareness of the DHPLG's planning guidelines and selecting some of these to look at in some more detail, e.g. Sustainable Residential Development, Sustainable Rural Development, Guidelines on Local Area Plans;
- h) Development Contribution Schemes and the Development Fund – understanding the scope and purpose of these and how the Councillors can contribute to and influence both the scheme and the fund.

The IPI are committed to continuing to work with the DHPLG and the AILG in developing new initiatives for local elected representatives.

5.3 Planning education for practitioners in related fields

5.3.1. The broad ranging and multi-faceted nature of planning is such that it is increasingly recognised, that there are many areas in which the work of other practitioners interfaces with, and crosses over that of the planning profession. This includes other built environment professionals such as architects, engineers, landscape architects, urban designers, but also in a much wider sphere including environmental scientists, chartered surveyors, housing officials, administrators, solicitors and barristers, energy professionals, community workers, and those working in public health among others.

5.3.2 The Institute will promote and facilitate the development of inputs to the education and training, of such professionals and practitioners, through inputs delivered by suitably qualified planning practitioners or academics. This may include, but is not confined to, lectures or module components related to spatial planning delivered to other professional 3rd third level programmes for example for architects, civil engineers and other professions, delivered by planning

academics or practitioners. The opportunity for planning academics and practitioners to engage with the education of other professions and disciplines should be encouraged wherever possible, as it provides for a more in-depth understanding of planning in related professional disciplines. In order to facilitate presentations to other professional organisations and groups, a list of appropriate speakers drawn from members shall be compiled by the Institute.

5.4. Educational outreach to Schools

5.4.1. Raising the profile of planning and planners should start with education at an early age. Planning is an important tool that helps decisions to be made about the future of how we live, our environment and our quality of life. It is based upon balancing a vast array of environmental, economic and social concerns. Therefore, it is a rich and varied subject wherein there is considerable scope to incorporate planning and planning-related issues in both primary and secondary level education.

5.4.2 To this end the Institute engages with primary and second level students and with students of further education institutes where possible. To further the above objective, the Institute has prepared a short, animated, film [May 2017] which is age appropriate for transition year students and older, which addresses planning issues. This short film is can be made available to institute members who wish to engage with local secondary schools, particularly as an event within Planning Week, which occurs in early November, after the Autumn mid-term school break or as part of career information seminars.

The IPI would be open to engaging with the Department of Education and Skills with a view to developing future initiatives in the area of primary, post-primary and further education sectors.

6. Planning Research

6.1 The IPI is committed to increasing research into spatial planning issues in Ireland. This will be achieved by working closely with the Planning Schools in order to identify new areas of planning research and by providing close links between practicing planners and researchers.

6.2 The IPI provides opportunities for planning researchers to disseminate their work and engage with the planning profession through their technical journal Pleanáil (which is published on an annual basis) as well as inviting researchers to speak at CPD events and conferences.

6.3 The IPI through its Policy and Research Committee liaises with IPI accredited planning schools in relation to the dissemination of their research to members of the planning profession in Ireland. The Planning Research Portal on the Institute's website provides links to publications from the planning academy in Ireland.

6.4 It is an objective of the IPI to continue to work closely with the Planning Schools to further develop the Planning Research Portal to develop a database of all planning related research in Ireland that can be used by professional planners, students and graduates in their professional work and studies.

Appendix A:

Accreditation of Planning Schools – Procedure

The accreditation of planning schools and their spatial planning education programmes is one of the most important duties of the Irish Planning Institute. The process for accreditation is set out below.

Initiation of the accreditation process.

The institute can only accredit a planning course for the first time if is requested to do so by a planning school. For this reason the first time accreditation of a planning education programme must be instigated by the education institution itself, through a formal written request to the Institute.

Where a review or renewal of accreditation is envisaged this can be done through a formal request from the education institution or at the initiation of the Institute.

If students have graduated from the course prior to IPI accreditation being approved, the Institute may decide to accredit the course from that point or may allow retrospective accreditation of the course where it is satisfied that the subject programme has during the particular retrospective period been fully compliant with the Institute's contemporary Education Guidelines.

Newly established programmes (i.e. that have no intake of students at the time of their accreditation application) will be considered for temporary accreditation provided;

- Documentary evidence that demonstrates how the school's programme(s) fulfils each part of the '**criteria for accreditation**' (as set out in section 3 of the guidelines which are inter-linked with Appendix B-Areas of Study) is submitted to the IPI for its consideration.
- The new programme(s) has been validated and approved by the academic institute where it will be offered.
- The full accreditation process (including analysis of student work) must be completed within 2 years of temporary accreditation being granted.

Upon receipt of all relevant documentation for a programme for which accreditation is sought, a timetable for the accreditation process will be agreed between the TEC and the applicant school. It is anticipated that this process will be completed within 6 months.

The Accreditation Team.

The Institute Council will (via the TEC) appoint an accreditation team, which shall consist of not less than four Corporate/Fellow members of the Institute. One team member shall be appointed as a facilitator. The make-up of the team shall consist of representatives from the following sectors of planning; local authority, private practice, planning education. None of the members of the team will have any direct connection with the planning school/programme that is the subject of the accreditation process under consideration. The role of the accreditation team on behalf of the Institute is to assess the planning education programme(s) that is/are the subject of the accreditation application. The decision as to whether or not a programme merits accreditation/renewal of existing

accreditation and under what conditions is ultimately for the Council of the Institute to determine by resolution.

Facilitator.

One member of the Accreditation Team will act as the Facilitator. Wherever possible the facilitator shall be a member of TEC. The role of the facilitator is generally to fulfil the following duties:

- Team leader-organiser.
- Liaison person for communication with the designated member(s) of staff in the subject planning school for the accreditation process.
- Be responsible for arranging of the visit(s) of the accreditation team to the subject planning school.
- Rapporteur to the TEC during the accreditation assessment process.
- The link person between the TEC and the accreditation team.
- Principal author-editor of the accreditation report through its various drafts.

Following instigation of the subject accreditation application the office of the IPI will issue correspondence to the relevant education organisation enclosing a copy of the Institute's Educational Guidelines. The correspondence will request the school of planning to prepare and submit a self-evaluation, analysis report which outlines how their programme(s):

- (a) Comply with the accreditation criteria outlined in Section 3/Appendix B of these guidelines.
- (b) Demonstrate the quality of the programme in the imparting of skills, knowledge and values to its participants.
- (c) Illustrate how the programme's modules accord with the learning outcomes set out in Section 3.7 of these guidelines. Specifically, how it meets these.
- (d) Any other items of information deemed relevant to the subject accreditation submission.

Following receipt of the formal accreditation documentation by the office of the IPI from the subject planning school, the office shall in liaison with the facilitator, disseminate these items to each member of the Accreditation Team.

The Accreditation Visit.

The visit of the Accreditation Team will generally be held over a period of one/two days. Prior to the visit, an agreed schedule will be drawn up between the facilitator and the designed member(s) of staff from the planning school. Such a schedule is required to consist of at least the following features:

- Meet all teaching staff (both part-time and full-time) of the Planning School.

- Hold separate meeting with representatives of the current students enrolled in each year of the programme including those attending a part-time Masters programme.
- To see examples of the students' work, including any project work and any dissertations/theses.
- Receive a presentation by the students of a sample group project(s) completed by them.
- To see office and teaching accommodation, computing and library facilities available to the programme(s) and to obtain documentation on the resources available to the course and likely to be available to the course for the period of accreditation envisaged/sought.
- To consider the research interests, experience and publications of staff and any opportunities for involving the students/recent graduates in such research.

The accreditation report preparation and assessment process.

After the completion of the accreditation visit, the facilitator shall in partnership with the other team members compile the first draft of the accreditation report within a reasonable timeframe as agreed by the TEC. This initial report is then evaluated at the next meeting of the TEC wherein the facilitator makes a presentation to the meeting of the main findings and recommendations of the report.

Arising from its assessment of the first draft report, the TEC committee shall:

- (a) Recommend to the IPI Council that the report and its inherent recommendations with or without amendments, be adopted by them, or
- (b) Request that the accreditation team undertake further assessment work or review certain parts of the first draft report and revert accordingly, or
- (c) Issue a written request [following consultation with the accreditation team via the facilitator] to the subject planning school to submit further items of information/clarification regarding its accreditation submission and the evaluation of it. Such a request may include proposals for a further visit to the school by members of the accreditation team for further meetings/presentations, or
- (d) A combination of the steps outlined in (b) and (c).

Concise compliance timeframes will be assigned to the step(s) selected by the TEC at this second evaluation stage.

On foot of the receipt of the further items of further information/clarification, the facilitator will in consultation with the other members of the accreditation team prepare a second draft report that will have regard to matters arising. The second draft report of the team will subsequently be presented as soon as possible to a meeting of the TEC by the facilitator for assessment. Following consideration of that draft report, it is expected that the TEC will unless it deems that certain matters still warrant further clarification from the subject planning school; finalise and forward its recommended report to the IPI Council.

Decision by the Council of the IPI of the accreditation assessment report

The final draft accreditation report will be considered at a meeting of the Council as soon as possible after the receipt by its members of the final report from the TEC. This consideration process provides for the Council to seek further clarity from the TEC regarding particular aspects of this report. On completion of this consideration process, the Council shall make its decision as expeditiously as possible to either award accreditation subject to conditions [at a minimum there will be a timeframe condition] or to decline to award accreditation.

Where a decision to decline an application for accreditation is made, supporting reasons will be attached and that decision will be final. As soon as possible following the making of that decision, a copy of that decision will be issued by the office of the IPI to the accreditation applicant school.

Where, a decision to award accreditation is made a draft copy of that decision will as soon as possible following the making of that decision be forwarded by the office of the IPI to the accreditation applicant school. A request shall be included in that notification for the receipt of any comments from the applicant school regarding the remit and conditions of that draft accreditation decision, within a reasonable timeframe.

The final accreditation decision will be issued by the IPI as soon as possible following the expiration of the latter timeframe and consideration of any feedback received from the applicant planning school in question and further consultation with the TEC.

Duration of Accreditation Period.

Accreditation is generally awarded for a period of years not exceeding five years, but it may be for a shorter period where considered necessary by the Institute. Shorter periods of accreditation can be awarded if there are aspects of the subject programme(s) that the Institute considers need to be improved/reviewed or if the Institute considers that inadequate resources (e.g. staff, financial, teaching time etc.) are being provided with regards to particular modules/areas of training-study outlined in Section 3/Appendix B of these guidelines.

In certain circumstances (for example where the accreditation renewal process is protracted), the IPI may (on written agreement with the relevant planning school) extend the duration of the relevant extant accreditation period, until it makes its final decision on the live application for accreditation.

Cost of Accreditation

The IPI will charge the Planning School a reasonable fee to cover the costs associated with accreditation panel travel and expenses, and the administrative costs of the accreditation process.

APPENDIX B:

DETAILED COMPETENCY CRITERIA

The following schedule sets out criteria under each of the eight core competency headings as outlined in paragraphs 3.4 to 3.6 as being the competences required to underpin modern professional planning practice.

In delivering these competences through the initial education process, it is important to recognise that the process of planning is as important as the plans themselves; the range of competences required for planning cannot be acquired and maintained by a single professional or profession; and the scope and need for planning is dynamic and the range of competences required for planning will therefore also change over time. In addition, it needs to be recognised that planning is applied in a wide ranging and distinct field of activities that are an integral part of territorial governance at local, regional, national or multi-level. It is therefore perceived, as outlined in paragraph 3.11, that these detailed competency criteria are not to be treated as a checklist but rather as a guide to delivering the various core competences.

In each section below component competences are refined and listed as subject areas considered by the IPI as being 'core' or central and others which are specialist or optional. These specialist and optional subjects may also be suitable for further personal specialisation and CPD by members.

In addition to a competency in these core areas, planning students should also gain proportion of other specialist or general training and education in other related or relevant subjects according to their own interest or the strengths and capacity of the educational institution. The IPI accepts that some flexibility and adjustments may be necessary over time if planning education programmes are to stay relevant.

These criteria are based on the *2013 Charter of European Planning*, the *2016 Participatory Democracy in Spatial Planning*, adopted by the ECTP – CEU and the ECTP Guidelines on Professional Competencies in Spatial Planning, [October 2017]; which provide a common framework for planning action across Europe and have been augmented by the previous guidelines issued by the Irish Planning Institute.

Core Competence 1: The Rationale of Planning

Planning intervenes in the market place, informed by principles of sustainability, social justice and ethics. It manages individual rights for the common good and to resolve conflict or enable evidenced decision making.

Therefore, planners require an understanding of the political and ethical nature of spatial planning and decision-making, including the concept of the public good and the principles of equal opportunities, rights and representation.

The Institute requires graduates of accredited programmes and schools to have an understanding of and appreciate the fundamental role of planning in shaping places and communities, in terms of:

- The need to serve the common good and to deliver proper planning and sustainable development that respects diversity in cultures, ecosystems and the built environment;
- The need to integrate values in practice, ranging from consideration of future generations, to respect for diversity and the importance of social justice and equity;
- The contested nature of planning and management interventions in the built and natural environment;
- The history of planning and the contested theories of planning intervention
- The political and ethical nature of spatial planning and decision making;
- The cultural differences in planning on a European and international level, and the cultural embedding of the man-made environment;
- The concept of rights, including the balance between individual and collective rights.
- The concepts of representative and participatory democracy;
- The principles of inclusion, equality and equal opportunities;
- The impact of differing social and political agendas upon planning;
- The experience of spatial planning and lessons learnt in different contexts and spatial scales; and through international comparative studies of systems;
- The relationship to other areas of specialisation and skills;
- The meaning of professionalism, including adherence to independent informed judgement, an understanding of the concept of conflict of interest and professional ethics, honesty and integrity as embodied in codes of professional conduct.
- A commitment to openness, transparency and accountability in their professional work, and
- The need to commit to lifelong learning and critical reflection to maintain and expand professional competence.

Core Competence	Core	Specialist / optional
<i>1. THE RATIONALE OF PLANNING: HISTORY, THEORY and PRINCIPLES</i>		
Subject Areas		
<i>Ethics, philosophy and values of planning</i>	*	
<i>History of planning</i>	*	
<i>Basic planning theory</i>	*	
<i>Advanced Planning Theory</i>		*
<i>Planning as a professional discipline</i>	*	
<i>The culture of planning in different societies</i>		*
<i>inclusion, equality and equal opportunities</i>	*	

Core Competence 2: Socio-economic Spatial Systems:

Planning is based on a comprehensive understanding of socio-economic systems, their context and spatial implications. This requires a fundamental understanding of geographical knowledge and analysis. It is particularly important that the socio-economic, including the political context, is fully understood both generally and within of a chosen area of specialism. This covers a very wide range of issues but, in particular, includes:

- The interrelationship between economic globalisation and regional specialisation and their impacts on competitive advantage, endogenous resources, sustainable economic development and an inclusive economy;
- The contribution of spatial planning to local economic development;
- Urban economics and economic topics such as property rights and property market;
- The interrelationship between urban and rural spatial systems (e.g. labour and housing markets, energy and transport) and social justice and cohesion, and economic development;
- The role of cities and regions (territories) in balancing the interests of society as a whole and inter-generationally, with the needs and rights of disadvantaged groups and individual citizens;
- Cultural diversity and identity, including the role of social, cultural and historical heritage and character;
- Involvement & empowerment of residents, business communities and governmental bodies as well as marginalised and excluded groups in society;
- Understanding systems of mobility and accessibility in promoting sustainable economic growth, social cohesion and balance in modal choices.

Core Competence and Subject Areas	Core	Specialist / Optional
2. SOCIO-ECONOMIC SPATIAL SYSTEMS		
<i>SOCIETY and COMMUNITY</i>		
Subject Areas		
<i>Introduction to housing and shelter</i>		*
<i>Housing policy and planning</i>		*
<i>Planning for community needs</i>	*	
<i>Social policy and the role of civil society</i>	*	
<i>Planning for healthy populations</i>		*
<i>Diversity, integration and cultural identity</i>		*
<i>Planning and social justice</i>		*
<i>Principles of community engagement in planning</i>	*	
<i>The role of arts and culture in planning and growth</i>		*
<i>Principles of sustainable development in society</i>	*	
<i>Planning and Urban sociology</i>		*
<i>Planning and Rural communities</i>	*	
<i>ECONOMY, INFRASTRUCTURE and RESOURCES</i>		
Subject Areas		
<i>Introduction to property economics</i>	*	
<i>Advanced real estate and property</i>		*
<i>Urban Economics</i>		*
<i>Planning for tourism</i>		*
<i>Urban regeneration</i>	*	
<i>Regional economic development</i>		*
<i>The economics of rural development</i>		*
<i>Planning for retail and commerce</i>	*	
<i>Planning for renewable energy technologies</i>		*
<i>Energy generation, transmission and supply</i>		*
<i>Planning for minerals and natural resources</i>		*
<i>Principles of mobility and transportation</i>	*	
<i>Planning for roads and rail</i>		*
<i>Traffic modelling and planning</i>		*
<i>Planning for ports, harbours and airports</i>		*
<i>Pedestrians, access, and special needs</i>	*	
<i>Planning for water supply and distribution</i>	*	
<i>Planning for wastewater treatment and drainage</i>	*	
<i>Planning for waste and waste management</i>	*	

Core Competence 3: Built Environment

Planning is based on a comprehensive understanding of the built environment and its implications for the quality of life and sustainable development, including:

- The principles and processes of design in creating high quality places and enhancing the public realm for the benefit of all in society;
- The role of urban design and management to deliver places which are inclusive, safe, healthy and accessible to all;
- The principles of design assessment and review;
- The potential of master-planning and strategic urban design;
- The implications of climate change for design;
- The scope for skills in place-making;
- The challenges of designing in/for historic environments;
- Principles of building conservation
- The ability to cooperate and to use the knowledge and experience from the related spatial-based fields (e.g. transport, mapping and data communal infrastructure management);
- To demonstrate skill and ability of mediation to create conditions favourable to good urban health (inclusion, safety, attractiveness etc.).

Core Competence and Subject Areas	Core	Specialist / Optional
<i>3: BUILT ENVIRONMENT</i>		
Subject Areas		
<i>Urban design principles</i>	*	
<i>Application of urban design principles</i>		*
<i>Basic architectural and design principles</i>		*
<i>History of architecture and design</i>		*
<i>Open space & principles of landscape architecture</i>		*
<i>Principles of urban and building conservation</i>		*

Core Competence 4: Natural Environmental Spatial Systems

Planning requires a comprehensive understanding of physical and biological environmental systems and efficient resource management both generally and within areas of any chosen specialism. This applies, especially in terms of:

- The linkage between health, lifestyles, and the quality of life and the sustainable use of ecosystems, landscapes, natural and open spaces, and energy resources.
- Landscape systems / landscape / landscape management and planning;
- The maintenance, enhancement and creation of natural resources including air quality, water regimes, soil conditions, forestry, agricultural systems, green corridors and maritime resources;
- The intrinsic value of ecosystems (for example: natural resources, biodiversity, energies, water, waste management);
- Mitigation and adaptation to the effects of climate change;
- Flood Risk Assessments;

- Protection, management and creation of landscapes and the natural and built heritage as cultural assets, through integrated and participatory processes;
- Understanding the scope of non-polluting and renewable energy resources, to meet the needs of 21st century, especially in transportation and domestic buildings;
- The application of spatial planning techniques and processes to marine and maritime planning, for example offshore wind energy schemes, mineral extraction or the maintenance of fisheries.

Core Competence and Subject Areas	Core	Specialist / Optional
<i>4. CORE COMPETENCE: NATURAL ENVIRONMENTAL SPATIAL SYSTEMS</i>		
Subject Areas		
<i>Planning for built heritage conservation</i>	*	
<i>Applied conservation of built heritage</i>		*
<i>Introduction to archaeological heritage</i>		*
<i>Landscape planning</i>	*	
<i>Landscape character assessment</i>		*
<i>Dialogues in sustainability and climate change</i>	*	
<i>Introduction to biodiversity and natural heritage</i>	*	
<i>Applied conservation of natural heritage</i>		*
<i>Introduction to environmental assessment</i>	*	
<i>Planning for air and water quality</i>		*
<i>Strategic environmental assessment</i>	*	
<i>Environmental impact assessment/Appropriate Assessment</i>	*	
<i>Marine spatial planning</i>		*

Core Competence 5: Planning Techniques

Planning requires an understanding the application of a range of quantitative and qualitative techniques to respond to spatial planning challenges, and to promote policy action. In addition, planning requires skills in the methods for problem definition and collaborative problem-solving in interdisciplinary and multidisciplinary settings.

These include the analysis, evaluation, appraisal and monitoring of alternative courses of action required. It requires decisiveness in making planning decisions for the common good which are based on balancing competing economic, social, environmental and stakeholder interests. It also requires and understanding of need for specialist skills and knowledge in planning practice. These include, for example:

- The application of projections, developing options and scenarios and their evaluation;
- The visualisation of planning alternatives and different scenarios;
- Economic and market analysis of land and property;
- The audit of social needs and housing requirements;
- The classification, valuation and management of built and natural environmental resources;
- The assessment of transport impacts and options;
- Field work and related survey techniques;
- Mapping, graphics, visualisation and GIS techniques;
- Urban composition and organization from the largest to the smallest scale of the urban framework;
- Techniques in mediation, facilitation, negotiation, advocacy and participation,
- Geographical analytical techniques for example in cultural, industrial or retail studies;
- The use of relevant technologies including in the use of spatial configuration tools in 2D or 3D and their use in sharing information for governments or communities.
- Interpreting technical documentation and drawings.

In addition to this range of technical and creative skills planners require additional transferable skills, for example:

- Creative visioning;
- Initiating and implementing action;
- Project Management;
- Problem Solving;
- Collaborative & Multidisciplinary Working;
- Professionalism;
- Verbal, written and graphic communications skills
- Dissemination and transfer of knowledge gained from research and practice

Core Competence and Subject Areas	Core	Specialist / Optional
<i>5. PLANNING SKILLS and TECHNIQUES</i>		
Subject Areas		
<i>Hand Drawing, sketching and Graphics</i>	*	
<i>The use of maps and map making</i>	*	
<i>Basic Computer Graphics</i>	*	
<i>Oral and Visual Presentation</i>	*	
<i>Visual Impact Assessment Techniques</i>		*
<i>Principles of G.I.S</i>	*	
<i>GIS as an advanced planning tool</i>		*
<i>Remote sensing and GIS</i>		*

<i>Statistics and Numerical Analysis</i>	*	
<i>Report Writing</i>	*	
<i>Making Planning Judgements</i>	*	
<i>Negotiation and mediation in planning</i>		*
<i>Consensus Building and Dispute Resolution</i>		*
<i>Participation and Consultation techniques</i>	*	
<i>Principles of development control & management</i>	*	
<i>Site analysis and appraisal</i>	*	
<i>Principles of building construction</i>	*	

Core Competence 6: Independent Research

A key outcome of planning education is a competence in undertaking effective and independent research. The completion of a thesis, dissertation, or other major research project allows students to develop much-needed independent, and often, specialist planning knowledge and skills, including:

- literature surveys and reviews;
- data gathering and management;
- research methods quantitative and qualitative (including surveys, questionnaires, interviews, case studies and archival techniques);
- Use of information technology to obtain, analyse and present information including foresight analyses and evaluation.

It is accepted that not all degrees require a formal thesis since planning education can encompass other assessment methods to test a student's independent research skills.

Core Competence and Subject Areas	Core	Specialist / Optional
<i>6. INDEPENDENT RESEARCH</i>		
Subject Areas		
<i>Applied planning research and techniques</i>	*	
<i>Academic planning research and techniques</i>		*

Core Competence 7: Planning Instruments

Planning requires knowledge of institutional and legal frameworks and requirements, in addition to competence in the use of legal, administrative and financial instruments for implementing planning policies, including:

- The political, legal and institutional context of planning practice both at the national level and at the (evolving) international i.e. European level
- An understanding of how spatial planning operates within the context of the Conventions and International Treaties in the national laws, and the Council of Europe Guiding Principles and planning charters across Europe;
- Comparative knowledge of planning practice across Europe;
- Familiarity with planning instruments and EU directives (e.g. Water Framework, Air quality, EIAR & SEA);
- Knowledge of national and local legislation and ability to formulate norms and directives for planning instruments, and
- Knowledge of systems of representation and participation.

Core Competence and Subject Areas	Core	Specialist / Optional
<i>7. PLANNING INSTRUMENTS</i>		
Subject Areas		
<i>Basic planning law</i>	*	
<i>Advanced planning law</i>		*
<i>Public policy & administration</i>		*
<i>Administration of planning</i>	*	
<i>EU and international organisations</i>		*
<i>Comparative planning systems</i>		*
<i>Principles and statutory procedures of plan-making</i>	*	
<i>Advanced practice in plan-making</i>		*
<i>Strategic Environmental Assessment of plans and programmes</i>	*	
<i>Impact Assessment of projects and proposals</i>		*

Core Competence 8: The Planning Product

Planning is a creative profession, the Product of which is to provide evidence-based responses to spatial planning challenges. The Products of spatial planning set out shared spatial visions for the sustainable development of communities through a range of mechanisms. These include strategies, plans, policies and programmes, ranging from the micro to macro scale. These are particularly important in creating greater resilience of cities and regions (*territories*), in combating the vulnerability to the effects of rapid urbanisation, depletion of resources, shrinking cities, climate change, poverty and growing inequality.

Planning products include policies, the instruments, the programmes, the projects, the strategies and the urban plans or landscape plans at different territorial levels. This range of **Products** include, for example:

- Strategic frameworks which interpret European directives, and integrate European, national, regional, urban and rural strategies, policies and programmes;
- Long term strategic visions for assuring coherent development strategies
- Thematic strategies for greater self-sufficiency to help ensure water, energy and food security
- Policy frameworks, for example, responding to the demographic and economic shifts and the demands that arise or relating to aging population, ethnicity, cultural needs and gender;
- Urban regeneration and renewal programmes and policies, with an understanding of development finance, developer contributions and added value for the community; and
- Integrated land use, transport and infrastructure strategies and programmes.

The Competencies of a spatial planner include both knowledge of the range of

products itemized above and the following skills required to produce and implement these products:

- Policy formulation, evaluation and implementation;
- Stakeholder and community consultation,
- Plan making and the use of planning and design techniques in their preparation;
- Development management and its relationship with strategic plans and guidelines.

Core Competence and Subject Areas	Core	Specialist / Optional
<i>8. PLANNING PRODUCTS</i>		
Subject Areas		
<i>National and transnational planning</i>	*	
<i>Regional planning</i>	*	
<i>Metropolitan and city planning</i>	*	
<i>Towns, districts and local area planning</i>	*	
<i>Spatial planning in rural areas</i>	*	
<i>Master planning – neighbourhood scale</i>		*
<i>Principles of Plan-making</i>	*	
<i>Advanced practice in plan-making</i>		*
<i>Strategic Environmental Assessment of plans and programmes</i>	*	

Appendix C:

IPI Guidance Note on CPD

Irish Planning Institute Guidance Note to Members on Compulsory Continuous Professional Development (CPD)



Updated February 2017

Key Requirements

- The policy applies to Corporate members and Fellows.
- The current CPD cycle runs from 1st January to 31st December 2017.
- Members are required to accrue 20 credits⁵ over each cycle. These must be logged on www.ipi.ie/member-dashboard by 31st December 2017 for the current cycle.
- There are 4 IPI CPD categories. Each cycle a minimum of 5 credits must come from activities in Categories 1 or 2.
 - **Category 1:** Learning events, training, fieldtrips, seminars, conferences, workshops, and courses to develop knowledge, skills and values
 - **Category 2:** Contributions to the Profession
 - **Category 3:** Self-directed Learning
 - **Category 4:** Non-planning related courses to develop knowledge, skills and values
- Members can collect credits for CPD events and training they attend, events that they deliver and CPD activities that they participate in alone. These do not have to be IPI events and can be internal training, self directed learning etc. Certain events or activities may carry a greater weighting, as per the suggested credits for some activities set out below.
- You should retain the necessary documentation as proof of compliance in the event of the Institute auditing a random sample of members. Self-assessment of CPD credits based on the materials retained and logged is a core concept of the policy.

⁵ Or the requisite number of credits set down in the Institute's Education Guidelines, whichever is the greater.

Why is CPD important?

Continuous Professional Development (CPD) should form a core activity of all planners, promoting career-long learning. The IPI defines CPD as *the ongoing maintenance, improvement and development of the knowledge, skills and personal qualities required in professional life.*

Corporate members and Fellows are bound to complete a minimum of 20 credits of continuous professional development every year and provide evidence of compliance with CPD requirements in the manner set down by the Institute. Compulsory CPD is an important part of delivering best practice in the planning profession in Ireland and ensuring that the profession is appropriately equipped for the future. It ensures that the Irish Planning Institute as a professional organisation can guarantee that its members are kept up to date and trained in ongoing developments in the planning field.

IPI members who are employers or managers are encouraged to support their staff in meeting CPD requirements. The IPI will continually monitor its CPD policy to ensure its accessibility, currency, relevance and workability and welcomes constructive suggestions from participants, employers and other interested parties on CPD topics and/or ways in which the CPD policy can be improved.

What Activities Qualify as CPD?

CPD includes a wide range of learning activities related to enhancing your professional knowledge and skills. **Most CPD activities attract 1 credit per hour of learning.** Please note that where the activity is considered an integral part of one's work, the activity cannot be counted as CPD. Those elected to Corporate Membership 'mid cycle' will not be penalised for not reaching the 20 credit requirement in the year of election. They are expected to reach the 20 credit requirement in the next cycle.

Only you can judge whether an activity has improved your competence as a professional planner, however CPD activities must generally be:

- Of significant intellectual or practical content dealing primarily with planning related matters; or
- Relevant to a practitioner's immediate or long term requirements in relation to the practitioner's professional development; and
- Conducted by persons or bodies that have suitable qualifications, when relevant.

Calculating CPD Credits

CPD generally falls into four main categories. Each cycle, five credits MUST be made up of activities drawn from Categories 1 or 2.

Category 1: Learning events, training, fieldtrips, seminars, conferences, workshops, and courses to develop knowledge, skills and values

These are to lead to the development of planning related knowledge, skills and values that involves the identifiable development (to the Member) of new approaches, applications, values or techniques of direct application to planning.

The following credits apply to learning events (including internally organised training, professional conferences, seminars, workshops, study tours, field trips).

One day's attendance at IPI or IPI approved (or equivalent) learning events	Up to 7
IPI Annual Planning Conference 2017 in Westport on 6th and 7th April	15
One day's attendance at non IPI or non IPI approved (or equivalent) learning	Up to 5
Half day's attendance at IPI approved (or equivalent) learning events	Up to 4
Half day's attendance at non IPI or non IPI approved (or equivalent) learning	Up to 3

Note: With IPI organised events, we will specify the number of IPI credits available on event material up to the credits set out above. From time to time the Institute may approve other events for CPD purposes and award them a specified number of CPD credits. These are publicised on <http://www.ipi.ie/professional-development/other-events>.

Third level module (5 credit ECTS), full time or part time, at an IPI accredited planning school in any CPD cycle (one hour of contact teaching time in a recognised planning module as equivalent to one hour of IPI CPD credit)	24 IPI credits
Third level module (5 credit ECTS), full time or part time, in another relevant subject in any CPD cycle	Up to 15 IPI credits

*Note: For people taking more than one module, IPI CPD credits can be claimed for third level education up to a maximum of **100** IPI CPD credits/hours in any CPD year.*

Category 2: Contributions to the Profession

This category includes:

- Research and analysis to investigate new areas of professional interest or planning concern - requiring preparation of a paper or report;
- Membership of committee and other services aimed at developing the planning profession;
- Preparation of submissions on legislation etc., where this is not an integral part of the Members' work, including on behalf of the IPI;
- Presenting lectures and papers, CPD workshops, conference presentations;
- Publishing articles and papers;
- Mentoring (both the person being mentored and the mentor are eligible to record credits if it cannot be considered an integral part of one's work. The IPI will be launching a mentoring pilot in 2017, participation in this will be recognised for CPD purposes);
- Involvement in planning-related professional committees for the planning profession, like professional associations, academic institutions or community groups.

Certain Institute development activities are eligible for the following credits:

President of IPI	16
Member of Council	12 (per cycle)
IPI Committee Convener	15 (per cycle)
IPI Committee Member	10
IPI Working Group member	8
Member of an IPI third level accreditation panel	6
Attendance at the Institute's AGM	2
Chair of IPI Branch	10
Member of Branch Committee	8

Category 3: Self-directed Learning

This category includes informal learning, structured reading of publications, distance and self-taught courses which contribute to the personal development of planning or non-planning knowledge, expertise and skills.

Category 4: Non-planning related courses to develop knowledge, skills and values

This category involves the development of general professional knowledge, skills and values through activities in a non-planning field contributing to personal development, for example human relations, time management, stress management, communication skills, conflict resolution, management skills. This may be external training or courses or in house training.

Note for planners not working full time

There is no automatic exemption from the CPD requirements for members not working full time. The Institute will take a supportive approach to Corporate members and Fellows who are not working full time in planning in order to assist them fulfill their CPD obligations.

Under voluntary CPD members were able to claim exemption from the Irish Planning Institute's CPD standards by reason of Leave of absence or Maternity/Parental Leave or illness. The Institute will continue to be supportive of members if because of such reasons they find themselves in difficulty in completing the required CPD credits. Members who find themselves in these circumstances are asked to notify the Institute of this. Members paying the retired membership subscription are exempt from meeting the CPD obligation.

Non Compliance

Section 2.10.1 of the Institute's Constitution regarding the Disqualification and Exclusion of Members allows for the removal of a member if they fail to comply or provide evidence of compliance with the continuous professional development requirements of the Institute.

Non-compliance in CPD will be taken to be:

- a) The non-submission by Corporate or Fellow members of evidence of CPD activities via the CPD log on www.ipi.ie; or

- b) b) Corporate or Fellow members who log CPD but the logged activities fall significantly short of the required level in the absence of a declaration claiming exemption.

The Institute will always take a supportive approach to the small number of members who may for various reasons have real practical difficulties in meeting the requirements.

Following notification of non-compliance and having been reminded of the need to submit CPD details by letter and or email, any Corporate or Fellow members who does not comply with the IPI's policy on CPD and who does not explain why they have not met the requirements satisfactorily shall be removed from the Register of Members upon the agreement of Council.

The Technical and Education Committee will be recommending to Council that any member who has not made a CPD return in 2015 and 2016 and who again fails to make an adequate return in the 2017 cycle, should be removed from the register when the next review of CPD returns takes place early in 2018.