

TRAINING IN DEVELOPMENT ECONOMICS

Equipping the planning sector with skills to manage
deliverability and viability



ROGER TYM & PARTNERS
Planners and Development Economists

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ROGER TYM & PARTNERS

Fairfax House
15 Fulwood Place
London
WC1V 6HU

t (020) 7831 2711
f (020) 7831 7653
e london@tymconsult.com
w www.tymconsult.com

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1 INTRODUCTION

- 1.1 The purpose of the study is to define more precisely the steps needed to achieve a comprehensive network of providers of training in the economics of development in the planning sector. In doing so it seeks to:
- Identify the reasons why training in development economics is necessary
 - Identify those groups that require training and define the required competencies
 - Outline the key elements of the training (competencies) required for each group
 - Identify and review the range of training provision in this area that currently exists
 - Suggest how such training might be most cost effectively provided
 - Consider how quality assurance should be delivered
 - Consider the practical steps necessary to achieve a more comprehensive delivery of training in development economics
- 1.2 The focus of this study is on the skills and training needs of the planning sector in addressing 'deliverability' in plan-making and 'viability' in development management.

Background

- 1.3 The Planning and Compulsory Purchase Act 2004¹ and the subsequent publication of PPS1² in early 2005 signalled an important change to the planning regime in England, with a new focus on spatial planning and delivery.
- 1.4 Spatial planning goes beyond traditional land use planning to bring together and integrate policies for the development and use of land with other policies and programmes which influence the nature of places and how they can function. A key principle of spatial planning is a focus on implementation of both infrastructure and community facilities, through creating a framework for public and private investment and regeneration.
- 1.5 Historically it was evident that many professional planners, elected councillors and other stakeholders (by which we mean consultees and others who engage with planning, and who we identify later in the study) emphasised aspirational outcomes with insufficient consideration of how they are to be achieved in practice. However, PPS12 and recent PINS advice on tests of soundness require a good understanding of deliverability requirements and viability as part of the plan making and development management processes.
- 1.6 Planners have to deal with both creating frameworks for funding infrastructure (such as tariff-based Section 106 schemes and now CIL) and also negotiating Section 106 contributions, often without the full range of skills for doing so. There is also planners' understandable difficulty in reconciling all desirable policy objectives through the planning

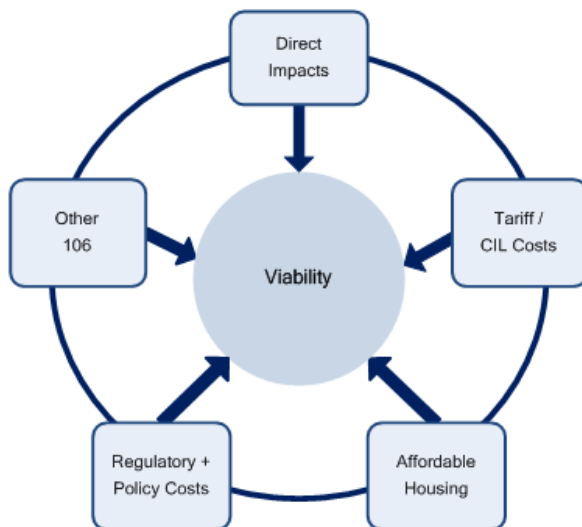
¹ Available: www.opsi.gov.uk/acts/acts2004/ukpga_20040005_en_1 Access date: 22 September 2009

² Available: www.communities.gov.uk/documents/planningandbuilding/pdf/planningpolicystatement1.pdf Access date: 22 September 2009

system, without a clear toolkit for assessing the evaluation of the relative merits of any single objective or policy criterion as against another criterion.

- 1.7 In the context of the 2004 Planning Act's improved approach regarding evidence and soundness there is an increased requirement to ensure that sites are allocated for uses which have a prospect of being delivered and to ensure the provision of infrastructure in DPDs³ in line with what development can realistically deliver.
- 1.8 Two particular issues have prompted the need for this study:
- Difficulties in demonstrating the deliverability of the new generation of plans in general, and the viability of housing allocations⁴ in particular; and
 - The growing difficulty of resolving viability issues in planning applications, especially in the context of reconciling a wide variety of consultee demands for financial or other contributions.
- 1.9 Many of these issues come down to the need for ensuring that development is viable having regard to the wide range of costs that the planning system can impose, particularly in poor economic conditions, as illustrated in the diagram (see Fig 1.1):

Fig 1.1 Planning Costs: Squaring the Viability Circle



- 1.10 There is a mismatch of expectation between planning officers and developers. This was highlighted in a recent Berwin Leighton Paisner study 'Viability in the current market'⁵ (December 2009). Planners were generally felt by developers not to have an adequate

³ See www.planning-inspectorate.gov.uk/pins/appeals/local_dev/ldf_learning_experience_sept2009.pdf (para 23) Access date: 22 September 2009

⁴ In a landmark case, three housing developers challenged the decision of Blyth Valley Borough Council to adopt a Core Strategy which included a policy requiring that 30 per cent of housing in new residential development should be affordable. The developers successfully argued in the High Court that the Inspector considering the soundness of the plan had failed to consider the implications of the policy for the economic viability of new development. A subsequent appeal against the decision in the Court of Appeal by the Council was dismissed.

⁵ Available: www.blplaw.com/index.cfm/Developers_Research_Report/1653 Access date: 9 February 2010

understanding of the commercial pressures faced by developers (68% said only a few of them do). The majority of planners (54%) felt that developers did understand the pressures they were under. But what the Berwin Leighton Paisner survey showed was that it was external factors (finance and market conditions) that were actually the greatest constraints on development. While the survey highlighted the problem of planning gain expectations and the need for planners to be more commercially aware, the survey report noted:

Interestingly ... when asked to name the single biggest effect on the viability of a development scheme, not one developer mentioned issues surrounding local authorities or their lack of willingness to communicate or negotiate.

- 1.11 A number of leading organisations involved in property and planning⁶ (hereafter 'the sponsoring bodies') became sufficiently concerned about current levels of skills - and therefore training in development economics in the planning sector - that they concluded some action needed to be taken: better training, it is thought, would lead to improved skills and thus enable greater understanding between the parties involved in the development process and, ultimately, to more soundly based planning decisions involving viability and deliverability issues.
- 1.12 The sponsoring bodies agree that a more proactive approach needs to be adopted to the provision of training intended to improve understanding and awareness of the economic basis of development. Their ultimate objective is to see more deliverable plans and genuinely viable development proceed. To achieve this they wish to identify appropriate training for the relevant groups and create a comprehensive network of providers capable of delivering the requisite training to planning professionals, councillors and others who require the appropriate level of knowledge of the economics of development.

Method

- 1.13 Our approach has been to first consider the place of development economics in the planning arena, using our own experience in the field. The main input to the study was a survey of planning and related practitioners, and a separate survey of councillors. The survey thus forms a central component of the study. We then examine existing education and training provision. Throughout the study we drew on previously published studies and reports and also, to some extent, our own experience of working for both public and private sectors. Based on the results of the survey, as well as a range of interviews with stakeholders and respondents, we then proceed to examine the scope of new training and how it should be delivered.

⁶ British Property Federation, Planning Advisory Service, Royal Town Planning Institute, Royal Institution of Chartered Surveyors, Devon County Council, British Urban Regeneration Association, Planning Officers Society, HCA Skills and Knowledge Directorate, HCA Advisory Team for Large Applications, Planning Inspectorate and the Valuation Office Agency, working in conjunction with Communities and Local Government

Structure of Report

1.14 Following this introductory section, our report is structured as follows:

- Section 2 provides the context for the study, including an overview of what we mean by development economics
- Section 3 summarises the main survey results
- Section 4 reviews current provision of initial education for professionals
- Section 5 reviews current post-university training for professionals
- Section 6 reviews current training for councillors
- Section 7 examines the scope of new training
- Section 8 considers the options and proposals for the delivery of training
- Section 9 draws final conclusions and makes recommendations

2 CONTEXT FOR THE STUDY

Introduction

- 2.1 Before proceeding to review the current state of training and the providers and courses on offer we set out a brief overview of what we mean by development economics, and its place in the planning system. In doing so, we put ‘development economics’ in its wider context in the development process. A key theme of our approach to this work is that a good understanding of how plans and projects are implemented and planning decisions are made will assist in achieving a better understanding of plan deliverability, project viability and, ultimately in sounder planning decisions.

Focus

- 2.2 Whilst the focus for this study relates to development economics, it is apparent from the outcomes desired by the sponsoring bodies that our work needs to take account of the wider context of the development process for plan/strategy delivery. The basis of the study is that improved training would lead to greater understanding by planners and thus between the parties involved in the development process. And that ultimately this would lead to more soundly based plans and better planning decisions. Also, that more practice-based learning would improve understanding and awareness of the economic basis of development.
- 2.3 There would appear to be two linked issues affecting project and programme delivery. First, there is an emphasis in the planning profession on spatial or policy planning rather than the **process** of achieving change within the market economy, a process which is not always well understood. Second, planners often do not have a good grasp of project delivery requirements and development **viability** whether in plan implementation or in relation to a planning application. In other words the issues to be addressed are not just about appraisal techniques but an understanding of the wider development process.

The Place of Development Economics

What is ‘Development Economics’?

- 2.4 For most planning purposes, ‘development economics’ entails the following:
- An understanding of the development process
 - Understanding the mechanics of what makes for a successful development.
 - An appreciation of how to interpret key market variables such as interest rates, construction costs, rents and yields.
 - An appreciation of the key variables which influence the viability of development and especially the risks involved and how these can be addressed.
 - A basic understanding of the common appraisal techniques and their drawbacks.
- 2.5 A host of factors influence the ability to implement a site specific project even before a detailed viability assessment is undertaken: ground conditions, site access and location, existing ownership(s), planning and environmental designations, the aspirations of the

Local Planning Authority, the availability of infrastructure, affordable housing requirements, the public sector's willingness to invest or to defer outcomes, and fundamentally, the respective positions of landowner and developer.

- 2.6 The process of development needs to be understood; especially what motivates the different types of developer. House builders are very different to commercial developers or investors and it is just as important to understand their behaviours and influences as the appraisal techniques themselves.
- 2.7 Commercial developers tend to invest large amounts in single buildings which have to be built in their entirety but with a relatively long gestation period; the end product then constitutes an investment for retention or sale. The specific site purchase 'deal' is very important and the associated risks in a relatively volatile market are not insignificant. The judgements made in assessing the original purchase price and the amount of floorspace which can be achieved will underpin the potential profitability of development.
- 2.8 By contrast, house builders buy into larger sites and develop quite small buildings over a phased programme with a much smaller investment outlay at any one time. Cash flow and project programming are critical to success. With an appreciation of these background factors which influence the deliverability of projects it is possible to better appreciate the actual role of a viability appraisal. It is like understanding what a company does and its key operational principles before trying to read a set of accounts.
- 2.9 Thus, we consider there needs to be an understanding of the **process** of development before one can appreciate appraisal **techniques** themselves. We have therefore made recommendations to ensure a basic understanding of the development process is achieved in the planning system.

Application to Planning

- 2.10 The difficulties faced by planners on the issues we identify above can be characterised by the regular challenges of the two main parts of a typical planning department:

Plan-making Team

- 2.11 This team is charged with drafting policy that now need to contain deliverable outcomes. Policy documents, and in particular AAPs (in England) and masterplans need to be prepared with some early consideration of whether the vision can be implemented and whether the phasing reflects cashflow realities. Officers often do not have the full expertise themselves to appraise the viability of say, affordable housing allocations; or to assess the deliverability of a strategic allocation.
- 2.12 No spatial plan can be implemented unless, over time, it encourages owners of sites which have regeneration or development potential to sell and also enables private sector development investment to be attracted. It follows, therefore, that if plans are to be realised they should reflect an understanding of landownership, funding, development and value realisation.
- 2.13 Moreover, it is essential that plans and strategies include an appropriate range of infrastructure and services which can be funded and brought forward in line with the overall development programme. Some masterplans fail to address these crucial

implementation issues until quite late in the planning stage when it becomes very difficult to alter the development mix or the phasing of infrastructure requirements in order to make the plan potentially viable and capable of being delivered.

Development Management Team

- 2.14 This team is charged with appraising all the issues raised by an application and coming to a reasoned conclusion. Planners who are tasked with appraising major housing and commercial schemes that raise issues of viability, especially where linked to achieving high levels of affordable housing, are not always well equipped to deal with viability issues, alongside all the other scheme issues. A toolkit may be submitted to justify the applicant's argument that only a lesser affordable housing provision can be afforded but what does the planning officer actually do with it? And how do they assess this aspect properly, in the overall balance?
- 2.15 The task for development management planners and their committees is to be suitably equipped to appraise viability issues alongside all the other relevant issues. But not all development management planners will be faced consistently with viability issues; mostly those dealing with major housing applications. However, all development management planners who deal with non-householder applications need a basic understanding of how the development process works and to understand the behaviour of the different type of applicant, be they housebuilder, trader, investor or corporate plc developer, as well as the appraisals they use.

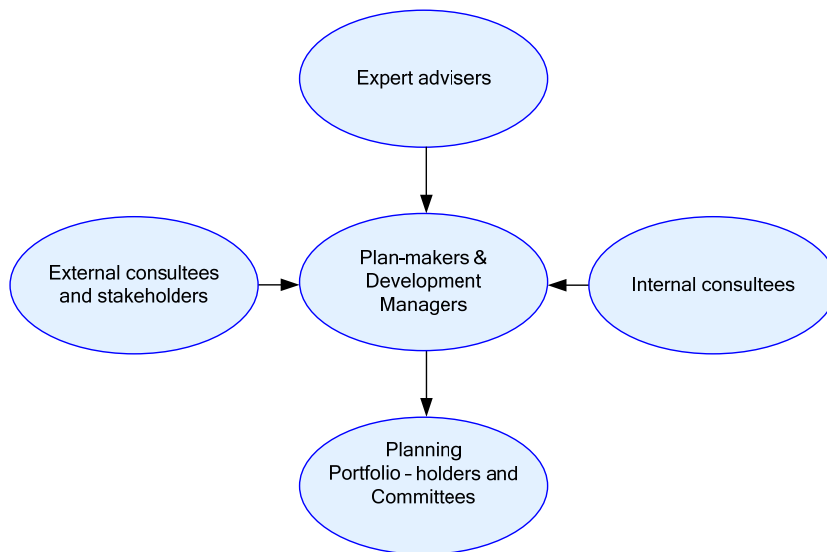
Summary

- 2.16 Development economics embraces both the wider processes of development as well as the specifics of appraisal techniques. The principal applications in planning are to the deliverability of plans and the viability of planning application schemes. A better understanding of development economics can assist in providing a reasoned framework for appraising the relative merits of alternative plans or projects and their associated infrastructure and project delivery requirements. Furthermore, in interpreting detailed advice on plan or project viability in the current (early 2010) development market, an improved understanding of development economics will allow planners to develop improved judgements, as to whether development will ever be viable or simply is not currently viable.

Who Needs Training?

- 2.17 The main groups who we identify as in need of training are planners (both plan-makers and development managers), councillors and consultees. The stakeholders who may be internal or external to the planning authority and the expert advisors, are all part of the landscape and will, where necessary, need - albeit a different form - of training. The relationships between these groups are shown on Fig 2.1.

Figure 2.1 The training landscape



Planners

2.18 From the earlier discussion, it can be seen that both the plan-making and development management teams are regularly challenged by the same issues - not always being able to ask the right question, not always having the in-house person to advise them on viability, of not knowing who the right person might be to ask in their absence, and then to understand what they do with any answers given. Consequently, we see these two groups of planning professionals as the main focus of this study, with the following questions to answer:

- How and where do they obtain the advice they need? And are those advising them aware of the planning context they are working in, and able to communicate their advice appropriately?
- How are planners to gain the necessary understanding of how to interrogate and appraise deliverability/viability advice/toolkits to the same level of competence as design, transport, environmental or any other planning issue, so as to make informed and balanced judgements and:
- Will the decision-makers have the information and knowledge to make sound judgements on such issues?

2.19 A large proportion of planners seem to accept that they are deficient in their understanding of development economics. In our survey (see section 3); 71% of all planners thought their knowledge and skills for dealing with development viability and the delivery of new development required improvement. This is generally reflected in comments made as part of the survey, though the support is not universal. To quote one viewpoint:

Understanding the economics of geography must be a fundamental tool for all planners, not something they don't understand and therefore brush under the carpet.

2.20 We stress at this point that we do not see the dearth of knowledge and expertise in development economics as confined only to planners and others working in the public sector. The problem is, in our experience, also evident in planners working in the private sector, though they have more opportunities to “pick it up as they go along”, from working closely with developers.

Councillors

2.21 Councillors are widely regarded as having insufficient knowledge and understanding of viability and implementation, not least by practitioners.

2.22 Councillors themselves are less sure that they require additional training. Of those who responded to our survey, less than half (44%) agreed that their knowledge of development viability and the delivery of new development required improvement. Some 41% thought their knowledge was adequate, and 15% thought their knowledge was more than adequate. Nevertheless, training for councillors, and in particular planning committee members and lead members for planning is important, in our view, in order to ensure consistently sound and well-reasoned decisions.

Other Stakeholders

2.23 It is not only planners and councillors who need an understanding of development economics. There are other significant groups that engage with the planning system who have an impact on planners’ ability to resolve deliverability and viability issues.

i. Expert Advisors

2.24 Expert advice on deliverability/viability issues, where it is available, comes from a variety of internal or external sources. Typically external consultants or sometimes the DV will be used; other times in-house valuers (who are more likely to be General Practice valuers, rather than Planning & Development surveyors), obligations officers or equivalent, will be consulted.

2.25 These experts are outside the scope of the study as they do not need training in development economics. However, their grasp of the planning world into which they give advice and their cost and availability do raise some issues for the successful equipping of planners in development economics, which we discuss later. Their training need is to know more about planning, so as to make their advice more relevant and to assist the planners in its interpretation and application.

ii. Consultees

2.26 These groups comprise a wide range of professionals, who seek to influence the planning process in order to secure their own, sector objectives, such as affordable housing, flood defence schemes, new schools, health and social facilities.

2.27 Consultees fall into two main groups (though their distribution varies depending on Unitary or two-tier structures) and include a range of disciplines. They all influence or engage with planners in both the plan-making and development management processes:

a) External consultees and others:

2.28 They include consultees on such issues as (assuming a two-tier system):

- Transport and highways (Highways Agency, county, TfL)
- Heritage (English Heritage, in England)
- Ecology (Natural England)
- Flood risk and environment (Environment Agency)
- Education (County)
- Social infrastructure such as libraries (County)
- Police
- Archaeology (County)
- Health (PCT)
- Design (CABE)

2.29 Some may be internal (as with a unitary authority); many are at county level or are a Government Agency. These groups are increasingly engaged in the planning system but are not always aware of how best to engage or of the effects of their actions and demands for the deliverability of the plan or the viability of the scheme they are concerned with. The liaison officer may not be a planner and can often perform no more than a 'post-box' role. There are real difficulties for the planning officer in reconciling the varied demands of these groups, who are not often accountable to the planning authority.

b) Internal consultees:

2.30 The range of internal consultees (again assuming a two-tier scenario) can include:

- Obligations officer, who may have a wide remit on Section 106 requirements and who can sometimes act as co-ordinator
- Affordable housing officer (if different); and
- Departments concerned with matters such as:
 - Open space; and
 - Community and cultural facilities; training.

Resolving conflicts

2.31 These consultees and 'other stakeholders' are not defined in the brief for the study. However, their interaction with the planning system has a significant impact upon it. As the number of such parties grows it places an increasing burden on the plan-maker and development manager to reconcile what are often conflicting demands, especially when the cumulative effect is to render development unviable. A number of the study's sponsoring bodies have pointed out the need for more effective negotiation skills amongst planners to achieve optimal, viable, outcomes.

2.32 The planning system has too few mechanisms for resolving such conflicts. In plan-making there are no formal procedures until a DPD is examined leaving plan-makers to make judgements which can be challenged. For development managers faced with irreconcilable demands, the tendency is to pass them all to the applicant to resolve; if they

can't (and the clock is ticking) the only real mechanism is to go to appeal which is an extremely wasteful approach.

- 2.33 What the authors believe is needed is a means of reconciling demands in a more prompt and positive way. The most effective will often be planner-led negotiation. But if this fails the best means available is considered to be mediation. This involves getting the parties together under a neutral chair (or by means of a formal mediation) so that a solution (often new) can be found.

Skills

- 2.34 These consultee/stakeholder groups are not homogenous professionally. We see them as other professionals with a sector-specific focus who work alongside, or engage with, planners in plan-making and development management, and in development more widely. We sought to consider as many of these as reasonably possible within the confines *of the* brief. They include, broadly, the 'core built environment occupations' identified by Egan in 2004, in his study of the skills needed to help deliver the vision and aims of the Sustainable Communities Plan - see text box:

Core Built Environment Occupations Engaged in Sustainable Communities

- Planners, e.g. urban, rural, highways, transport, environmental
- Urban designers
- Area masterplanners
- Architects, e.g. architects, architectural technicians, architectural technologists, landscape architects, police architectural liaison officers
- Engineers, e.g. civil, structural, building services, geotechnical, highways, transport, environmental
- Surveyors, e.g. geomatic/land, valuation, quantity, general practice, building, building inspectors
- Construction industry managers
- Educators of built environment professionals

Source: Box 4, The Egan Review: Skills for Sustainable Communities (Office of the Deputy Prime Minister, April 2004)

- 2.35 The importance of this range of specialists is highlighted in the 'Mind the Skills Gap' report for the Academy for Sustainable Communities (undated)⁷, later the HCA Academy and now the HCA Skills and Knowledge Directorate. It says at page 7:

The core sustainable communities workforce comprises a broad mix of built environment, public service and socially focused professionals working across public, private and voluntary sectors. It also includes those encompassed within traditional professional or

⁷ Available: http://skills.homesandcommunities.co.uk/sites/default/files/mind_the_skills_gap_full_report.pdf
Access date: 31 March 2010

technical groupings, as well as newer groups such as regeneration professionals or community workers with broad generalist and facilitation skills.

- 2.36 These consultees and 'other stakeholders' are not defined in the brief for the study. However, their interaction with the planning system has a significant impact upon it. As the number of such parties grows it places an increasing burden on the plan-maker and development manager to reconcile what are often conflicting demands, especially when the cumulative effect is to render development unviable. A number of the study's sponsoring bodies have pointed out the need for more effective negotiation skills among planners to achieve optimal, viable, outcomes.
- 2.37 What is needed is a means of reconciling demands in a more prompt and positive way. The most effective will often be planner-led negotiation. But if this fails the best means available is mediation. This involves getting the parties together under a neutral chair (or by means of a formal mediation) so that a new solution can be found.

Training, Education and Development

- 2.38 Before proceeding further, we need to understand where training sits within the context of learning, that is, alongside other types of learning. We have adopted the following distinction: training is about teaching people to perform tasks; education is about getting people to understand the underlying principles of a subject. The advantage of the latter over the former is that people who understand the fundamental principles can apply those principles in different situations.
- 2.39 Training can be very short term in nature, ranging from a 10 minute session desk-side to, say, a four year apprenticeship. It can be very formal and structured with delivery in a classroom environment following a syllabus or very informal such as watching an experienced colleague do a task or through oral guidance.
- 2.40 '**Education**', on the other hand, is more focussed on the broad-based accumulation of knowledge about a subject, usually in a structured way, such as through a university degree course. It is usually medium- to long-term in nature.
- 2.41 The RTPI points out that Planning Education consists of two key elements: an academic grounding in the subject and a period of experience gained in practice. Some survey results could lead us to the conclusion that University courses are 'academic' and 'theoretical', which of course they are. That is their purpose. University courses in a professional discipline such as planning will seek to contextualise theory in practice. There is also a considerable responsibility on the graduates and their employers to develop appropriate practical skills and to maintain these skills.
- 2.42 A third type of learning is '**professional development**' (or CPD). This can be far less tangible than education or training. It most often comes from experiences, usually challenging ones, e.g. sometimes being put in a situation outside one's comfort zone and growing as an individual as a result of it or just having a new experience. CPD is never finite and may have no formalised structure.
- 2.43 The means for learning about planning, and indeed most related professions, is difficult to categorise, given that most people study the subject as a means to a career in the

profession. On the one hand an understanding of basic theoretical concepts, learned through formal education, is helpful. But on the other, no planner can be without 'hands on' skills. Some of these skills may be developed through formal education, others through post-university training, and others simply through professional development.

- 2.44 It is not, therefore, immediately obvious where 'training' in the workplace must pick up from 'education' in the university sector. Thus, whilst the sponsoring bodies make clear in their brief for this study that the consultant is not expected to consider the provision of training for undergraduate or postgraduate students, we consider that a broad understanding of the teaching of development economics at undergraduate and postgraduate level is important. Only that way can we identify any deficiencies in university teaching which need to be addressed retrospectively and advise on the level of training required post-university.

Budgetary Constraints

- 2.45 A repeated theme raised by respondents and in feedback from the sponsoring bodies is the increasing pressure on local authority budgets for training; indeed for commissioning expert and consulting advice on deliverability (eg infrastructure planning) and viability issues. These cost constraints are likely to increase in the next few years.

Conclusions and Recommendations

- 2.46 The focus of the study is equipping the planning sector with skills to better manage the deliverability and viability issues they face - by both plan-makers and development managers. This involves a better understanding of the development *process* as well as a grasp of development viability techniques.
- 2.47 The review of the landscape (fig 2.1) saw that these two groups of planners do not operate in a vacuum but have to:
- Rely on expert advice
 - Reconcile (often conflicting) demands from internal and external consultees and stakeholders; and
 - Advise lay members (who may have a limited grasp of development economics).
- 2.48 Thus, while there are training needs in development economics (both process and techniques) these dynamics are also creating a need for other processes for resolving conflicting demand and expert opinions, such as:
- More effective negotiation; and
 - Mediation (and its power to resolve disputes).

Recommendations

- 2.49 The foregoing leads us to make the following recommendations:
- i) In addition to development economics training, planners should be offered the opportunity of training in more effective negotiation; and

- ii) Planning authorities should become more aware of the potential of mediation in resolving disputes about deliverability and viability
- iii) Local planning authorities should ensure that their viability experts (whether in - or out-house) have an adequate understanding of the planning system and the deliverability/viability issues that face the planners they advise.
- iv) Opportunities for training in development economics needs to be extended to relevant internal and external consultees/stakeholders.

3 MAIN SURVEY RESULTS

Survey Approach

- 3.1 We considered it necessary to understand the views of planning practitioners in order to better inform our proposals for improved training in development economics so we undertook two separate surveys; a survey of planners and professionals in related disciplines, and a survey of councillors. The surveys went public on 9 December 2009. We received 603 practitioner responses and 70 councillor responses by the time of our “cut-off” date (27 January 2010).
- 3.2 The questions for both surveys were drafted and circulated to the sponsoring bodies for the study. The survey questions were amended and refined in the light of comments received before being uploaded to an online survey tool, with respondents able to respond quickly and easily through both defined multiple answer questions and free text boxes. A link to the surveys was provided from the front page of Roger Tym & Partners’ website (www.tymconsult.com). The surveys were then promoted in a variety of media.
- 3.3 First, on Roger Tym & Partners’ website, which promoted the survey on its front page and carried an article with links to the surveys. Second, through specialist publications: ‘Planning’ magazine carried a full page article about the study with a link to Roger Tym & Partners’ website. The article was replicated on the ‘Planning Resource’ (www.planningresource.co.uk) and the ‘Regen.net’ (www.regen.net) websites, which serve readers of the ‘Planning’ and ‘Regeneration & Renewal’ magazines respectively.
- 3.4 Third, the survey of professionals was promoted to planners by the RTPI, through the e-bulletins distributed by its topic-based networks (which include development management, development planning and regeneration) and its regional and national divisions. It was also promoted in the Institute’s UK-wide e-bulletin. A hyperlink was provided in the e-bulletins to Roger Tym & Partners’ website in order that the survey could be accessed.
- 3.5 Fourth, the RICS and other sponsoring bodies for the study, together with the Institute of Economic Development, were asked to promote the survey of professionals to those working in related fields through their own e-bulletins and any other means they thought appropriate. Each was asked to provide a hyperlink to Roger Tym & Partners’ website.
- 3.6 Finally, the councillors survey was promoted via the RTPI’s Politicians in Planning Network, again via an e-bulletin with hyperlink to Roger Tym & Partners’ website. It was also promoted via the website of the Society of Local Council Clerks (www.slcc.co.uk), with clerks encouraged to request that town and parish councillors complete the survey.
- 3.7 We are aware that this survey approach constitutes a self-selected sample, rather than a statistically significant sample. However, since it was not possible to obtain a database of practicing planners from which a random sample could be drawn (for confidentiality reasons), this was the only other cost effective approach which could be adopted. Since the objective is to gain an understanding of practical conditions and views on skills and training needs the survey responses provide a useful insight. We are aware, however, that there are limits on the extent to which reliance can be placed in individual responses.

- 3.8 We report on the surveys in three subsections. The first summarises the quantitative tabulations; the second, sets out key qualitative themes emerging from the ‘free text’ responses which, when downloaded, covered 47 A3 pages of comments. We have included some selected quotes in Appendix 3. Finally, we summarise the responses from councillors.

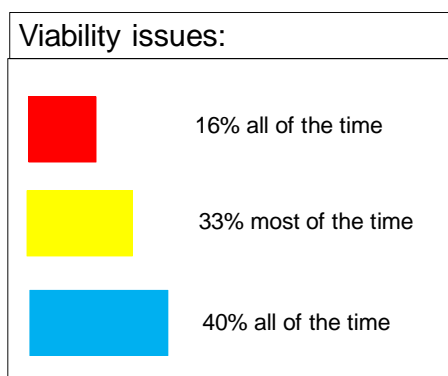
The Quantitative Outputs: Planners and Allied Professionals

The Respondents

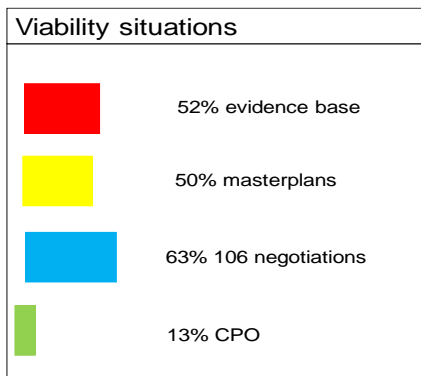
- 3.9 The full tabulations are set out at Appendix 1. Two thirds of respondents are male and a third female. The majority (40%) are aged 45 or more, with 23% being aged 36-45 and 37% 35 or less. Reflecting this age distribution the majority had been working in planning or a related field for 20 or more years.
- 3.10 Just over two thirds (69%) of the practitioners work for local authorities and 17% are in private sector consultancy. The remaining 14% work for a variety of organisations such as a government department, RDA, government agency or house builder. Over three quarters considered themselves to be a planner (82% being RTPI members) and 14% to be a surveyor (19% being RICS members). Nearly 10% are regeneration planners and 7% are economic development professionals. There are a number of specialists in housing, transport and heritage.

Work Experience and Skills

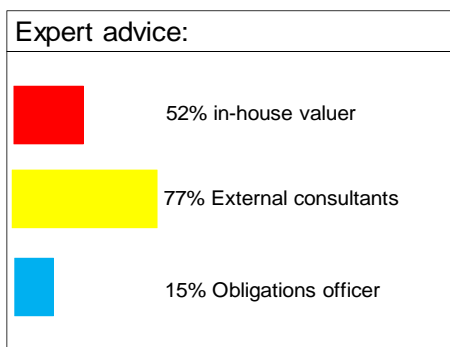
- 3.11 Part of the survey covers practitioner skills and the extent to which knowledge of development economics is required at work. Roughly equal numbers (about two thirds) work in plan-making and development management. Clearly some respondents work in both fields (the consultants most probably). Development viability and delivery is almost a constant issue for about a half of the survey respondents. For about 40% viability issues arise for some of the time.



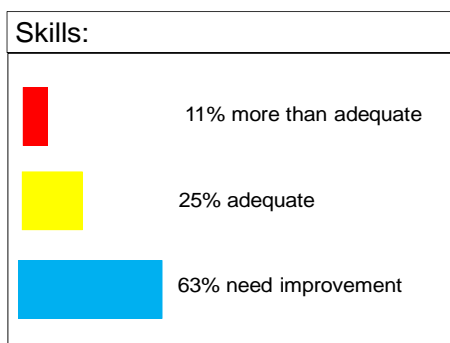
- 3.12 Development viability issues most frequently arise in relation to Section 106 negotiations (63%), and then in preparing the evidence base for LDDs (53%) and then in preparing masterplans/implementation plans (50%).



- 3.13 Only 15% of practitioners use a planning obligations officer to provide development viability advice. Just over a half use an in-house valuer or external consultants (over three quarters) to provide advice. Clearly some authorities are using both their valuation departments and external advisors.



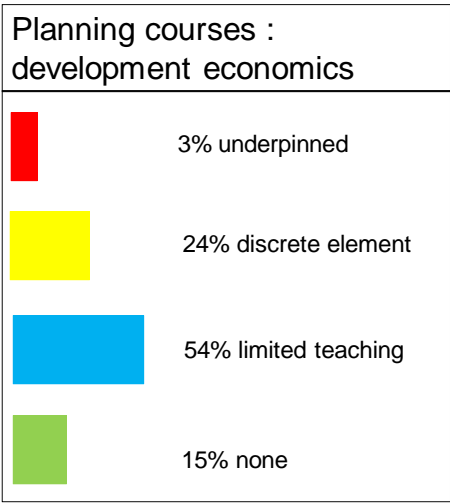
- 3.14 The majority of respondents (64%) consider that their knowledge and skills in relation to development viability require improvement whilst 36% take the view that their skills are adequate or more than adequate.



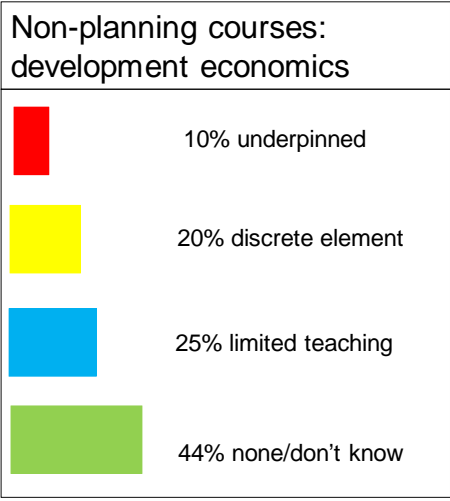
University Education and Training

- 3.15 The final part of the survey investigates the extent to which practitioners were taught development economics at a university course (this question was limited to those attending university in the last five years) and, for all respondents, their views on post-university training. Only a very small proportion of respondents attending a planning course (3.3%) consider that development economics constituted a main component of their course. A quarter indicate that development economics was taught as a discrete element of the course whilst a little over a half (53.6%) state that there was some limited

teaching. For 19% there was no teaching of development economics or the respondent did not know.



3.16 On relevant non-planning courses these proportions are as follows:



3.17 Looking at post-university training in development economics, the survey explores the relative merits of different learning styles from the perspective of the participants. The full tabulation of responses is given at Table 9 of Appendix 1. The headline conclusions are as follows:

3.18 The four most useful training approaches in order of priority are considered to be 'masterclass' with hands-on case studies, interactive seminars with workshop based learning, mentoring/on the job training and knowledge sharing amongst other practitioners face to face. The four least effective teaching methods are considered to be private study, university study, online learning and online knowledge sharing amongst other practitioners. Lecture based full day conferences or half day seminars are considered to be only quite useful. It appears that what works best is practical teaching based on real world situations and face to face interaction or hands-on, on-the-job mentoring.

3.19 Finally, the survey explores the proposition that different levels of training might be appropriate such as (a) those needing high level skills in viability appraisals in order to deal with major applications and negotiate Section 106 agreements (b) policy planners

and development management planners needing a greater understanding of project viability and delivery and (c) those such as councillors needing only a general awareness of the wider issues related to project viability and delivery. In relation to this proposition, some 80% agreed (28% agreeing strongly), whilst some 11% disagreed, with 9% being neutral.

Qualitative Outputs

- 3.20 A wide variety of free text responses were received which supplement the quantitative survey results and provide a range of interesting observations and suggestions for the study to take on-board. We also had the benefit of a number of semi-structured interviews (either face to face or by telephone) with a number of the sponsoring bodies or colleagues, as well as some of the survey respondents who indicated a wish to be contacted.
- 3.21 In broad terms these responses can be considered under five main themes which we briefly review below:

Overall Sentiment

- 3.22 There is general, although not universal, support for the view that planners need to better understand development economics. Practitioners in allied professions such as transportation planning, minerals and waste planning, housing, heritage and urban design also see the need for a better understanding of viability and delivery issues. As one of our respondents commented:

In the planning world we stick the word 'sustainable' in front of everything.... but how many times do we see the word 'viable'?

- 3.23 It is recognised, however, that planners have to consider a wide range of issues in their day to day work and there needs to be a careful balance between planners having a better understanding of development economics and seeking to become experts in detailed viability assessment.

Level of Understanding

- 3.24 Many planning practitioners said they feel that their university courses did not equip them to understand viability and delivery issues. For example: *'We had a very dry series of lectures which felt as though they had been lifted from one of the first year [property] courses,'* one respondent, a planner, remarked. This may be a reflection (from a practical base) as teaching in universities is not practice-based, so this set of results needs some qualification, as it is all too easy for the respondent to pass off what they lack in this area onto the university. The student has a responsibility to learn and the employers a duty to equip those whom they take on.
- 3.25 Whilst a minority of respondents wish to be able to undertake full viability appraisals, the majority are simply looking for a much improved appreciation of the issues that influence development viability (costs, rate of return, timescales, etc) and a better understanding of how developers operate. In other words they are looking for an understanding of market conditions so that they can ask the 'right' questions and interpret expert advice more adeptly.

- 3.26 This is important. The surveyor/planners responses express some alarm at the prospect of planners seeking to become universal valuers, when they do not have the day to day knowledge of the market inputs to a viability appraisal. However, the majority of planners simply wish to be able to better brief specialist valuation advisors and be able to interpret and challenge valuation recommendations more intelligently.

Training Course Content and Format

- 3.27 There is a clear desire for practical training with 'real world' case studies based on projects that have been implemented (and also exploring the reasoning, and implications, behinds current PINS Appeal decisions). Presentations from developers and implementation specialists are much welcomed.
- 3.28 It is felt that split two day courses would be more helpful than short one or half day courses with a combination of formal instruction and also interactive seminars and role play sessions where those attending have to return to present their 'homework'.
- 3.29 Many references to cost constraints on training budgets are raised. Consequently, there is a clear preference for regionally based training to reduce travel and accommodation costs. Furthermore, regional training would better reflect the reality of different local property market conditions. Provision of free training directly to local planning authorities would also achieve the aim of keeping training costs down.

How to Roll-Out the Outcome of Improved Training

- 3.30 Whilst it is outside the strict scope of this study we did receive comments on the way in which the outcomes of improved training could be utilised to good advantage.
- 3.31 Having benefited from improved training and gained a better understanding of development economics several local authority employees set out how these benefits might be harnessed in order to achieve improved planning outcomes, particularly in a time of increasing cost constraints. An important issue here is that different tiers of local authorities have different capacities to respond. Rural districts have more limited resources than large unitary authorities, for example.
- 3.32 Two possible approaches are identified. First, to aim for a limited number of in-house specialists, possibly covering distinct and separate sectors such as housing, leisure, community facilities and so on. Second, for groups of local authorities, perhaps on a sub-regional basis, to collaborate and share information and sector experts and run joint training sessions amongst themselves.

Councillors

- 3.33 It is worth highlighting that some practitioners feel that councillors need a better understanding of viability and deliverability issues so that development is not compromised because of unrealistically high aspirations on standards and/or Section 106 requirements that are not achievable viably.
- 3.34 As one respondent observes:

Councillors and Committee members have less training and less understanding of development economics yet often have the final say. They need to have a greater

understanding of the issues or be bound into accepting professional advice when appropriate.

Quantitative Outputs: Councillors

3.35 Responses from Councillors were, unsurprisingly, much more limited. A total of 70 people responded to the councillor survey, albeit no more than 54 (77%) completed it. The full tabulations are set out in Appendix 2.

The respondents and their training

3.36 The majority were male (67%) and were members of a planning committee (62%); a significant proportion were either the chair or vice-chair (29%). Nearly half had been involved for less than five years (46%), while a quarter had been involved in planning for six to ten years (24%). Virtually none were members of the RTPI's Politicians in Planning Network (9%).

3.37 In terms of councillors' knowledge of development, viability and the delivery of new development, just over half thought they had adequate (or more than adequate) knowledge (55%); the rest believed their knowledge required improvement.

3.38 In terms of training in the planning system and its operation, a significant proportion had received no training at all (26%) whereas a slim majority had but felt it did not address development economics (59%). Only 15% received training which also addressed the economics of development.

Training needs

3.39 Only 27 respondents (38%) answered the question specifically concerned with training in development viability and delivery in the past three years. The majority (41%) had attended a half or full day conference; such conferences were the dominant format of the training options, only 11% attended a masterclass (applied training with 'hands on' case study examples); 7% undertook private study; a breakfast or evening seminar was attended by just 4%; though 30% ticked 'other'.

3.40 The training providers were broadly evenly split between external training organisations (50%) and council officers (46%); other councillors, accounted for 4%, with 'others' 14%. The vast majority of councillors found training either very useful (57%) or quite useful (39%).

3.41 The question about the usefulness of different post-university learning styles produced a wide range of answers:

- The most useful (very useful) were felt to be:
 - Interactive seminars with workshop-based learning (66%); and
 - Masterclasses (applied training with 'hands on' case study examples (59.6%))
- The next group included:
 - Lectures based seminars (< 3 hrs) (40%)
 - Action learning sets (groups of 10) (33% by those ticking 'very useful').
- Of those who ticked 'Quite Useful' the most regarded were:

- Mentoring/hands-on training (54%); and
 - Knowledge sharing amongst other practitioners face to face (51%);
 - And
 - Lecture-based conference (51%) (half, full or multi-day) - shorter seminars scored well with both “Very Useful” groups (40%) and “Quite Useful” groups (46%).
- 3.42 In relation to the hypothesis that there were likely to be three levels of training need, the vast majority either strongly agreed (46%), or agreed (44%); only 4% disagreed.
- 3.43 The free text responses were also much more varied and no particular theme emerges. Two responses which sum up much of the difficulty faced by councillors in this area are:
- There is all too often a misconception by councillors that developers can afford far more than is viable.*
- If I had a broader overview of project viability influencers, pitfalls, management and deliverability of community aspirations I could make more informed decisions, know where to get answers from and anticipate potential pitfalls.*
- 3.44 Councillors have little time for training and there are no general standards for the level of expertise of planning committee members. Nevertheless, there is a general acceptance by them that more training is necessary. Feedback suggests that some form of peer-group presence is helpful, that the more local the better, and that perhaps half a day is the most time that could be devoted.

Conclusions and recommendations

- 3.45 The latter sections of this study explore the implications of the survey results. But a number of important conclusions can be drawn:
- Planners consider they need more training in development economics
 - Planners and other practitioners are strongly agreed that planners should **not** usually become experts in viability
 - Councillors also consider they need more training in development economics of deliverability/viability.
- 3.46 In examining the context of development economics there are also issues about:
- the availability, and at reasonable cost, of viability expertise
 - the extent to which such experts fully understand the planning system
 - consultees and stakeholders engagement with the planning system - in terms of their own understanding of development economics and their impact of their demands on the viability of development.

Recommendations

- 3.47 Our principal recommendations are that:
- i) with few exceptions, planners should continue to rely on expert viability advice and not seek to become experts themselves;

- ii) planning authorities, therefore, should explore ways of making viability expertise more readily and cost-effectively available; and
- iii) training should be extended to relevant consultees and stakeholders.

4 CURRENT PROVISION OF INITIAL EDUCATION FOR PROFESSIONALS

Introduction

- 4.1 We explain in section 2 the value of understanding the economics of development, and it evident to us that a grounding in the subject is essential for all those involved in planning and development. Sir John Egan made much the same point in 2003 when asked by then Deputy Prime Minister to consider the skills needed to help deliver the vision and aims of the Sustainable Communities Plan. He identified a number of generic skills, and noted the need for all those involved in creating sustainable communities to '*have competencies in the generic skills at levels commensurate with their roles*'.
- 4.2 The HCA has developed an online skills check tool called the *Skills Navigator*. One of the skills that the tool checks is *financial management and appraisal*. The tool could be used as a suite of diagnostics which could form part of any learning and skills offer as a means of signposting users to quality assured provision from a range of partners, once they've gone through the tool.
- 4.3 One of the generic skills Egan identified, and that which relates most closely to this study, is 'financial management and appraisal'. It is described thus:
- Ensuring that financial, social and environmental costs are fully understood. Ability to create and manage a business plan and associated contracts. Understanding risk/reward approaches for all stakeholders. Being able to appraise business cases, proposals and contracts in order to make sound financial decisions. Understanding where finance for sustainable communities comes from, how to attract it, and how to construct a business case for long term sustainability and prosperity of a community. Specific emphasis needs to be placed on being able to develop the business case for ongoing sustainable communities, including the economic models which make long term sustainability possible.*
- 4.4 Egan made a number of recommendations designed to ensure that those involved in delivering sustainable communities have the necessary generic skills. Dealing first with 'gateway education', he recommended that:
- Government should work with education providers, professional institutions, employers, Sector Skills Councils and Regional Centres of Excellence to ensure that an introduction to the generic skills forms part of existing formal training courses for built environment professions
 - cross-sector working should be introduced at an early stage, with inclusion of training in generic skills should be a requirement for accreditation purposes
- 4.5 We therefore turn now to consider:
- the education requirements of the main professional bodies involved in planning as they relate to the delivery and implementation of development

- the skills and knowledge that different professionals are expected to have gained by the time they become chartered or qualified members of their respective professional bodies
- the extent to which these requirements meet the 'on the ground' requirements
- the extent to which courses (and the assessment of professional competence, or equivalent, which follows) are satisfying these requirements.

4.6 The purpose of this exercise is to help gauge where 'training' should pick up from academic education for each of the professions, and for those individuals who work in planning and related fields but without professional qualifications. We set out the detailed results of our examination of current education provision in Appendices 4 and 5 and in Chart 1 in Appendix 6, and summarise our conclusions below.

Initial Education Provision of Professionals

Planners (RTPI)

4.7 RTPI accredited planning schools are governed by the requirements of the RTPI's Education Policy Statement. This states that:

“6.3 The Institute particularly wishes to encourage innovative and imaginative approaches to planning education that promote explicit integration of knowledge, skills and values and that seek to challenge compartmentalised thinking in planning. To achieve this, spatial planning programmes should avoid superficial treatment of too wide a range of material and aim instead to facilitate integrated understanding of broad matters of principle that reveal and connect:

- *Social science as an analytical framework*
- *The interplay between land use and transportation*
- *Design and the realisation of place*
- ***Economic issues relating to development (our emphasis)***
- *Environmental challenges*
- *Legal and institutional frameworks”*

4.8 The current indicative learning outcomes include:

“6.8 As indicative learning outcomes, typical graduates from spatial planning programmes should be able to:

- 13 *Understand the relationship between market processes, built form, different development models and patterns of movement, evaluate the economic and financial implications of alternative development strategies and consider how best to generate and capture added value for both particular interests and the wider community.”*

- 4.9 There is a substantial pool of planners who have completed their education who now believe their knowledge of development economics is inadequate for this situation they face. There is thus a clear need for further training.

Surveyors (RICS Planning & Development)

- 4.10 The education of surveyors in the economics of development is broadly adequate, to the extent that most have a reasonably advanced knowledge of development economics (of, for instance, development appraisals, valuations, etc) and some a very advanced knowledge (to the extent that they can undertake development appraisals, valuations, etc). Few surveyors, therefore, are likely to require additional substantial training, other than 'top up' CPD.

Economic Development Professionals (IED)

- 4.11 As there are no defined competencies for economic development professionals, it is a little difficult to reach a judgement as to how well equipped economic development professionals should be to deal with the economics of development. This is compounded by the absence of an APC process.
- 4.12 There is, however, some evidence to suggest that IED accredited university courses provide a useful grounding in the subject. For those economic development professionals who are not exposed to adequate teaching in this area, some post-university training may be required.

Housing (CIH)

- 4.13 Given the wide ranging sets of skills required within the housing profession, it comes as little surprise that education in the sector varies. Quite reasonably, therefore, some newly qualified CIH members will be well suited to regular engagement with developers and others in the development industry; others will need further training if the career path they follow leads them in this direction.

Transport (CIHT)

- 4.14 Although all university courses address transport economics, few set this in the context of development economics. Moreover, an understanding of the interrelationships between transport, economic activity and land use is merely optional. Accordingly, some transport planning professionals will require training in this area post-university.

Heritage and Conservation (IHBC)

- 4.15 Development economics is not adequately taught to all conservation and built heritage professionals on accredited university courses. But the APC for the IHBC requires some knowledge in this area, which should ensure that all conservation and built heritage professionals have an adequate understanding of the subject. It may, however, need to be 'topped up' dependent on career path. Moreover, those who qualify as IHBC members via the non-academic route may need access to training.

Initial Education of Other 'Professions' and Without Professional Bodies

- 4.16 There are of course people working as planners and, to a lesser extent, as surveyors and other built environment professionals, without professional memberships. Moreover, there are others working in 'professions' which do not have a professional body: regeneration practitioners are the obvious example. Although some, and probably many, of these people will have completed a university degree, it will not necessarily have addressed development economics. Indeed, some will have studied degrees which are entirely unrelated to the area in which they now work. Many of these people will therefore some form of training in the economics of development having started work.

Conclusions

- 4.17 This leads us to conclude that, in the short-term, there are some professionals who have left university without a sufficient understanding of development economics and who will need alleviative training, that is, training to address this shortcoming. Others may need training in order to allow for career progression.
- 4.18 In the medium-to long-term, the professional bodies which accredit university degree courses should consider making education in basic development economics a pre-requisite of all relevant courses. This would reflect the recommendations of Sir John Egan in his report in 2003. He said:
- 4.19 We recommend that Government should work with education providers, professional institutions, employers, Sector Skills Councils and Regional Centres of Excellence to ensure that an introduction to the generic skills forms part of existing formal training courses for built environment professions; and that cross-sector working is introduced at an early stage. Inclusion of training in generic skills should be a requirement for accreditation purposes.
- 4.20 We also conclude that the initial education and training for those without professional qualifications will vary widely. For many of these, some alleviative training will be required; others may need training in order to allow for career progression.
- 4.21 With that in mind, we turn in the next section to consider the extent to which existing training courses fulfil this requirement.

5 CURRENT POST UNIVERSITY TRAINING FOR PROFESSIONALS

Background

- 5.1 In this section we consider the range of training available to individuals who have entered the workplace, and the extent to which they usefully:
- Provide for *medium- to long-term* professional development gaining additional knowledge and understanding which allows for genuine career advancement, e.g. allowing an individual to move from understanding the broad issues around the property market to being able to understand the principle of development appraisals; and
- 5.2 Provide for *day-to-day* professional development, e.g. understanding the current state of the housing or commercial property market a wide range of courses, conferences, seminars, masterclasses and online training tools are available to planners and others in allied professions, together with the opportunity for private study.

Availability of Training

- i) University based
- 5.3 Dealing first with some of the longer-term training courses, in our review of university courses (see Appendices 4 and 5) we identified the MA Spatial Planning programme at **UWE** as a course which included a useful development economics component. It is, in fact, 'aimed at students who perhaps qualified in planning some years ago, perhaps without a master's degree, who want to update their knowledge and skills of the new planning system'⁸. Some universities have developed a range of short courses, such as UWE and Westminster.
- 5.4 There is some evidence of shorter courses, run by universities, which deal with medium- to long-term professional development. Sheffield Hallam runs a number of short courses⁹, for example, though none appear to deal directly with development economics and the implementation of development (with the possible exception of the planning implementation and urban renewal course).
- 5.5 **UWE** also run courses with a greater focus on development economics¹⁰. These include:
- New Housing Development in a Recession: The Effect of a Falling Housing Market on PPS3
 - The Financing of Property Development in the Post Credit Crunch Economy
 - Understanding the Development Process from a Developer's View

⁸ See www.bne.uwe.ac.uk/spatialplanning/background.asp Access date: 12 February 2010

⁹ See <http://prospectus.shu.ac.uk/CourseEntry.cfm?CourseID=882&CurrTab=4> Access date: 12 February 2010

¹⁰ See www.bne.uwe.ac.uk/short/coursesubject.asp Access date: 12 February 2010

- 5.6 It is not clear, however, whether they serve simply as professional development, or whether they allow individuals to make a genuine 'step up' in their knowledge.
- 5.7 **Oxford Brookes** also offers a number of courses¹¹. These courses are delivered on local authorities' and other organisations' own premises during weekdays, evenings or Saturdays. They can be given to a single organisation, or to a consortium. One of the courses addresses development appraisal and is designed to help planners understand how developers value land and carry out appraisals using economic theory and spreadsheets. Both sensitivity analysis and planning 'contributions' are covered.
- 5.8 There is potential for the HCA's Foundation Degree in Sustainable Communities to embed a module in Development Economics. The 'expectations' for any HCA Foundation Degree is that generic skills, including *financial management and appraisal* is included as a cross cutting theme. There is a great deal of pressure on universities to include a number of skills and knowledge needs and requirements. HCA would still wish to encourage universities to cover this as part of their commitment to the degree and through our FDSC University network would be open to discuss how they might, in future years, look at the potential to embed/integrate a module in development economics. The issue would be to ensure that there is the relevant expertise and support materials in order to deliver this consistently across the network but it would need agreement from the universities to develop and embed a specific module on development economics. It would also need to go through each individual universities validation process.
- ii) Other professional bodies
- 5.9 Similarly, POS Enterprises has run a course in development economics for planners¹², most recently in November 2009. The style of the course is participative, using exercises and group work to explore issues and share thinking. The maximum number of participants is about 20. It:
- Is designed to provide an introduction to development economics, both for those who are new to the subject and those who will benefit from a refresher
 - Looks at residual valuation, which is used by developers to appraise projects, and explores how sensitive it can be to the assumptions made
 - Addresses the issue of viability and the factors which influence it, and takes this forward to explore how an authority might go about setting its CIL levy.
- 5.10 Similarly, a 'masterclass' is run by RTPI Conferences which aims to provide an understanding of who developers are and how they make development happen¹³. It deals with, amongst other things, different types of developer, development finance, development appraisal and valuations. It is taught through a mixture of lectures, exercises and workshops. A conference run by RTPI Conferences also deals with development

¹¹ See www.brookes.ac.uk/schools/be/development/media/CPD_programmes_09-10.pdf Access date: 12 February 2010

¹² See www.planningofficers.org.uk/media/www/documents/Development-economics-for-planners-031109.pdf Access date: 12 February 2010

¹³ See www.rtpiconferences.co.uk/rtpi/event.php?product=1782&type=public Access date: 12 February 2010

finance¹⁴. Given its conference format, as opposed to masterclass, it is less applied in its nature. It covers development appraisals and what makes a development viable, development risk, and viability and affordable housing.

- 5.11 There are some encouraging initiatives taking place. HCA has developed, through BURA, a one day module on development economics, which is called 'development economics for non-developers' and it is an attempt to fill a gap in awareness and understanding of a wide range of people involved in development, not just planners but other stakeholders as well. They are testing this in two local authority areas in March and April. Piloting may also help HCA to identify specific needs and levels of demand for a two-day module akin to PfNP.
- 5.12 Originally they had hoped to have this research before we developed the course, but were aware of the expressed demand for something which helped understanding of the process of development and viability and the pilots will provide useful market intelligence about content, format and delivery options. This research provides BURA, the HCA and other SKAP partners useful intelligence and advice to take into account. HCA currently have a programme of work on strategic viability with the CLG's Housing Supply division which will involve the development of a new HCA strategic area wide viability tool together with training and the dissemination to stakeholders of transparent input assumptions.
- 5.13 A range of other commercially-run conferences is also available, though most do little more than provide a flavour of some current issues. Many commercial training seminars are little more than opportunities to network.
- 5.14 Online learning tools are also available from RICS and RTPI such as *Planning Matters* and *isurv*. But these are not primary *learning* resources.
- 5.15 A theme that came through the survey is that many respondents are confused by the array of potential courses and seminars but are not aware of where they all are or what their quality or standard is.

Building Capacity

- 5.16 PAS seeks to build capacity in local authority planning departments, in a variety of ways, including; regional seminars and workshops; case studies; the website; the LDF direct support programme (where PAS send planning consultants (private) into planning authorities to assist them in developing their plan making skills) and support for Development Management. The reason that the support all comes under the heading of capacity building is intent - PAS help local authority planners to do it themselves, they do not send consultants in to do things for them.
- 5.17 Therefore, the big difference between "training" and "capacity building" is intent. PAS are funded through CLG to deliver these services to planning departments at no cost to the Local Authority. PAS address the issues that affect local authority planners so that they can benefit from regional or authority based training in a cost effect way. The training

¹⁴ Available: www.rtpiconferences.co.uk/rtpi/event.php?product=508#42324 A

generally uses good practice examples and spreads good LPA practice. PAS use the information gathered from LPA's to feed into case studies and web content. In undertaking this role PAS have had some form of contact with every authority in England.

- 5.18 The HCA Academy has now been incorporated into the Agency as the Skills and Knowledge Directorate reflecting its future as more integrated role in supporting regions to delivers public investment programmes through the Single Conversation. These programmes are not stand alone, but work to add value to private sector investment; hence viability is key to their delivery.
- 5.19 HCA Regional Teams routine engagement with both plan making and development management through Single Conversations and resultant Local Investment Plans has significant potential for skills transfer in development economics through every day practice, and joint working, as well as being a valuable source of the practical training and case studies that the survey identifies as being so important. HCA's Advisory Team for Large Applications (ATLAS) provides 'on the job training' to practitioners through direct enabling support in 'live' large scale development projects.

Conclusions on a Way Forward - Planners and Allied Professionals

- 5.20 The key messages to take forward, based on the results of our survey, our review of university education and current post-university training, can be summarised as follows:
- There is broad agreement that too many planners and allied practitioners have a poor appreciation of development economics and would benefit from training to improve their understanding of the development process, and how developers operate, as well as the use of appraisal techniques
 - The key requirement is **practical** training aiming at achieving two (or possibly three) levels of training that enhances knowledge, together with councillors' training.
 - Split two day workshop-style courses are considered to be the most effective with a combination of formal teaching and practical interactive seminars using the gap to enable lessons to be worked through.
 - In order to reduce travel and subsistence costs and input relevant local property market indicators training should be organised regionally. This could also encourage increased local authority collaboration.

6 CURRENT TRAINING FOR COUNCILLORS

Background

- 6.1 In his 2003 report, Sir John Egan recognised that councillors play an important role in the development of sustainable communities. He considered the skills required by members of local planning authorities, both in dealing with local development frameworks and determining planning applications, and debated with his study team whether they should be required to undergo compulsory training. He concluded that, on balance, they should not.
- 6.2 The Egan study team did unanimously agree that training, whether compulsory or voluntary, should be broadened to embrace the delivery of sustainable communities. 'Financial management and appraisal' was identified by Egan and his team as a generic skill, and thus we infer that any training received by councillors might reasonably include a grounding in this area.

Availability of Training

- 6.3 In October 2002 the RTPI sent questionnaires to chief executives, chief planning officers, council leaders and leading cabinet members as part of a joint LGA, ODPM, RTPI and IDeA survey on training in planning for councillors¹⁵. The purpose of the survey was to gather information on the existing levels of training provided and those areas of perceived need.
- 6.4 One of the issues covered was the content of training and training curricula. Overall, the survey demonstrated a good coverage of planning processes and procedures and of local and central planning policy, and of the relationship between officers and members. But respondents to the survey identified a number of areas in which they thought training was required, one of which was development economics.
- 6.5 The availability of training tends to concentrate on process and procedure, rather than on development economics, in our own survey results. As we explain in section 3, a significant proportion of councillors who responded to our survey received no training at all (26%). A slim majority did, but felt it did not address development economics (59%). Only 15% received training which also addressed the economics of development.
- 6.6 We have not been able to investigate internal training arrangements within local authorities, but we are aware that PAS offers member training but not (as yet) in development economics. We have considered some of the external training courses available for councillors. As might be expected, given the survey results, the courses we have identified offer little or no coverage of development economics, implementation or delivery. Courses offered by Trevor Roberts Associates¹⁶, for instance, deal with the

¹⁵ See www.rtpi.org.uk/download/746/Member-Training-in-Planning.pdf Access date: 12 February 2010

¹⁶ See www.tra-ltd.co.uk/training/programmes/39 Access date: 12 February 2010

planning system and with probity. Similarly, a course offered by Anglia Ruskin University¹⁷ appears to be focussed on process, legislation and policy.

Type and Quality of Existing Training

- 6.7 Where training does exist, our survey showed that it is generally provided by external trainers or internally by planning officers. It took a number of different forms, but the majority attended a full or half day conference. Some 97% of all those who had undertaken training found it very or quite useful.

The Need for an Understanding of Development Economics and Future Training

- 6.8 Nearly 90% of respondents to our survey agreed or strongly agreed that different groups of people involved in planning need different level of training, agreeing that councillors require a greater awareness of the wider issues around development viability and project implementation. This was reflected in some of the comments provided as part of the survey, with one saying that: 'Councillors must have a base knowledge of the economics of development, otherwise they only know part of the equation.' A minority disagreed, however, with one respondent suggesting that: 'This could be an area where a little learning (sic) is a dangerous thing.'

Conclusions on a way forward

- 6.9 The key messages to take forward for councillors are:
- Current training in the economics of development is limited
 - Where it does take place, almost all councillors find it helpful. It is generally led by external trainers or internally by planning officers. It takes a number of different forms, but most commonly a full or half day conference
 - There is general support for additional further training in development economics
 - Respondents to the survey supported the use of a number of learning methods for future training, including lecture based conferences, applied masterclasses and engagement with practitioners. There was less support for private study or online methods.

¹⁷ See

www.anglia.ac.uk/ruskin/en/home/faculties/fst/departments/builtenv/planning_skills_short/councillor_planning.htm
| Access date: 12 February 2010

7 SCOPE OF NEW TRAINING

Introduction

- 7.1 The focus of this study is on equipping both plan-makers and development managers to effectively handle deliverability and viability issues. But, as we saw in earlier sections, their effectiveness is influenced by the availability of expert advice and the way consultees and other stakeholders engage with the system. So, dealing with those two groups first:
- i) *Expert advisors*
- 7.2 The survey results strongly support the proposition that planners themselves should not commonly be the viability 'expert'. But at the same time it raises questions as to such expert's:
- Distribution/availability
 - Understanding of planning; and
 - Cost (either in or out-house)
- 7.3 There may well be a case for ensuring that the planning system has sufficient, cost-effective, access to viability experts, who have a sufficient grasp of the planning system they are advising. The current situation is not yet satisfactory. Perhaps a course such as "*Planning for non-planners*" run for the HCA Skills and Knowledge Directorate by BURA is the kind of course that would provide the essential context they need.
- ii) *Consultees and other stakeholders*
- 7.4 As we saw earlier, these comprise a wide range of parties, not all accountable in some way to the planning system, but who can have an impact on viability. These groups should be more available for dispute resolution processes, such as mediation, to help resolve the competing demands of such groups.
- 7.5 We also show that the understanding of the planning system by courses may be the answer. The officers who engage with the planning systems can also vary widely; again, planning for non-planners may provide the necessary context.
- 7.6 We consider that the planning system will operate more effectively if these professionals are also better equipped to understand the impact of their demands on the deliverability/viability of development. We have therefore factored their likely requirements into the scoping recommendations, though the "planning for non-planners" course would be a good starting place for many of these groups

Councillor training

- 7.7 Respondents to the councillor survey supported the use of a number of learning methods for future training, including lecture based conferences of a variety of lengths, applied masterclasses and engagement with practitioners. There was less support for private study or online methods.

Planners training

- 7.8 We have identified two broad areas of primary need (which applies to both plan-makers and to development managers): an awareness of the development *process*; and an ability to understand (and, for some) use appraisal *techniques*.
- 7.9 A secondary need is the ability to reconcile an increasing number of consultee/stakeholder demands that threaten the viability of development. In relation to this the scope of training may be limited to more advanced negotiation techniques and for some mediation techniques. However, what is mainly missing is any formal opportunity, due to timetabling constraints and culture, for a process of negotiation or mediation which brings these parties together.
- i) Process
- 7.10 The study has already concluded that there is a need for all planning professionals to understand the development *process*. Given the gaps among current practitioners training to provide a basic level of awareness needs to be made available.
- ii) Techniques.
- 7.11 There are three main issues in the role of appraisal techniques. First, it is necessary to broadly understand how an appraisal has been undertaken and what questions need to be asked about it, as part of a sensitivity test or in negotiation on a Section 106 or tariff/CIL contribution.
- 7.12 Second, planners need help/training in being able to assimilate the outcomes of development appraisals and subsequent negotiations, in order to inform improved evaluation of projects and thereby, achieve better decisions on projects. Put bluntly, the planner at the coalface needs to be able to tell when a developer is 'trying it on' and to distinguish the relative importance of a variety of views expressed by consultees or colleagues, ranging from urban design, affordable housing provision, spare capacity in the transport system and so on. However, if a project is not remotely viable because of competing demands on it, which add to the cost, then it will never be implemented. But then, it may be simply unacceptable.
- 7.13 Third, when preparing Area Action Plans or masterplans planners need to bring a greater degree of understanding of market signals and the practicalities of development when allocating specific sites for development. For instance, where old industrial sites have been allocated for commercial redevelopment in regeneration areas, it may be that occupied industrial space in older premises produces a relatively good return, whilst the uplift on rent in new-build premises often does not compensate for the substantial costs of redevelopment. It would be clear from even a simple calculation that the current use value of the existing premises is likely to exceed the residual worth of the land for the new-build B class space and often for any other type of development.
- 7.14 At the end of the day, few planners, unless they have (or wish to obtain) a dual economics or surveying qualification, will be undertaking detailed viability appraisals themselves. In practice, familiarity with the techniques is not in itself sufficient to undertake an appraisal; it also requires a deep understanding of the various assumptions that need to be made in

relation to critical variables such as values, costs and timescales. Planning professionals are often wary of the accuracy of residual valuation techniques and, anyway, developers never rely entirely on them for decision making. Furthermore, planners will rarely have access to all of a developer's information on the likely cost and value of a scheme, so it is unrealistic to expect them to be able to predict values with any degree of confidence. Planners will therefore need to rely on specialist advice from surveyors. The issue is how they handle it.

- 7.15 But notwithstanding this there is value in planners understanding how developers make their decisions. For most purposes planners do not necessarily need to grapple with the complexity of a residual valuation but to understand and interpret key market signals such as the typical rent in a particular area that enables viable new build-build office development, compared with existing rental levels or the price currently being paid for housing land. In short, it is for surveyors to examine the detail, but planners need to be able to 'ask the right questions' and understand the answers with which they are provided.
- 7.16 Planners, like others, will need to be wary of the limitations of residual valuations. They also need to know the limitations of different packages and toolkits. The dangers are best summed up in a quote from Staughton L.J in *Nykredit Mortgage Bank plc v Edward Erdman Group Ltd* [1996] provided by one of the respondents:

"Even more striking, the court in that case was shown the details of five different residual valuations of the same site (which had been carried out by leading firms) and found that, by taking the highest and the lowest figure from the five for each element in the valuation, one could arrive at residual site values of either £4,734,422 or £65,666. Which, as Euclid would say, is absurd!"

- 7.17 The "problem" of residual valuation methods emphasise the need for not ignoring processes which can reconcile disputes over valuations.

Levels of Expertise and Competence

- 7.18 The survey was conducted on the hypothesis that there were three broad 'levels' of training need:
- Those who simply need a greater **awareness** of the wider context of the development process: we thought mainly councillors;
 - Those who need to **understand** development viability and project implementation, e.g. most development management planners; and
 - Those who need specific **skills** in development economics, e.g. those who negotiate Section 106 agreements/affordable housing)
- 7.19 Our reflection on these levels, in the light of the survey, and our interviews, is that these categories are broadly right. We have therefore retained these levels, but in slightly modified form:
- Basic** - a level of understanding that **all** planners and others in allied professions should expect to reach (with a variation which would apply to councillors). This would focus on the development process. Ideally it would be part of a university degree

course accredited by the relevant professional body. In the short term this gap needs to be filled for those whose training at degree level has been inadequate, and it will need to be filled indefinitely for those who entered the planning sector without a relevant technical degree.

- ii) **Intermediate** - a level of expertise for those who regularly deal with viability and deliverability issues. This would include many planners (both plan-makers and development managers) who handle such issues, together with those consultees and the stakeholders (those in allied professions) who engage with the planning system. The level of expertise would be sufficient to allow them to, for instance, confidently commission an appraisal, understand the inputs and outputs and to engage in detailed negotiations. It would be sufficient to allow the person to suggest innovative solutions to economic challenges in bringing forward development. It would be the norm for surveyors working in the sector and most development economists/economic development professionals.
- iii) **Advanced** - for those who wish to achieve a high degree of competence in development economics in planning. This would be for only a small number of planners such as those involved with complex projects, some of those routinely involved in Section 106 negotiations, regeneration, compulsory purchase and developing obligations toolkits. These would have a level of expertise, sufficient to allow them to, for instance, manipulate and interrogate development appraisals. It would be the norm for surveyors working in the sector and most development economists/economic development professionals.

7.20 We summarise these levels in Chart 2 in Appendix 7.

Scope of Expertise and Competence Required

Basic

7.21 At the basic level, our research suggests that many planners, and some others in related professions, leave university without even a general awareness of the development process, let alone a basic understanding of the economics of development. An understanding at this level is, in our view, so fundamental that it ought to be a core part of all university courses accredited by the professional bodies identified in section 3. There is evidence that some courses already cover this material, but for those which do not, steps should be taken by the professional bodies to rectify this. In the meantime, all those who lack a basic understanding should undertake training at this point.

7.22 The key competence of this level is to have a sufficient **awareness** of the development process, including:

- The motivations for developing property by various groups - housebuilders, developers, investors etc - and their different considerations
- The commercial issues considered and criteria used by different types of developer to assess development projects, including the returns sought; including the concept of risk
- The impact of finance and various funding models
- The effect and limitations of planning within the context of the development process

- The implications for the viability of development associated with the planning system (eg, CIL, Code levels)

7.23 As part of this level they should understand basic issues around:

- Land acquisition and disposal methods
- Land assembly for regeneration and public projects, including the role of both the public and private sectors

7.24 In addition, all professionals should have a basic understanding of the commercial drivers behind the main development sectors, including housing, retail and commercial office development. But a detailed grasp of appraisal techniques would not be included.

7.25 This level of competence is largely focussed on knowledge and understanding. So far as it is useful to make the distinction, the type of learning will therefore be based around education rather than training. Nevertheless, the focus should be on practical, 'real life' case studies and experience rather than academic and abstract concepts.

Intermediate

7.26 At the intermediate level, there is a need for a good understanding of development economics and the use of appraisal techniques. There is some evidence of education and training at this level in university courses: on some, but not many, planning courses, on some economic development courses, and most on surveying courses.

7.27 Some planners may never need this level of training, if they remain focussed on householder applications. But many will, and should therefore undertake training at this level, probably relatively early in their career. A few will have been exposed to it at university, particularly if they have studied a jointly accredited RTPI/RICS course. (There is a strong case for all planning courses to include teaching at this level, and one way to achieve this would be through more joint accreditation. The priority, however, should be to ensure that all planning courses teach the economics to at least the basic level we identify above.)

7.28 All professionals who have reached this level should have a good working knowledge of the topics in the Basic level, and will have been practising for some years. At this level the key competence is to achieve a good **understanding** of:

- The principles of residual and similar valuations
- The different forms of appraisal, the main variables and their implications for viability
- Development finance, including the differences between working capital and investment finance; and gearing
- The range of different funding 'models' for development
- The use of industry packages and Toolkits; and their advantages

7.29 The level of knowledge and understanding should be sufficient to allow professionals and others in allied professions to ask reasonable questions of the experts. They should be able to commission advice and to draw together the recommendations and advice of experts in making recommendations on, for instance, preferred sites for allocation in development plan documents or the level of affordable housing which could be sustained in a residential scheme. We see this level of expertise requiring more 'hands on' training involving working through case studies (as opposed to education), in contrast to the basic level.

Advanced

- 7.30 This level is likely to be significantly higher than the intermediate level and is largely for those planners, surveyors and development economists/economic development professionals who are assumed to have reached this level of understanding through study at university. However, a small number of planners and other allied professionals (such as those specialising in the delivery of projects and plans but also those specialising in obligations, 106 negotiations, CIL, CPO work, regeneration and possibly heritage viability or affordable housing) may require a greater expertise in this area, perhaps as a 'stepping stone' to further study allowing them to gain a dual qualification as a surveyor or development economist/economic development professional.
- 7.31 This level may also act as a refresher for P&D surveyors who did not specialise in appraisal work, as well as suiting those GP surveyors who now find themselves advising on viability. The skills will be similar to P&D surveying skills, but not all students will be expected to carry out formal Red Book valuations.
- 7.32 The key competence is the ability to **undertake** development appraisals unaided, involving:
- Appraisal techniques and principles
 - Sourcing data inputs
 - Sensitivity analysis
 - Confident use of different appraisal software packages
 - Discounted cash flow analysis
 - The accurate interpretation of results
- 7.33 The scope of training will need to be examined further in the light of the results of the update of the HCA Mind the Skills Gap report¹⁸. In 2007, the original Mind the Skills Gap concluded that England faced a significant shortage of qualified professionals with the necessary skills between now and 2012. The update will provide detailed information on current skills gaps by profession and by region.

Conclusions and Recommendations

- 7.34 A principal conclusion of the study is that three levels of training should be offered:
- i) Basic - all planners, relevant councilors and consultees/stakeholders should have a basis **awareness** of the development process; though training for councilors will be necessarily more constrained.
 - ii) Intermediate - many planners and consultees who regularly deal with deliverability and viability issues should have a good **understanding** of development viability and project implementation, allowing them to confidently commission an appraisal, understand the variables and engage in detailed negotiations.

¹⁸ See <http://skills.homesandcommunities.co.uk/skills-survey> Access date: 31 March 2010

- iii) Advanced - for those planners and other disciplines regularly involved with complex projects, those routinely involved with 106 negotiations, regeneration, CPO and obligations toolkits, there is a need for specific **skills** in development economics.

Recommendations

7.35 The principal recommendations in this section are:

- i) The three levels be adopted; and
- ii) The key competencies of each level be used as the basis of a common training 'template' for each level.

8 DELIVERING TRAINING

Training of Planners and Consultees

Introduction

8.1 In previous sections we concluded that:

- All planners and individuals in allied professions with consultees ought to have at least a basic *awareness* of the development process and some knowledge of the economics of development, sufficient to allow them to understand the principles of the economics of development and the broad implications for viability and implementation of development (basic)
- Some planners and others in allied professions ought to have an intermediate level of training in the economics of development, sufficient to allow them to, for instance, *understand* the inputs to and outputs of viability appraisals and engage in detailed negotiations sufficient to allow the person to suggest innovative solutions to economic challenges in bringing forward development (intermediate)
- A very small number of planners (such as those specialising in compulsory purchase and developing Section 106 toolkits), most surveyors and development economists/economic development professionals, ought to have an advanced level of *skill*, sufficient to allow them to undertake development appraisals (advanced).

Delivery agencies

8.2 We turn now to consider how this might be delivered. The key to successful delivery will be acceptance amongst the sponsoring bodies as to the core competencies. These can then be delivered across a range of settings and providers. There are broadly four main groups of provider:

- **Professional bodies and groups**, such as RICS, RTPI, POS. These bodies perform a valuable authenticating role, even if they do not formally accredit courses; and CPD regimes can be used to reinforce training. They benefit from an extensive network, with a regional dimension, which can be used to inform members and facilitate training.
- **Agency bodies**, such as PAS, HCA Skills and Knowledge Directorate, PINS. PAS and HCA are important players in the planning system and are active providers of 'training' in its many forms. They all also have a valuable authenticating role. It is often provided free at point of delivery.
- **Associations** such as BURA and BPF, who promote training as part of their work.
- **Academic and commercial providers**, including the universities and a whole range of commercial providers, some of whom carry out training for some of the above.

8.3 The HCA's Skills and Knowledge Directorate can support the Basic level through planning for non planners and development economics for non developers. The intermediate and advanced levels would be covered through partners, through the skills action plan. The Skills Action Plan Partnership's remit brings together national skills agencies to address

recommendations in reports such as this. Intermediate and Advanced training could be supported through the Skills Bank model being developed with partners across the Milton Keynes South Midlands area.

- 8.4 We regard most commercial seminars and conferences as being of value for professional development and their networking opportunities. They are not so good at delivering learning. But there is no reason why commercial providers should not enter the market for training in development economics. We have noticed reluctance by practitioners to attend university-based courses, as they are perceived to be too academic. But there is no reason why these institutions should not be the base for many short courses; the challenge is to use their advantages - of infrastructure, quality control, locations - to facilitate practitioner-led learning. The challenge for the professional and agency groups is to reduce the amount of fragmentation in the training arena. We also sense a need for more multi-disciplinary learning and a more joined-up approach to this topic.

Delivery Framework

- 8.5 Given the variety of potential providers, and the range of professional disciplines involved, we recommend that the sponsoring bodies agree a common format, or template, for each level, which can be taken up (and adapted) by the available providers to meet the areas of need. This would maximise opportunity and avoid the difficulties of creating a new regime. But it would not guarantee reaching all those in need.

Basic

- 8.6 The main vehicle for this level should be a one or two day course, offered regionally, probably for groups of no more than 30. Universities could provide a base for the programme, with both academics and practitioners leading the teaching, provided that the latter's skills in teaching can be assured. But regardless of who undertakes the teaching, it must be applied and relevant to practice. The course should be a mixture of presentations and workshops, and attendees should be encouraged to think about issues from the perspective of different actors in the development process.
- 8.7 Attendees should be encouraged to think about how what they learn during the course of the programme relates to their work. Attendees might be expected to do this overnight, and to discuss this with others on the course on the second day in a workshop environment.
- 8.8 We recognise that two days is a relatively short period of time, but in recommending a programme of that length we are mindful of the cost (which should be minimised) and opportunity cost of sending staff on courses. Given the short period of time, the course should be designed to be intensive and promoted as an opportunity for learning rather than networking.
- 8.9 Those people who enter the planning sector without formal university training should be encouraged to undertake either one of the HCA's foundation degree courses (which may need to be adapted to give greater coverage to development economics) or a degree course accredited by a professional body (though one which adequately addresses development economics).

- 8.10 Failing that, they should undertake one of the two day courses we propose above.

Intermediate

- 8.11 The vehicle for this level should be similar to that for the basic level: presentations and workshops, delivered regionally, possibly at universities, by a mixture of academics and practitioners. Two or three days may be sufficient. The key difference would be that the two/three days spent on the course would be at least a week or more apart, in order to give attendees sufficient time to do some 'homework' - say the equivalent of a day's worth - applying the principle and concepts they learn on day 1 to case studies (and ideally examples in their jobs). This would then be related to and discussed with others on the course on day two.
- 8.12 Once again, in recommending a two/three day course we have been mindful of the likely cost implications. The same applies to this course as for the level 1 course: it must be promoted as an opportunity for learning rather than networking.

Advanced

- 8.13 The level is an intensive course over two or three days in much the same format as for the intermediate level. The learning experience would be varied, using didactic, seminar, workshop and masterclass formats, with the use of case studies. The gap between days would be used to set real, practical, homework for students to take into their workplace if possible. Again, universities could well be the setting for such courses, across the regions. The emphasis will be on practitioners rather than academics leading and for such courses to be open to a variety of disciplines.

Other Training

- 8.14 We are also aware that some may attain the understanding associated with each of the levels above but may then not be required to apply it immediately. If there is demand, parallel 'refresher' courses for each level should be run in order to update knowledge, understanding and skills.
- 8.15 It has also been suggested that there is a case for finding some means for planners to update - at least in general terms - their understanding of market trends. We do not see case for this at present, as this area seems well provided for by RICS research reports¹⁹, together with the major commercial property firms, most of which provide free research reports²⁰ and, in some cases, free seminars²¹.

¹⁹ See, for example, the RICS UK commercial market survey report at www.rics.org/site/download_feed.aspx?fileID=5656&fileExtension=PDF Access date: 19 March 2010

²⁰ See, for example, the report on retail development activity by CBRE at www.cbre.co.uk/researchreportviewer/servlet/ReportViewerServlet?p_activity=show_document&p_document_id=25547371 Access date: 18 March 2010

²¹ See, for example, the Jones Lang LaSalle seminar programme for 2009 at www.joneslanglasalle.co.uk/UnitedKingdom/EN-GB/Pages/UKResearchSeminarProgramme2009.aspx Access date: 18 March 2010

Quality Assurance

- 8.16 The critical factor in ensuring quality assurance will be to secure the 'buy in' and support of the widest possible range of professional bodies and organisations working in the built environment for the training we propose.
- 8.17 From the outset, all relevant organisations (PAS, HCA Skills and Knowledge Directorate, POS, RTPI, RICS, etc) should be encouraged to agree the suggested scope, content and format of training sessions. Each provider of training should work to the same template with the training promoted by all bodies as a 'gold standard'. To ensure that the quality of training is of a high standard the courses should be subject to regular review by the relevant bodies.

Councillor Training

- 8.18 Councillor training, by the nature of its audience has, to be delivered as close to the authority as possible. Councillor requirements are less formalised than for professional groups and are under much time pressure; half a day seems the optimum.
- 8.19 We therefore suggest that it is best delivered 'on site', with training providers visiting local authorities (or groups of local authorities). There is strong evidence of commercial training providers offering some high quality training, though not yet in the field of development economics, so we recommend that they are encouraged to extend their work to cover this area. But perhaps most critically, the sponsoring bodies need to continue to encourage local authorities to raise the importance of councillors involved in planning to receive training. The LGA and POS should, we suggest, update their position statement on local councillors and land-use planning²² to reflect the need for councillors to develop a basic understanding of development economics.

Quality Assurance

- 8.20 As with planners and allied professionals, winning the support of and joint promotion by all relevant parties will be critical.

Conclusions and recommendations

- 8.21 There are a wide variety of training delivery agencies, drawn from professional bodies and groups, agency bodies, association and academic and commercial providers. All have the potential to deliver courses framed around the three level templates.
- 8.22 The HCA and PAS have particular access to the planning sector. Therefore a course organised by a body such as PAS or the HCA, that has content agreed by the major stakeholders in the planning system and which was funded by government so that all interested planners could attend would be a big step forward. This should include a variety of learning methods and be facilitated by a range of practitioners with strong development economics experience and knowledge"

²² See www.lga.gov.uk/lga/aio/108812 Access date: 17 February 2010

- 8.23 There is a need for in-career basic level training. For councillors this will be more constrained.
- 8.24 Intermediate and Advanced level training should have a strong practitioner presence and concentrate on practical examples, case studies and in a workshop setting, over 2 days, which should be spaced apart.

Recommendations

- 8.25 We recommend that:
- i) All relevant professional, agency and sponsoring bodies should seek to agree and promote the three level templates for training in development economics, which can be adopted by any of the identified training providers
 - ii) All courses should be at “least cost” to all regions, using appropriate facilities and locations, such as universities
 - iii) The professional institutions should play an active role in supporting and authenticating such courses
 - iv) Training should have a strong practitioner presence and be practical in content, using case studies, in a workshop setting, over at least 2 or 3 days (which should be spread apart) to allow practical application
 - v) Quality Assurance should be pursued through seeking the active support of and review by the professional bodies and, where relevant, the academic validation process.

9 CONCLUSIONS

9.1 The planning system now places much emphasis on deliverable plans; it is also facing the challenge of processing planning application for unviable projects, in part due to the range of demands on development through planning policy and the requirements of consultees and other stakeholders. Planners are all too often ill-equipped, at present, to handle these challenges and reconcile conflicting demands.

Context

9.2 The survey confirms the sponsoring bodies' belief that planners need more training in development economics. Respondents are strongly agreed that planners should not usually become experts in viability; rather, they should look to expert valuers, either internally or as external consultants. The challenge is to equip planners to commission and process the expert advice they receive.

9.3 In examining the context in which planners are confronted by deliverability/viability issues we saw that there is also a need to equip:

- The viability experts, so that they fully understand the planning system which they are advising; and
- The consultees, who engage with the planning system, both in plan-making and development management, to understand the impact of their demands on the viability of development.

9.4 There is value in widening the appeal of such courses as *Planning for Non-planners* to these two groups, where they are staffed by other disciplines, to ensure a basic grasp of the system they engage with.

9.5 We also saw that there are issues with the availability and cost of viability to experts, which is impacting the ability of planners to deal with such issues effectively; and their appreciation of the planning system they advise.

9.6 A further - and mainly non-training - issue is the lack of any process or method to allow planners to reconcile conflicting valuations opinions and consultee demands, such as effective negotiation and mediation.

The Availability of Training Courses

9.7 There is a wide range of courses, conferences, seminars, masterclasses and online training tools available to planners and others in allied professions, together with the opportunity for private study. At worst, some offer little more than a networking opportunity; many provide for more applied study learning.

Training Needs

9.8 The survey confirms that three broad levels of training are needed:

- i) For those who need a greater **awareness** of the development process - Basic;

- ii) For those who need to **understand** development viability and project implementation, both in plan-making and development management - Intermediate; and
- iii) For those who need specific **skills** in development economics, e.g. specialists in obligations/106 negotiations, CPO's, regeneration and affordable housing - Advanced.

Scope: The Development Process

- 9.9 There is a core body of understanding about the development process, the industry and its operation that is required for all planners, councillors and consultees. This is all too often missing from university courses and is a gap that now needs to be filled.
- 9.10 Councillors' needs for training are similar but the scope will be constrained by the demands on councillor time.
- 9.11 Basic training on the development process is also likely to be necessary for those consultees who engage with the planning system and who may come from another discipline. They may not deal with viability issues directly, such as negotiating 106's, but could benefit from a greater understanding of the development process, given the impact their demands may make on it.
- 9.12 The scope of training for these groups is described as Level 1 or **Basic**, and involves an awareness of:
- The motivations for developing property by various groups - house builders, developers, investors etc - and their different considerations
 - The commercial issues considered and criteria used by different types of developer to assess development projects, including the returns sought; including the concept of risk
 - The impact of finance and various funding models
 - The effect and limitations of planning within the context of the development process
 - The implications for the viability of development associated with interventions made through the planning system
- 9.13 As part of this level they should understand basic issues around:
- Land acquisition and disposal methods
 - Land assembly for regeneration and public projects, including the role of both the public and private sectors

Scope: Appraisal Techniques

- 9.14 For those planners who regularly have to deal with deliverability or viability issues, a grasp of appraisal techniques is required, to enable them to commission and interrogate such exercises confidently. This may also apply to those consultees who regularly engage with viability issues.
- 9.15 For these groups an **Intermediate** (Level 2) level of training will be quite needed. This level focuses on appraisal techniques to provide planners with a competence in commissioning and interrogating expert advice, derived from such appraisals.
- 9.16 This level will involve an understanding of:

- The principles of residual and similar valuations
- The different forms of appraisal, the main variables and their implications for viability
- Development finance, including the differences between working capital and investment finance; and gearing
- The range of different funding 'models' for development
- The use of industry packages and Toolkits; and their disadvantages

9.17 Of all the methods canvassed, a split two day course, based on practical case studies, a workshop style and enough time between days to work it out in practice was what practitioners and educationalists preferred. For those few planners and other disciplines, including GP surveyors who are in-house advisors, who want to master the skills of appraisal techniques, an **Advanced** level course should be offered. This would involve acquiring skills through intense learning and practice, using:

- Appraisal techniques and practice
- Sourcing data inputs
- Sensitivity analysis
- Confident use of different appraisal software packages
- Discounted cash flow analysis
- The accurate interpretation of results

Delivery and Quality Assurance

- 9.18 Training at each of the three levels should be delivered regionally, in order to minimise travel time and accommodation costs. The universities should provide the physical base for training courses, and some academics might usefully work alongside practitioners (which might include representatives of people identified by PAS) in running the training courses.
- 9.19 The content and scope of the course should be agreed by all key stakeholders, including, PAS, POS, HCA Skills and Knowledge Directorate, RTPI and RICS. They might delegate their role to an external panel of experts. Quality Assurance should be ensured through seeking the endorsement of all stakeholders for the training courses, and through regular checking and reapproval of the standard of training. The HCA has developed a recognition scheme for the housing and regeneration sector which is overseen by an external panel of experts representing the sector. It is suggested that this could be one mechanism with which to recognise quality and impact of provision.

10 RECOMMENDATIONS SUMMARY

10.1 The study's main recommendations are that:

1. With few exceptions, planners should continue to rely on expert viability advice and not seek to become experts themselves
2. Planning authorities should explore ways of making experts more readily and cost-effectively available
3. Local planning authorities should ensure that their viability experts (whether in - or out-of house) have an adequate understanding of the planning system and the deliverability/viability issues that face the planners they advise
4. Opportunities for training in development economics need to be extended to relevant internal and external consultees/stakeholders
5. Planning portfolio holders and consultee members need access to a basic level of training
6. Three levels of training in development economics need to be developed and offered to the planning sector:
 - Basic - all planners, relevant councillors and consultees/stakeholders should have a basis **awareness** of the development process; though training for councillors will be necessarily more constrained.
 - Intermediate - many planners and consultees who regularly deal with deliverability and viability issues should have a good **understanding** of development viability and project implementation, allowing them to confidently commission an appraisal, understand the variables and engage in detailed negotiations.
 - Advanced - for those planners and other disciplines regularly involved with complex projects, some of those involved with 106 negotiations, regeneration, CPO and obligations toolkits, there is a need for specific **skills** in development economics.
7. The key competencies of the **Basic** level should include:
 - The motivations for developing property by various groups - housebuilders, developers, investors etc - and their different considerations
 - The commercial issues considered and criteria used by different types of developer to assess development projects, including the returns sought; including the concept of risk
 - The impact of finance and various funding models
 - The effect and limitations of planning within the context of the development process
 - The implications for the viability of development associated with the planning system (eg. CIL, Code levels)

As part of this level they should understand basic issues around:

- Land acquisition and disposal methods

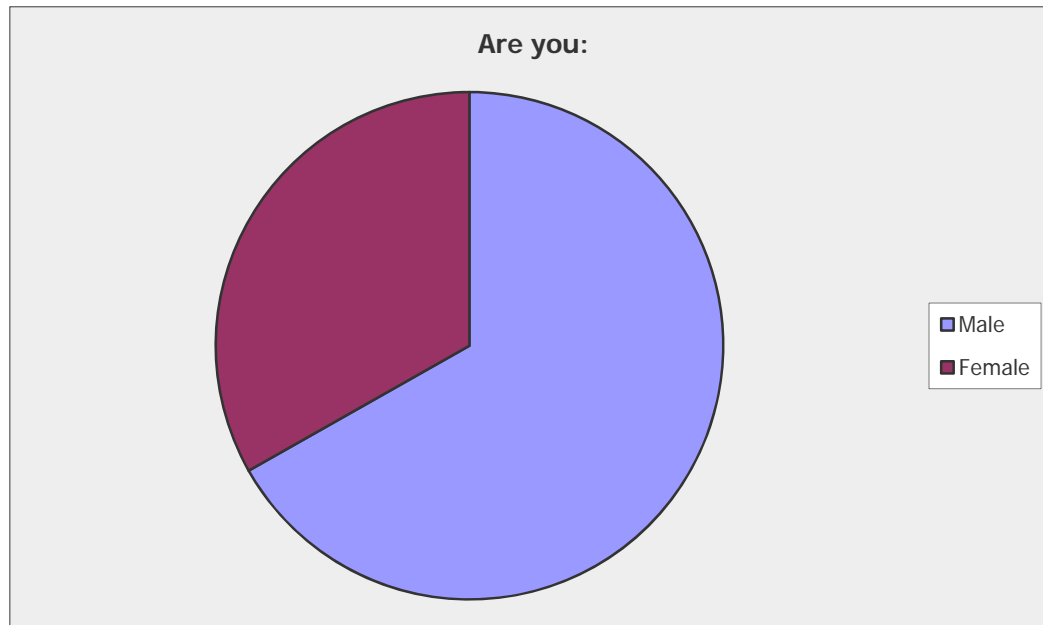
- Land assembly for regeneration and public projects, including the role of both the public and private sectors
8. The key competencies of the **Intermediate** level should include a good working knowledge of the topics in the Basic level, and will have been practised for some years. At this level the key competence is to achieve a good **understanding** of:
 - The principles of residual and similar valuations
 - The different forms of appraisal, the main variables and their implications for viability
 - Development finance, including the differences between working capital and investment finance; and gearing
 - The range of different funding 'models' for development
 - The use of industry packages and Toolkits; and their advantages
 9. The key competencies of the **Advanced** level should include the ability to **undertake** development appraisals unaided, involving:
 - Appraisal techniques and principles
 - Sourcing data inputs
 - Sensitivity analysis
 - Confident use of different appraisal software packages
 - Discounted cash flow analysis
 - The accurate interpretation of results
 10. All relevant professional, agency and sponsoring bodies should seek to agree and promote the three level templates for training in development economics, which can be adopted by any of the identified training providers
 11. All courses should be at least cost to all regions, using appropriate facilities and locations, such as universities
 12. The professional institutions should play an active role in supporting and authenticating such courses
 13. Training should have a strong practitioner presence and be practical in content, using case studies, in a workshop setting, over at least 2 or 3 days, which should be spread apart to allow practical application.
 14. Quality Assurance should be pursued through seeking the active support and review the professional bodies and, where relevant, the academic validation process.

APPENDIX 1

Survey results - Professionals

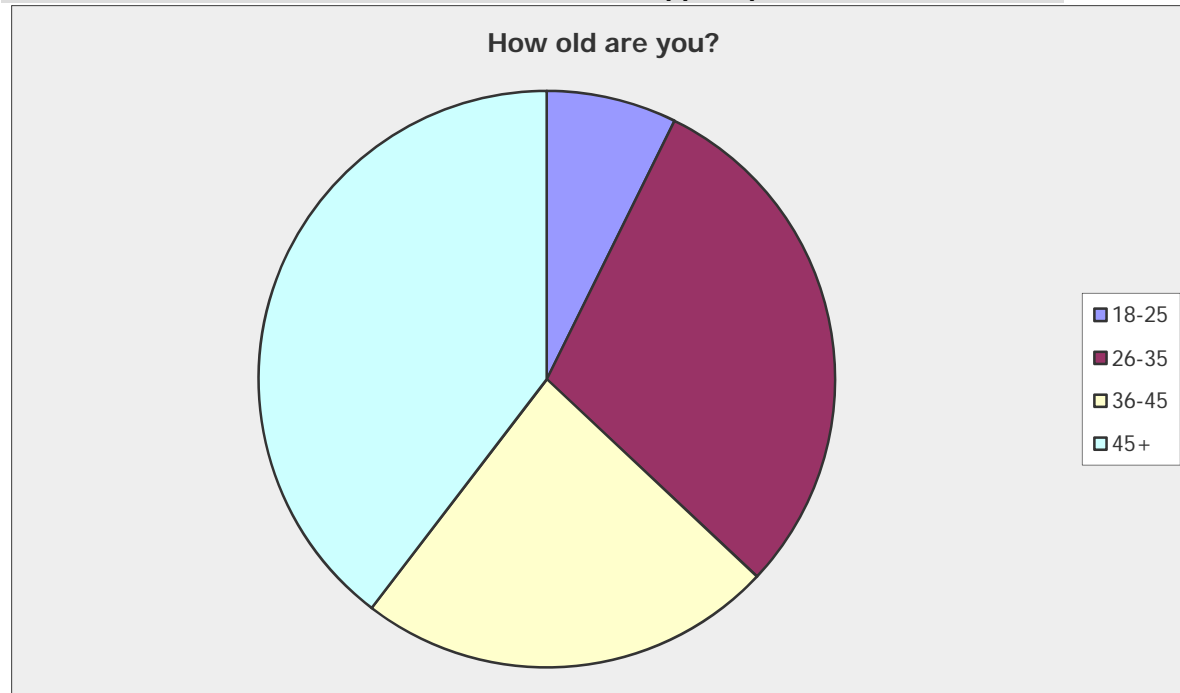
Training in Development Economics - Planners & Other Professionals Involved in Planning

Are you:		
Answer Options	Response Percent	Response Count
Male	66.8%	403
Female	33.2%	200
<i>answered question</i>		603
<i>skipped question</i>		0



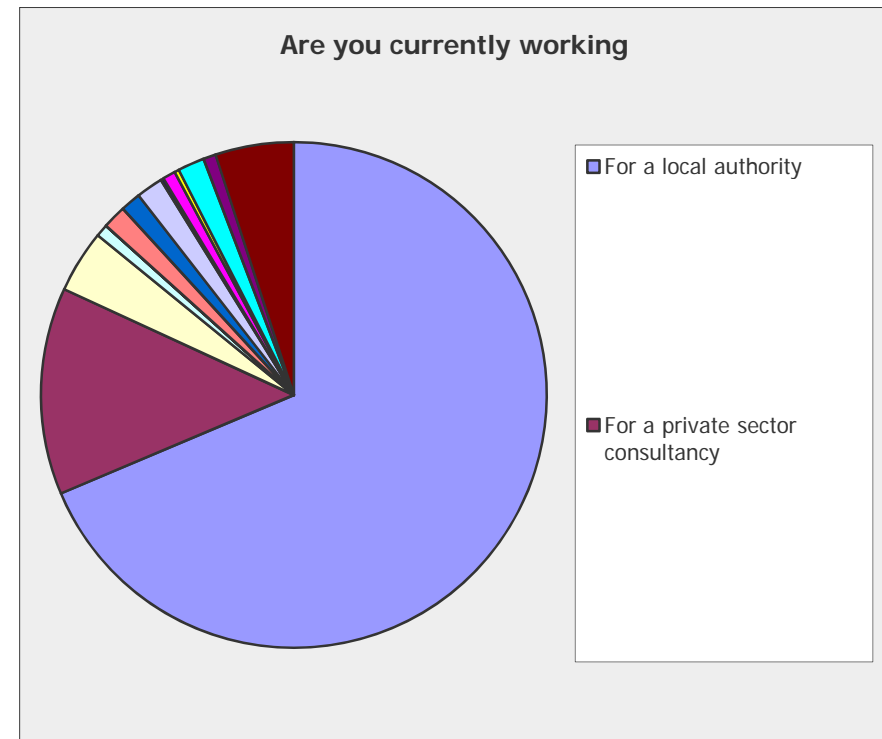
Training in Development Economics - Planners & Other Professionals Involved in Planning

How old are you?		
Answer Options	Response Percent	Response Count
18-25	7.3%	44
26-35	29.7%	179
36-45	23.4%	141
45+	39.6%	239
<i>answered question</i>		603
<i>skipped question</i>		0



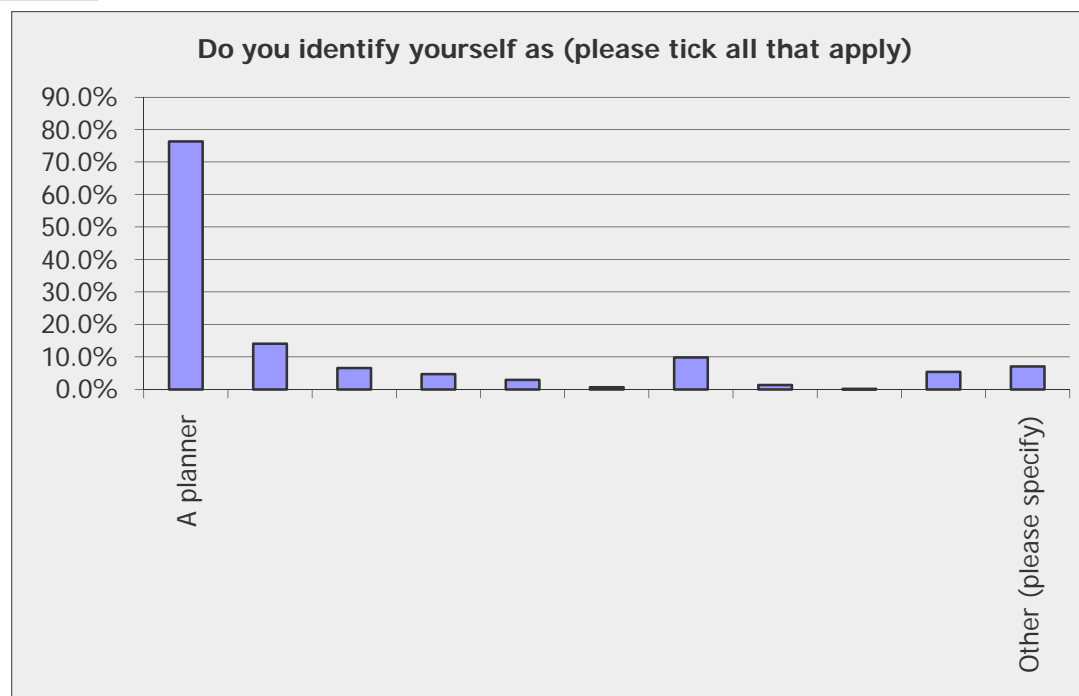
Training in Development Economics - Planners & Other Professionals Involved in Planning

Are you currently working		
Answer Options	Response Percent	Response Count
For a local authority	68.5%	409
For a private sector consultancy	13.2%	79
As a sole practitioner	4.0%	24
For a regional development agency	0.8%	5
For a Government Office (in England)	0.0%	0
For a regional assembly/regional partnership of local	1.5%	9
For a central or devolved government department, e.g.	1.3%	8
For a Government agency, eg. Environment Agency,	1.7%	10
For a highway authority (county, unitary, TfL, etc)	0.2%	1
For another regeneration agency or partnership	0.8%	5
For a housing association	0.3%	2
For a private sector house builder or developer	1.7%	10
For a community/voluntary organisation	0.8%	5
For another type of organisation (please specify)	5.0%	30
<i>answered question</i>		597
<i>skipped question</i>		6



Training in Development Economics - Planners & Other Professionals Involved in Planning

Do you identify yourself as (please tick all that apply)		
Answer Options	Response Percent	Response Count
A planner	76.4%	454
A surveyor	14.1%	84
A development economist/economic development	6.6%	39
A housing specialist	4.7%	28
A transport planner/engineer	2.9%	17
An architect	0.7%	4
A regeneration practitioner	9.8%	58
A neighbourhood or community activist or developer	1.3%	8
A solicitor, barrister or other legal professional	0.2%	1
A heritage specialist	5.4%	32
Other (please specify)	7.1%	42
answered question		594
skipped question		9

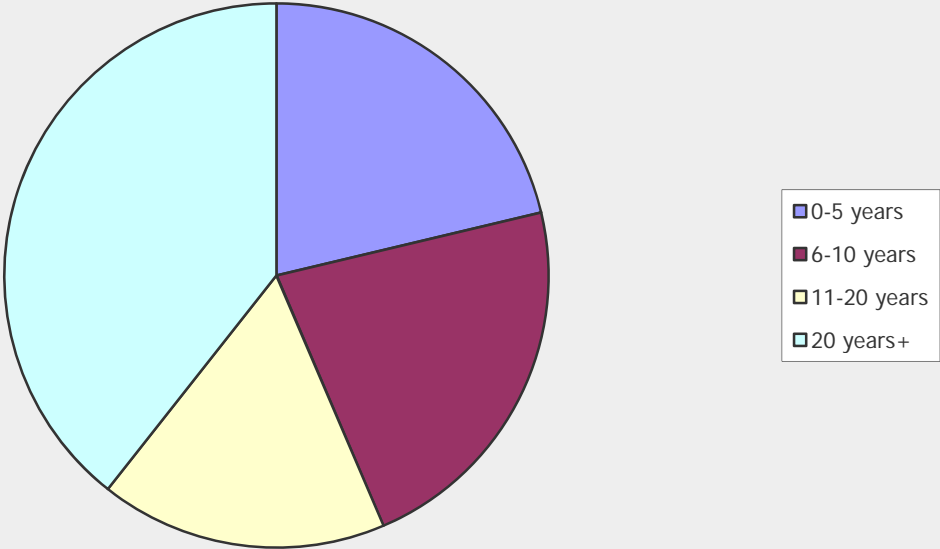


Training in Development Economics - Planners & Other Professionals Involved in Planning

How long have you been working in planning, or in an area related to planning (either as a planner or as another professional)?

Answer Options	Response Percent	Response Count
0-5 years	21.3%	126
6-10 years	22.3%	132
11-20 years	17.1%	101
20 years+	39.4%	233
<i>answered question</i>		592
<i>skipped question</i>		11

How long have you been working in planning, or in an area related to planning (either as a planner or as another professional)?



Training in Development Economics - Planners & Other Professionals Involved in Planning

Are you a member of any of the following organisations (any class of membership)? If yes, please tick the organisation (s) of which you are a

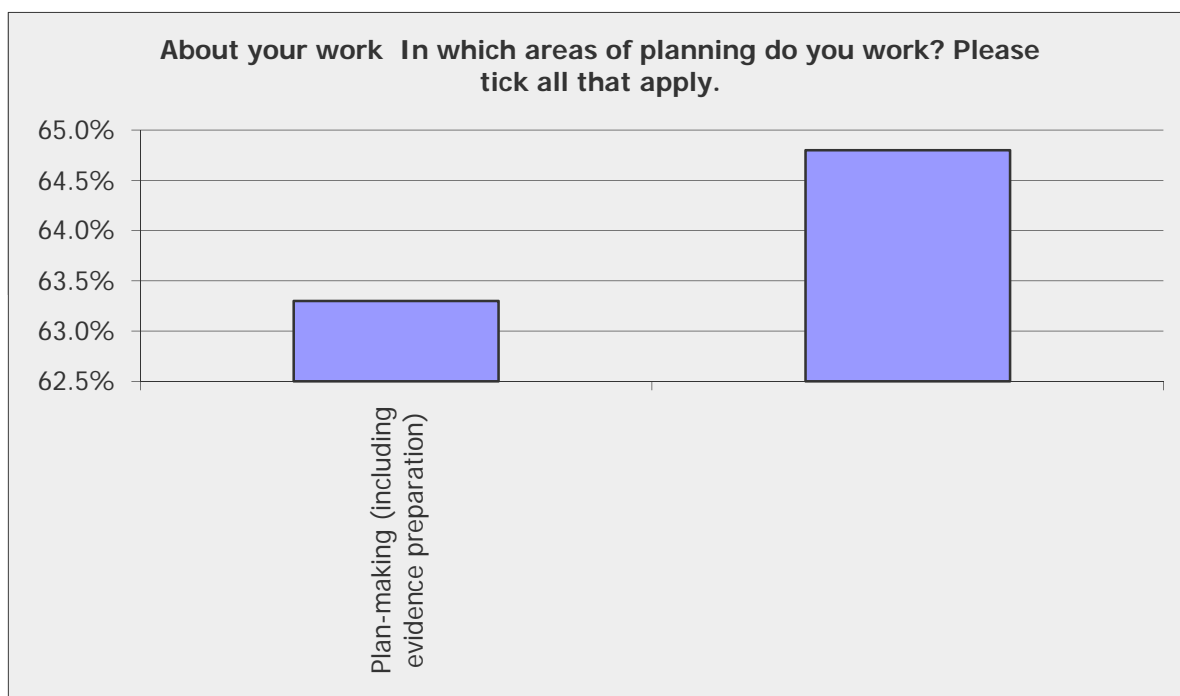
Answer Options	Response Percent	Response Count
Royal Town Planning Institute	81.6%	418
Royal Institution of Chartered Surveyors	18.8%	96
Institute of Economic Development	3.9%	20
Chartered Institute of Housing	1.8%	9
Royal Institute of British Architects	0.6%	3
Institution of Civil Engineers	0.6%	3
Institution of Highways & Transportation	1.6%	8
Other (please state)		79
answered question		512
skipped question		91



Training in Development Economics - Planners & Other Professionals Involved in Planning

About your work In which areas of planning do you work? Please tick all that apply.

Answer Options	Response Percent	Response Count
Plan-making (including evidence preparation)	63.3%	266
Development management/development control	64.8%	272
Other (please specify)		102
	answered question	420
	skipped question	183

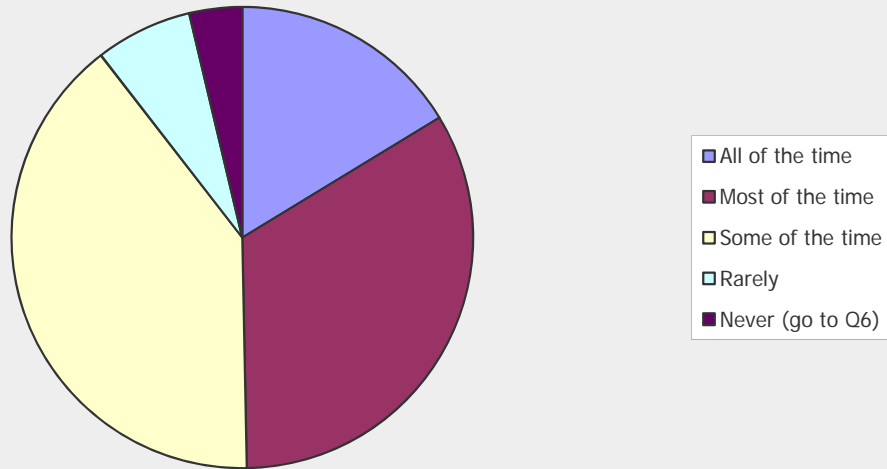


Training in Development Economics - Planners & Other Professionals Involved in Planning

How often is development viability and the delivery of new development an issue in your day-to-day work?

Answer Options	Response Percent	Response Count
All of the time	16.3%	79
Most of the time	33.4%	162
Some of the time	39.8%	193
Rarely	6.8%	33
Never (go to Q6)	3.7%	18
<i>answered question</i>		485
<i>skipped question</i>		118

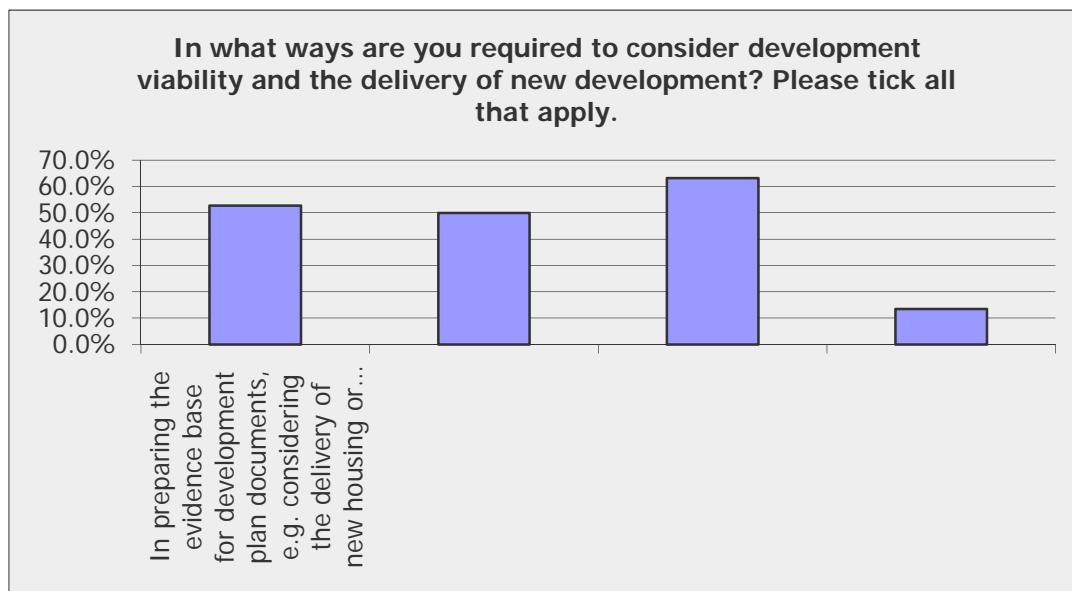
How often is development viability and the delivery of new development an issue in your day-to-day work?



Training in Development Economics - Planners & Other Professionals Involved in Planning

In what ways are you required to consider development viability and the delivery of new development? Please tick all that apply.

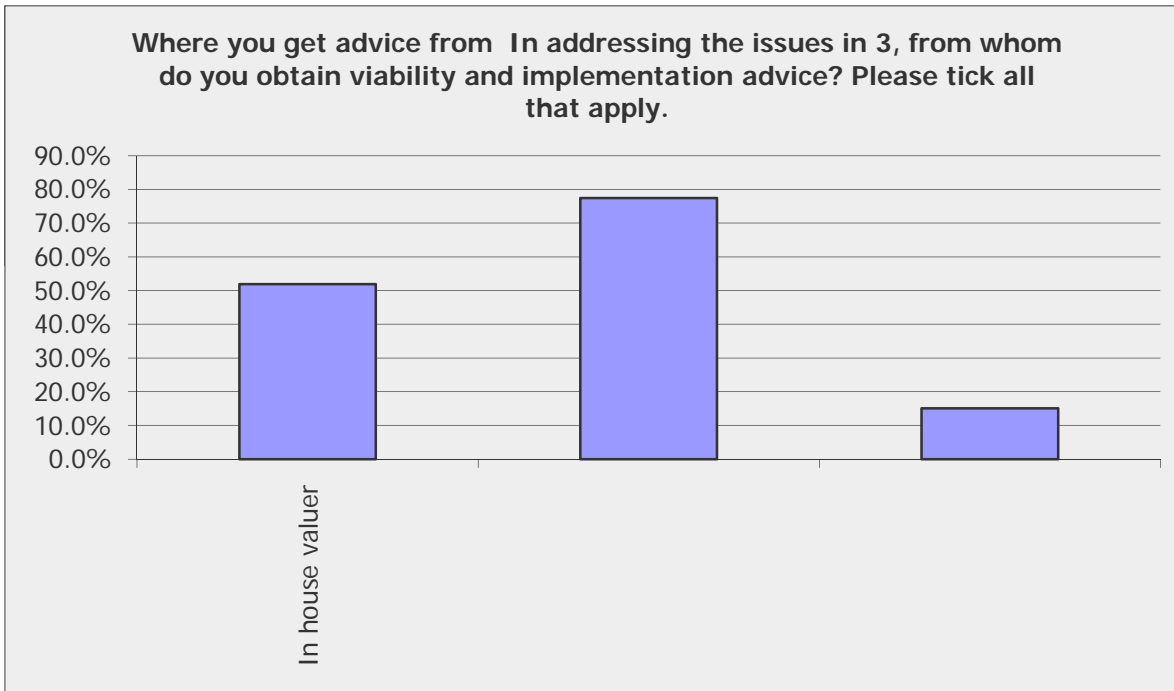
Answer Options	Response Percent	Response Count
In preparing the evidence base for development plan	52.7%	223
In preparing masterplans/project implementation	49.9%	211
In negotiating Section 106 agreements (including	63.1%	267
In taking forward compulsory purchase	13.5%	57
Other (please specify)		96
answered question		423
skipped question		180



Training in Development Economics - Planners & Other Professionals Involved in Planning

Where you get advice from In addressing the issues in 3, from whom do you obtain viability and implementation advice? Please tick all that apply.

Answer Options	Response Percent	Response Count
In house valuer	51.9%	200
External consultants	77.4%	298
Obligations officer	15.1%	58
Other (please specify)		116
<i>answered question</i>		385
<i>skipped question</i>		218

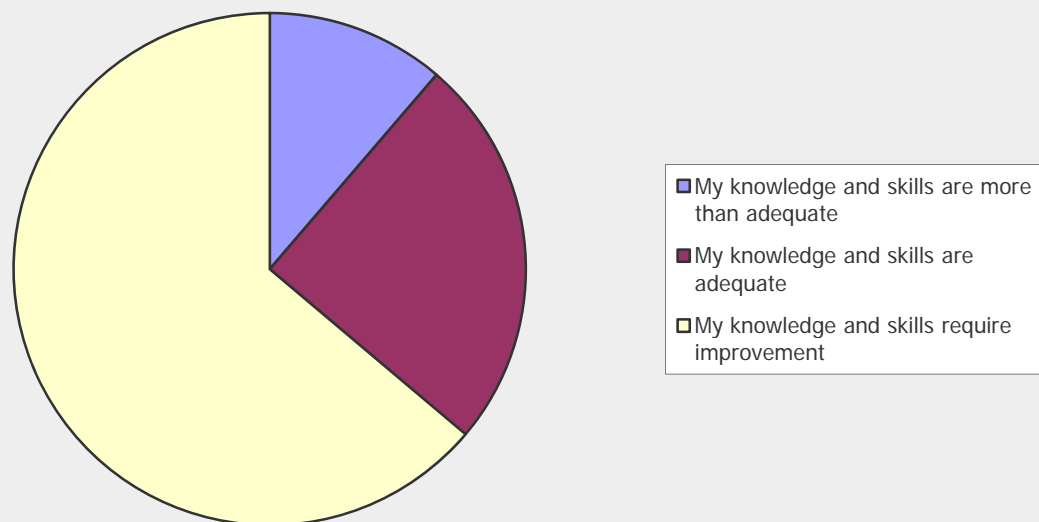


Training in Development Economics - Planners & Other Professionals Involved in Planning

About your skills To what extent do you feel you have adequate knowledge and skills to deal with development viability and the delivery of new

Answer Options	Response Percent	Response Count
My knowledge and skills are more than adequate	11.3%	52
My knowledge and skills are adequate	24.9%	115
My knowledge and skills require improvement	63.9%	295
<i>answered question</i>		462
<i>skipped question</i>		141

About your skills To what extent do you feel you have adequate knowledge and skills to deal with development viability and the delivery of new development?

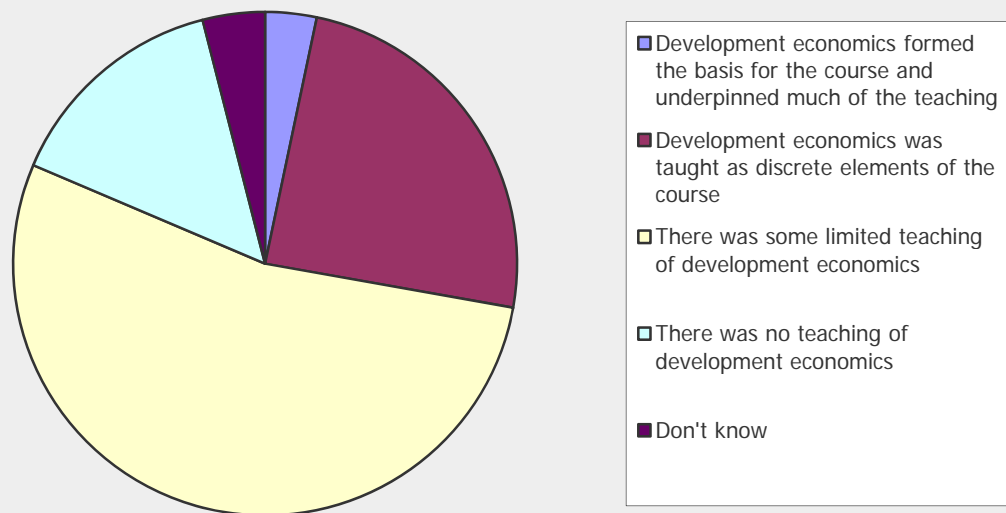


Training in Development Economics - Planners & Other Professionals Involved in Planning

About your training If you studied planning at university in the past five years, to what extent did development economics and the viability of

Answer Options	Response Percent	Response Count
Development economics formed the basis for the	3.3%	5
Development economics was taught as discrete	24.5%	37
There was some limited teaching of development	53.6%	81
There was no teaching of development economics	14.6%	22
Don't know	4.0%	6
answered question		151
skipped question		452

About your training If you studied planning at university in the past five years, to what

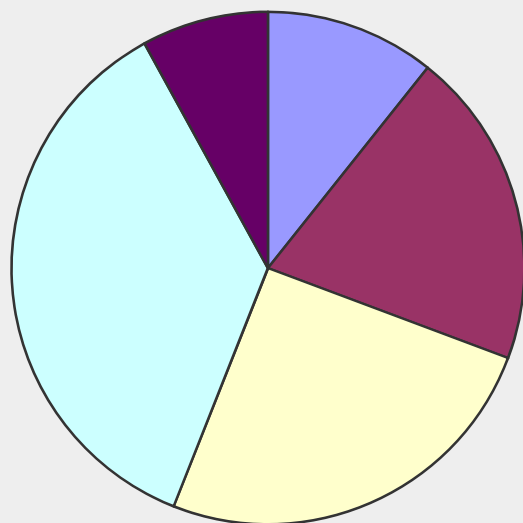


Training in Development Economics - Planners & Other Professionals Involved in Planning

If you studied a subject other than planning at university in the past five years, to what extent did development economics form part of the syllabus? If

Answer Options	Response Percent	Response Count
Development economics formed the basis for the	10.7%	8
Development economics was taught as discrete	20.0%	15
There was some limited teaching of development	25.3%	19
There was no teaching of development economics	36.0%	27
Don't know	8.0%	6
What did you study?		37
answered question		75
skipped question		528

If you studied a subject other than planning at university in the past five years, to what extent did development economics form part of the syllabus? If you did not study in the past five years, please go to question 8.



- Development economics formed the basis for the course and underpinned much of the teaching
- Development economics was taught as discrete elements of the course
- There was some limited teaching of development economics
- There was no teaching of development economics
- Don't know

Training in Development Economics - Planners & Other Professionals Involved in Planning

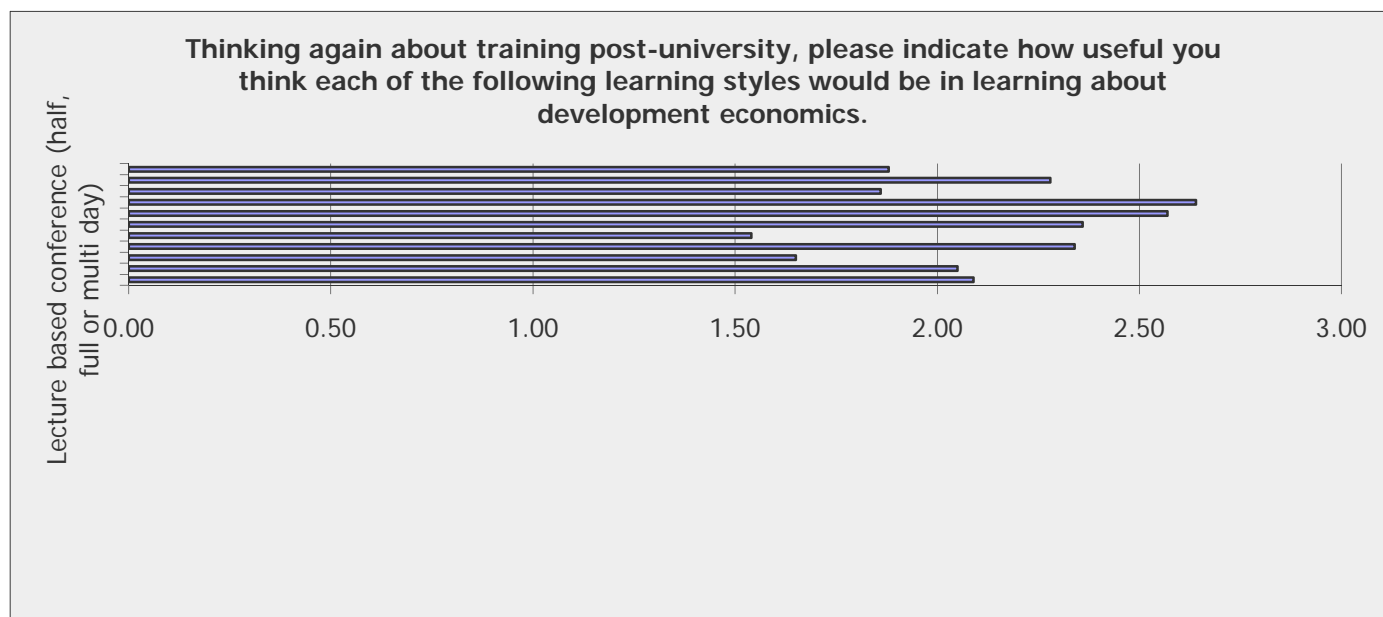
Thinking about training in development economics post-university, what kind of training do you think would be useful?

Answer Options	Response Count
	335
<i>answered question</i>	335
<i>skipped question</i>	268

Training in Development Economics - Planners & Other Professionals Involved in Planning

Thinking again about training post-university, please indicate how useful you think each of the following learning styles would be in learning about development economics.

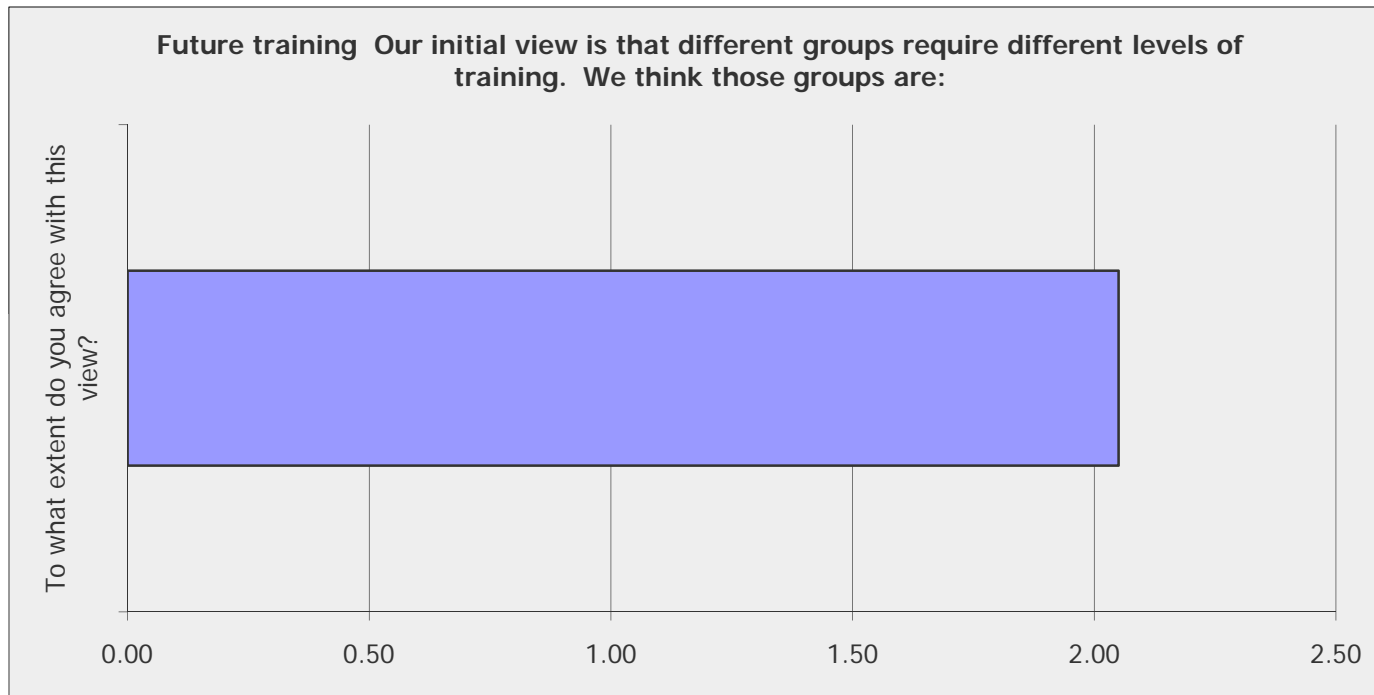
Answer Options	Very Useful	Quite Useful	Not very useful	Not at all useful	Don't know	Rating Average	Response Count
Lecture based conference (half, full or multi	102	237	77	28	3	2.09	447
Lecture based seminar (up to three hours)	105	240	71	27	1	2.05	444
Interactive seminars with workshop based	222	177	30	14	3	1.65	446
Action learning sets (groups of 10)	115	163	77	18	49	2.34	422
Masterclass (applied training with 'hands on'	259	147	17	10	7	1.54	440
Online learning	69	199	124	40	8	2.36	440
Private study	41	167	168	43	11	2.57	430
University study	38	164	154	45	21	2.64	422
Mentoring/on job training	169	200	45	22	6	1.86	442
Knowledge sharing amongst other	86	207	100	39	10	2.28	442
Knowledge sharing amongst other	161	208	51	21	5	1.88	446
Other (please specify)							23
<i>answered question</i>							463
<i>skipped question</i>							140



Training in Development Economics - Planners & Other Professionals Involved in Planning

Future training Our initial view is that different groups require different levels of training. We think those groups are: a) Those who need to know how to deal with viability advice and appraisals (e.g. planners who handle larger applications and negotiate Section 106

Answer Options	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Rating Average	Response Count
To what extent do you agree with this view?	134	248	41	40	12	2.05	475
Please tell us why							216
						<i>answered question</i>	475
						<i>skipped question</i>	128



Training in Development Economics - Planners & Other Professionals Involved in Planning

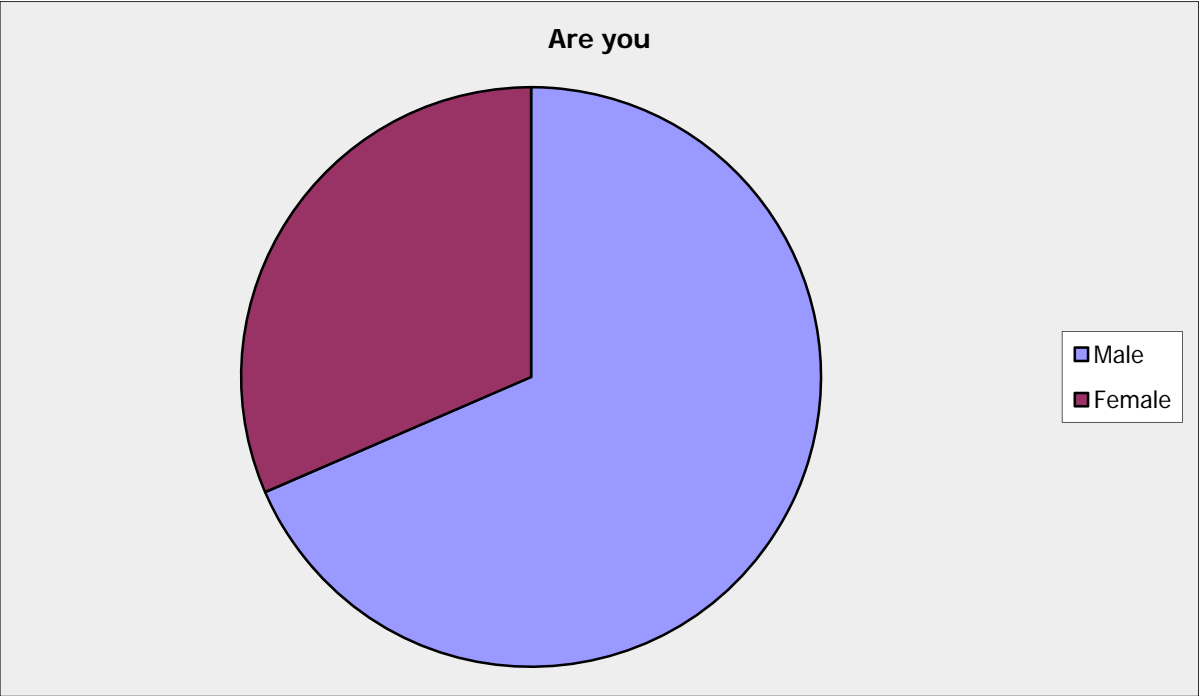
Any other comments Do you have any other comments on training planners in development economics, viability and the	
Answer Options	Response Count
	157
<i>answered question</i>	157
<i>skipped question</i>	446

APPENDIX 2

Survey results - Councillors

Training in Development Economics - Councillors Survey

Are you		
Answer Options	Response Percent	Response Count
Male	68.5%	50
Female	31.5%	23
<i>answered question</i>		73
<i>skipped question</i>		1

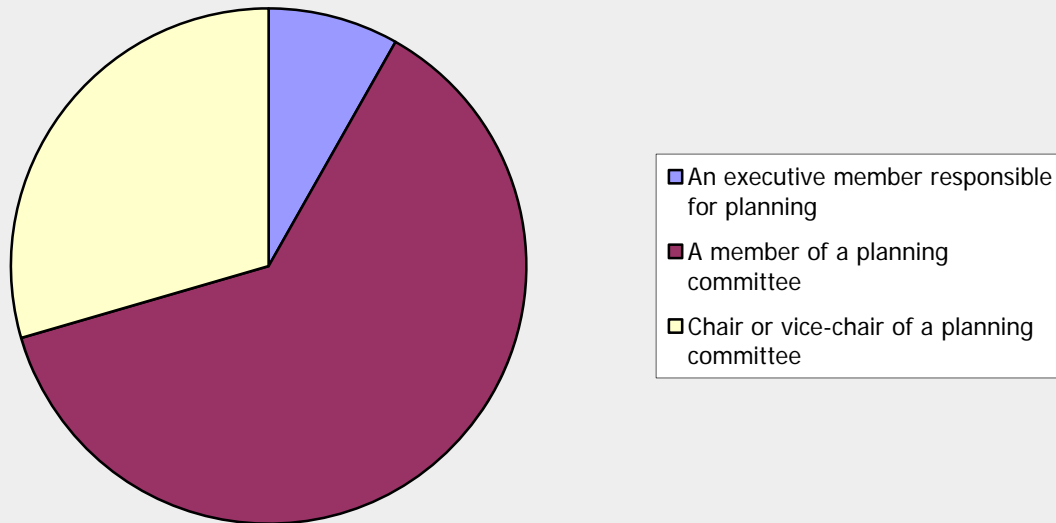


Training in Development Economics - Councillors Survey

What is, or has been, your involvement in planning (in your capacity as a councillor)? Please do not include work which has arisen as part of your duties

Answer Options	Response Percent	Response Count
An executive member responsible for planning	8.2%	5
A member of a planning committee	62.3%	38
Chair or vice-chair of a planning committee	29.5%	18
Other (please specify)		11
<i>answered question</i>		61
<i>skipped question</i>		13

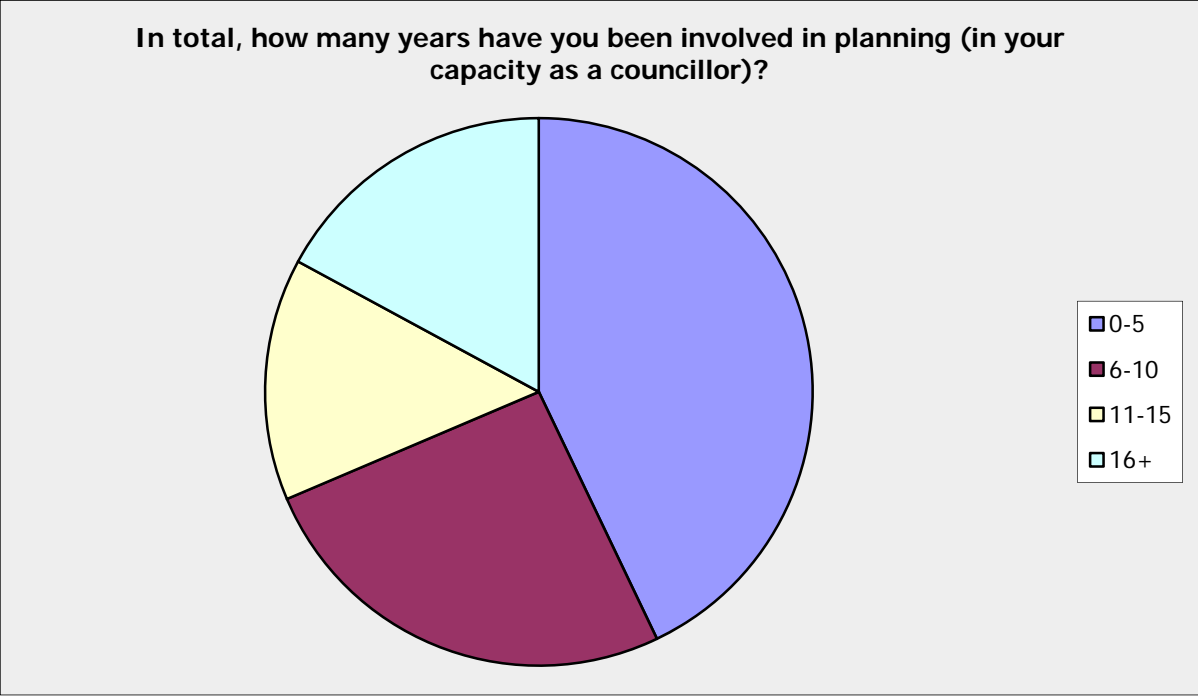
What is, or has been, your involvement in planning (in your capacity as a councillor)? Please do not include work which has arisen as part of your duties as a ward councillor.



Training in Development Economics - Councillors Survey

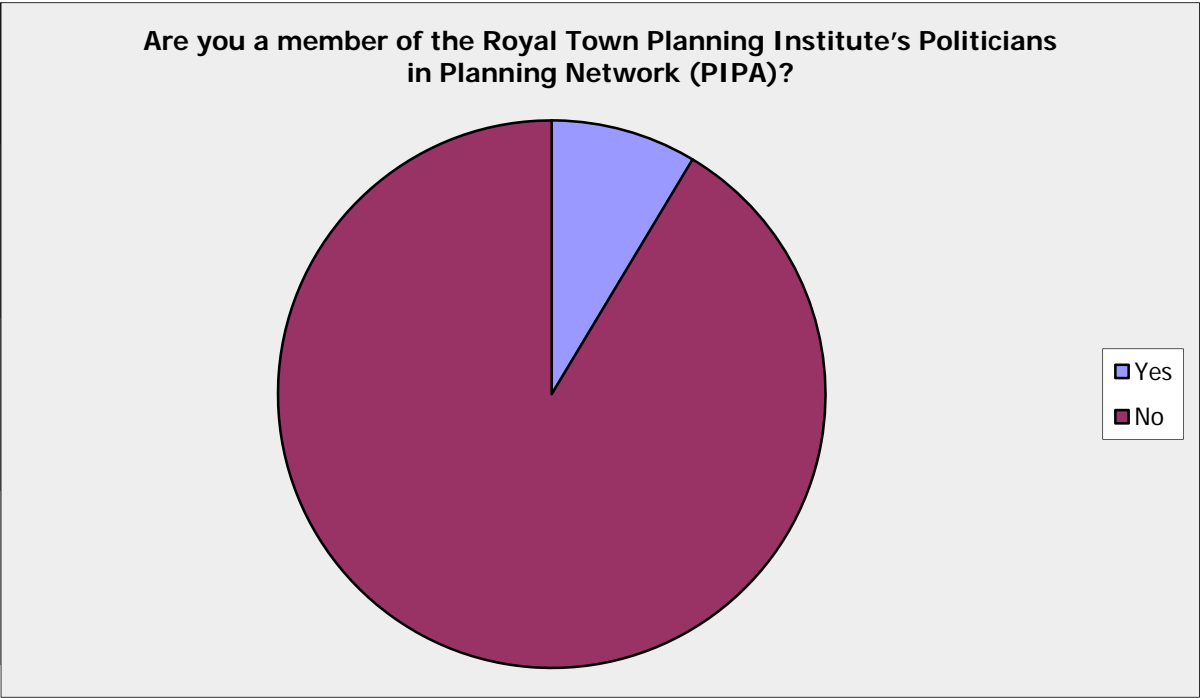
In total, how many years have you been involved in planning (in your capacity as a councillor)?

Answer Options	Response Percent	Response Count
0-5	42.9%	30
6-10	25.7%	18
11-15	14.3%	10
16+	17.1%	12
<i>answered question</i>		70
<i>skipped question</i>		4



Training in Development Economics - Councillors Survey

Are you a member of the Royal Town Planning Institute's Politicians in Planning Network (PIPA)?		
Answer Options	Response Percent	Response Count
Yes	8.6%	6
No	91.4%	64
<i>answered question</i>		70
<i>skipped question</i>		4

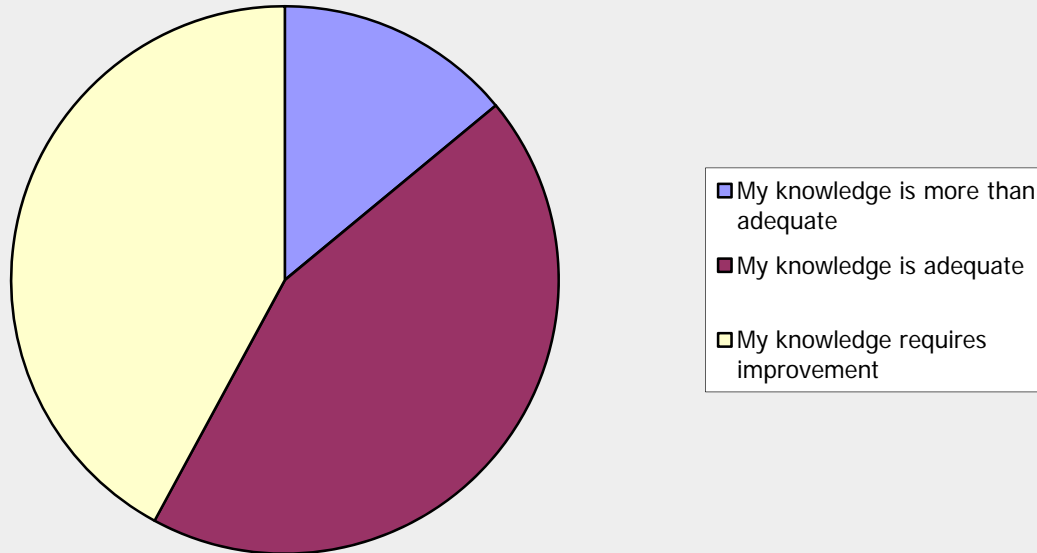


Training in Development Economics - Councillors Survey

About your knowledge Making decisions on planning applications, including Section 106 agreements, and identifying new sites for development in

Answer Options	Response Percent	Response Count
My knowledge is more than adequate	14.0%	8
My knowledge is adequate	43.9%	25
My knowledge requires improvement	42.1%	24
<i>answered question</i>		57
<i>skipped question</i>		17

About your knowledge Making decisions on planning applications, including Section 106 agreements, and identifying new sites for

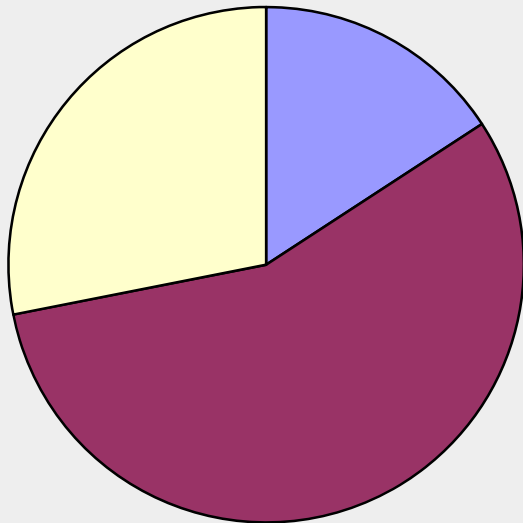


Training in Development Economics - Councillors Survey

About your training Did you receive any training on the planning system and its operation when you began your involvement in planning?

Answer Options	Response Percent	Response Count
Yes, and it addressed the economics of development	15.8%	9
Yes, but it did not address the economics of	56.1%	32
No	28.1%	16
<i>answered question</i>		57
<i>skipped question</i>		17

About your training Did you receive any training on the planning system and its operation when you began your involvement in planning?



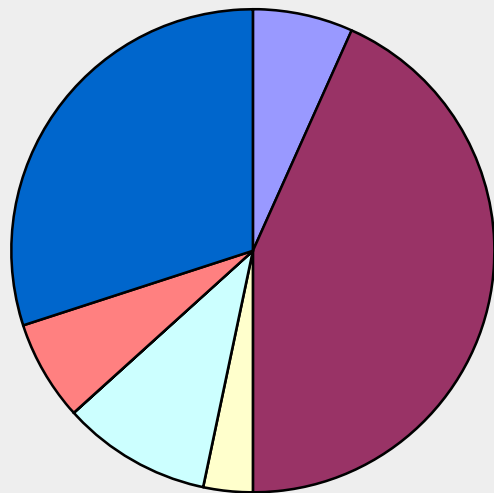
- Yes, and it addressed the economics of development and the delivery of new development
- Yes, but it did not address the economics of development and the delivery of new development
- No

Training in Development Economics - Councillors Survey

Have you undertaken any training in development viability and the delivery of new development in the past three years? If so, please tell us about it below.

Answer Options	Response Percent	Response Count
A multi-day conference	6.7%	2
A full or half day conference	43.3%	13
Breakfast or evening seminar	3.3%	1
Masterclass (applied training with 'hands on' case study)	10.0%	3
Online learning	0.0%	0
Private study	6.7%	2
Other (please specify)	30.0%	9
answered question		30
skipped question		44

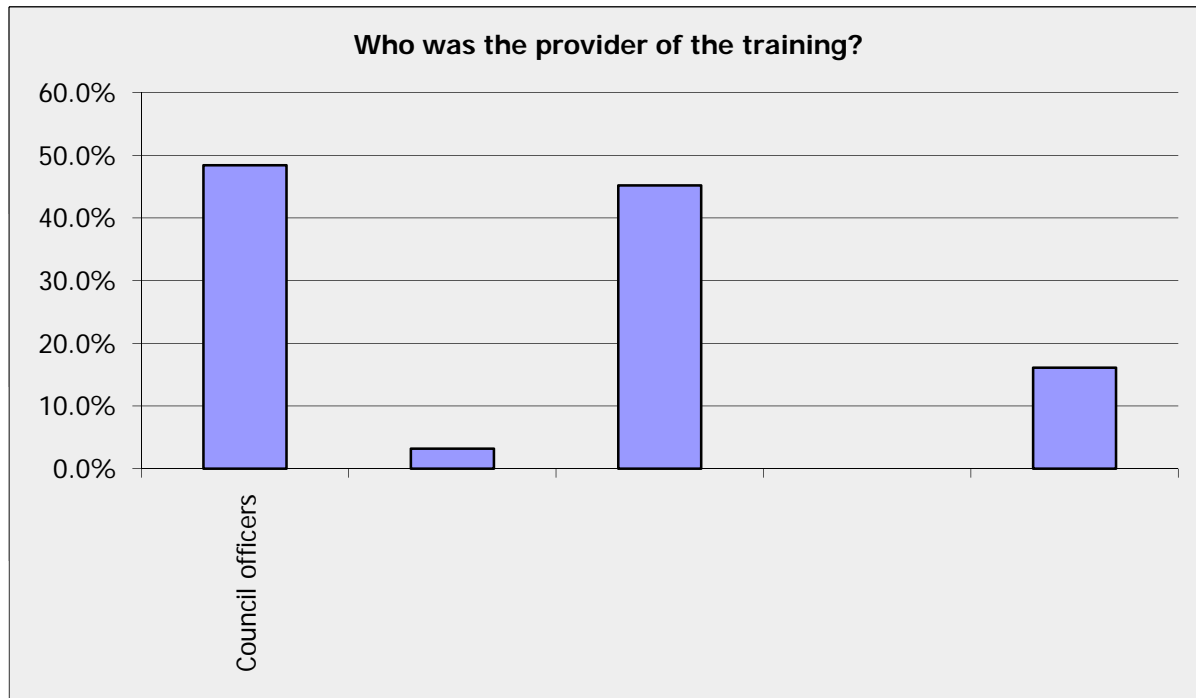
Have you undertaken any training in development viability and the delivery of new development in the past three years? If so, please tell us about it below. If you have not undertaken any training, please go to question 7. Was the training:



- A multi-day conference
- A full or half day conference
- Breakfast or evening seminar
- Masterclass (applied training with 'hands on' case study examples)
- Online learning
- Private study
- Other (please specify)

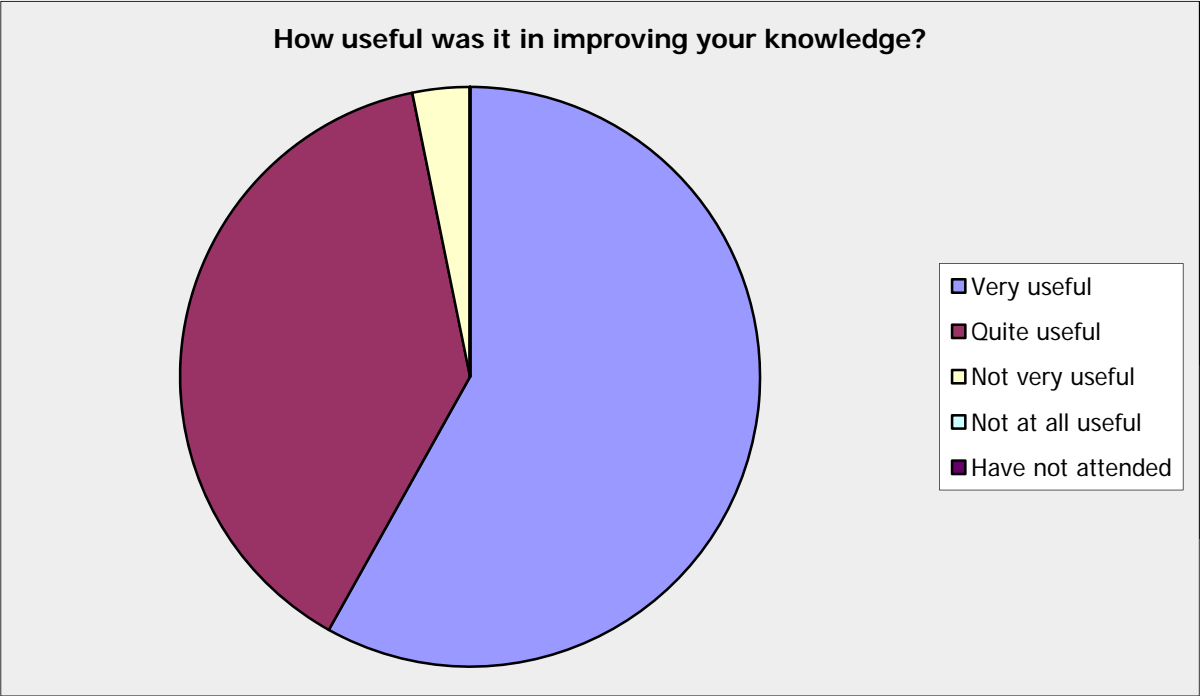
Training in Development Economics - Councillors Survey

Who was the provider of the training?		
Answer Options	Response Percent	Response Count
Council officers	48.4%	15
Other councillors	3.2%	1
External training organisation	45.2%	14
Don't know	0.0%	0
Other (please specify)	16.1%	5
<i>answered question</i>		31
<i>skipped question</i>		43



Training in Development Economics - Councillors Survey

How useful was it in improving your knowledge?		
Answer Options	Response Percent	Response Count
Very useful	58.1%	18
Quite useful	38.7%	12
Not very useful	3.2%	1
Not at all useful	0.0%	0
Have not attended	0.0%	0
Please tell us why		13
answered question		31
skipped question		43



Training in Development Economics - Councillors Survey

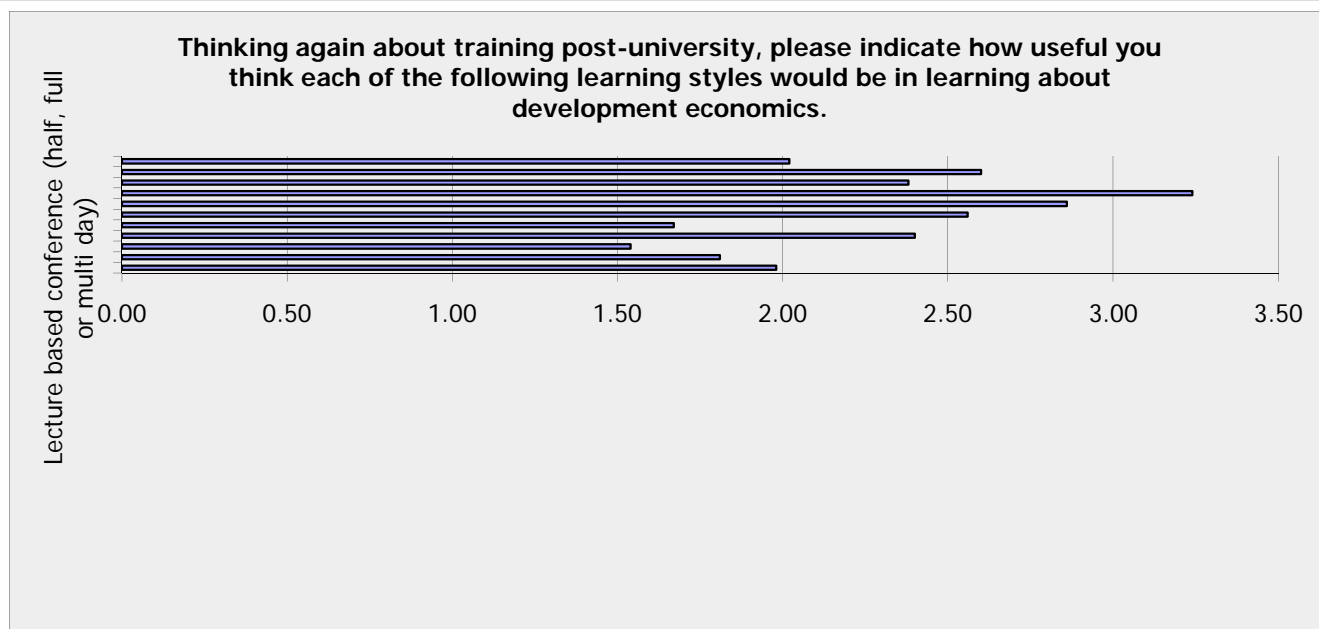
Thinking about the training you received, how might it have been improved?

Answer Options	Response Count
	19
<i>answered question</i>	19
<i>skipped question</i>	55

Training in Development Economics - Councillors Survey

Thinking again about training post-university, please indicate how useful you think each of the following learning styles would be in learning about development economics.

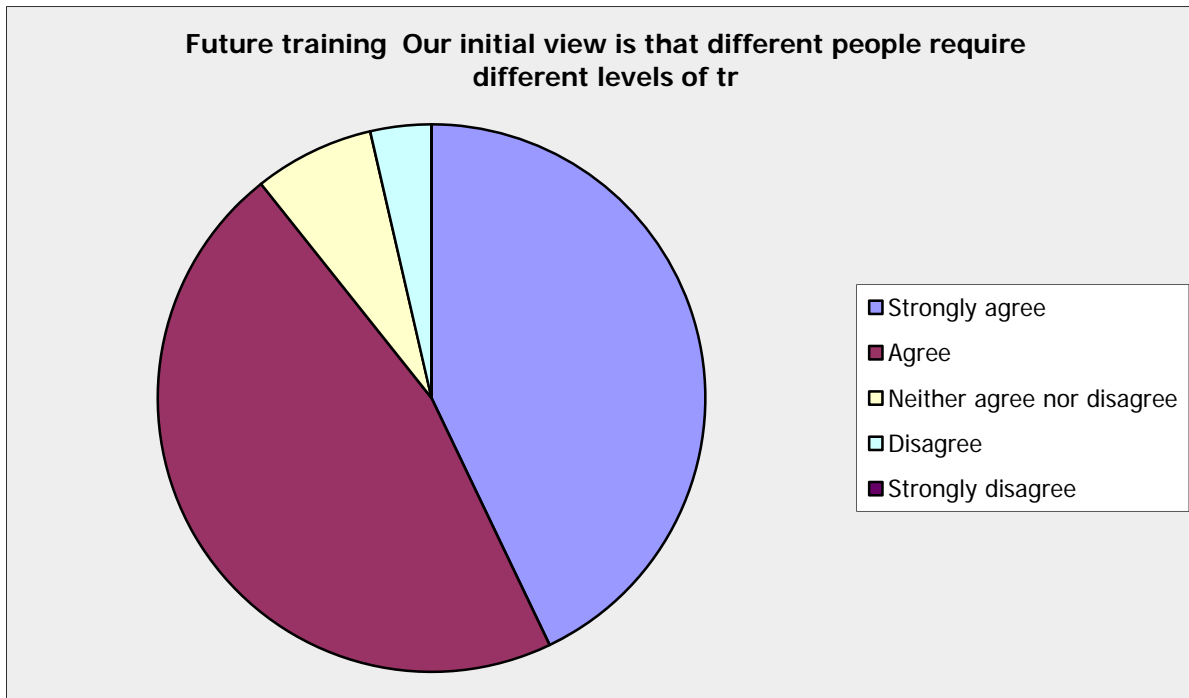
Answer Options	Very useful	Quite useful	Not very useful	Not at all useful	Don't know	Rating Average	Response Count
Lecture based conference (half, full or multi day)	13	22	9	0	1	1.98	45
Lecture based seminar (up to three hours)	21	23	6	1	1	1.81	52
Interactive seminars with workshop based learning	30	13	3	1	1	1.54	48
Action learning sets (groups of 10)	14	11	10	3	5	2.40	43
Masterclass (applied training with 'hands on' case study)	29	14	5	2	1	1.67	51
Oline learning	10	16	9	4	6	2.56	45
Private study	5	13	13	9	4	2.86	44
University study	1	9	16	9	6	3.24	41
Mentoring/on job training	6	23	11	3	2	2.38	45
Knowledge sharing amongst other practitioners online	3	19	15	4	2	2.60	43
Knowledge sharing amongst other practitioners face to	12	25	8	1	1	2.02	47
Other (please specify)							3
<i>answered question</i>							52
<i>skipped question</i>							22



Training in Development Economics - Councillors Survey

Future training Our initial view is that different people require different levels of training. We think those groups are: a) Those who need specific skills in

Answer Options	Response Percent	Response Count
Strongly agree	42.9%	24
Agree	46.4%	26
Neither agree nor disagree	7.1%	4
Disagree	3.6%	2
Strongly disagree	0.0%	0
Please tell us why		31
answered question		56
skipped question		18



Training in Development Economics - Councillors Survey

Any other comments Do you have any other comments on training councillors in understanding the economics of	
Answer Options	Response Count
	22
<i>answered question</i>	22
<i>skipped question</i>	52

APPENDIX 3

Selected Quotes from the Practitioner Survey

Selected Quotes from the Practitioners Survey

Never received any formal training at University and everything I have picked up has been 'on the job'. Training could be provided through courses/seminars or specific 1 or 2 day modules at a local university. It should cover - process, valuations, funding, CPO etc.

The economics of the reality of the development process are fundamental! Planners need to understand this to be able to work with developers and end up creating viable and sustainable developments for the future generations.

The training should be based on real schemes relevant to the local circumstances of the person receiving the training.

The training needs to cover methods of appraisals used by developers to calculate land values and the profitability of a scheme. Planners need to understand what various planning requirements and demands can do to the economic viability of a scheme. Planners need also to understand the general economics of the market and benefits of development to an area, this may help planners to lead development rather than reacting to developer proposals.

A full understanding of the market, how developers operate, how development is financed and the factors which affect schemes is vital to getting the best from planning re place making and the delivery of affordable housing etc.

A course organised by a body such as PAS or the HCA etc. that has content agreed by the major stakeholders in the planning system and which was funded by government so that all interested Planners could attend would be a big step forward. This should include a variety of learning methods and be facilitated by a range of practitioners with strong development economics experience and knowledge.

I would suggest training that is focussed on the development process as whole.

Training needs to be accredited. Cost of training needs to be kept low.

What isn't properly understood is the process of development itself and where planning fits into it.

As a planner, in recent years development viability and economics has become a major part of the job, yet there has been little, if no, training on the issue meaning that external organisation are required to assess viability.

It is important to understand the viability issues in order to make development happen

I wouldn't want to become an expert in this field and I would probably still use external consultants but it would be useful to have a better understanding in order to enter into discussions with the consultants and the LPA and client.

Lots of local authorities are being faced with open-book assessments of developments and do not have the expertise to understand the implications of these.

The cost of any training is very important - my Council has cut cost/budget drastically.

Training needs to be delivered over 1 event

Would be useful to have in a single place all existing training that is already available.

A planning officer should have a level of understanding which enables appropriate challenge.

There should be a greater focus on commissioning and understanding expert advice from either the internal valuer or consultant.

To successfully negotiate with developers there is a need to be able to robustly challenge their assumptions and position an alternative view back up by evidence and experience.

The lack of accredited courses (evening or day release) outside London or accessible to planners/professionals is a problem.

Training needs to be sub-regionally based as there is great differences between the economic viability of developers in different areas.

APPENDIX 4

Current Education - Professionals

Planning

Background to Education of Chartered Town Planners

1. The Royal Town Planning Institute (RTPI) is the professional body for planners. It considers that planning involves twin activities - the management of the competing uses for space, and the making of places that are valued and have identity. These activities, it says, focus on the location and quality of social, economic and environmental change. The RTPI uses the term 'spatial planning' to encompass these activities.
2. In order to become chartered members of the Institute, individuals undertake academic training followed by an assessment of professional competence. In order to remain members of the Institute, planners must undertake continuing professional development.

Academic Education

RTPI Requirements

3. An RTPI Policy Statement on Initial Planning Education¹ was published in January 2004. It was prepared in the light of a report by the RTPI's Education Commission². The Policy Statement advises that, amongst other things, typical graduates from spatial planning programmes should be able to:

Understand the relationship between market processes, built form, different development models and patterns of movement, evaluate the economic and financial implications of alternative development strategies and consider how best to generate and capture added value for both particular interests and the wider community.

4. This high level aspiration seems to us to give an admirable level of prominence to development economics, referring to the need to understand market processes and to evaluate the economic and financial implications of alternative development strategies. It goes on to advise that all students should learn to do a number of things, including how to (emphasis added):

*Articulate responses to spatial challenges through coherent and integrated strategies, plans or programmes that take account of relevant institutional frameworks and combine creative direction for the future with **credible means of implementation***

5. In doing so, it states the need to understand and connect, amongst other things, economic issues relating to development.
6. However, the Policy Statement goes no further, and does not specify the skills and level of understanding a planning student should expect to have by the time he/she leaves for university. There is a *potential* danger, therefore, that they may fall short, particularly if the planning school specialises in area other than property. (Planning schools are required to

¹ See: www.rtpi.org.uk/download/237/Policy-Statement-on-Initial-Planning-Education.pdf Access date: 7 December 2009

² See: www.rtpi.org.uk/download/236/Education-Commission-Final-Report.pdf Access date: 7 December 2009

offer specialist courses after or alongside a core spatial planning education.) With that in mind, we turn now to consider what is actually taught on planning courses and, drawing on the results of our survey, whether it is satisfactory.

Education Actually Provided

7. We have examined all RTPI accredited courses and summarise the content of modules which are relevant to development economics. We summarise them in Appendix 1. Leaving aside those courses where no information is available, it seems evident that most deal with development economics at least in a small number of discrete modules.
8. This reflects the results of our survey: of the 130 RTPI members who responded to the survey and had studied planning (though not necessarily an RTPI accredited course) at university in the past five years, only two (1.5%) considered that development economics formed the basis for the course and underpinned much of the teaching. Some 31 of the 130 (31.8%) advised that development economics was taught as discrete elements of the course, 75 (57.7%) said that there was some limited teaching of development economics, and 20 (15.4%) said there was no teaching of development economics at all.
9. Some courses evidently go further than others. Cardiff University's BSc in City and Regional Planning, for instance, includes modules on:
 - Planning, markets and land, which is designed to help students understand the purpose and limitations of planning
 - Property development and planning, which provides an understanding of key players in the property development industry, the motivations for developing property, land acquisition, raising funds for financing development, and managing property assets.
 - Site planning and design, which includes the teaching of the principles of valuation in order to judge the commercial viability of a case study development.
10. Although we have not carried out an in depth study of the course, it seems to us offer a useful route for developing of an understanding of the economics of development, beginning with some of the conceptual (how planning intervenes in the market) and moving to the 'real world' and 'practical' (techniques such as valuation and seeing the world from the developer's perspective). In terms of the learning methods we identify in section 2, it appears to shift from education to training. The commercial focus of the course may be explained by the fact that it is also recognised by the RICS for the Planning & Development pathway.
11. The MA Spatial Planning course offered by the **University of the West of England** is also worthy of mention. It includes modules addressing:
 - models of the development process
 - development feasibility
 - development finance
 - property developers and their objectives
12. The course adopts a non-traditional approach, with a focus on practical application and in-depth investigation of case studies in the UK and the rest of Europe. But, disappointingly, it is a specialist Masters course to be undertaken *after* training in core spatial planning. It

seems to us to be very late in the day to be teaching planners about the realities of the property market.

13. In contrast to the Cardiff University and UWE course, many other courses appear to lack practical context and 'real world' application. Some appear to be a highly academic exploration of interventions in the economy. This of little benefit to prospective planners who will be engaging with the development industry on a regular basis.

Assessment of Professional Competence (or equivalent)

RTPI Requirements

14. The RTPI's Assessment of Professional Competence (APC) is designed to be an integral part of professional planning education which tests the extent to which candidates have built on their initial professional education by developing and demonstrating essential professional planning skills, competencies, understanding and knowledge.
15. Those undertaking the APC are required to demonstrate generic skills in developing a creative vision, multidisciplinary working, project management, communication, problem solving, and stakeholder management and conflict resolution. There is no direct reference to understanding the economics of development, though it advises that part of developing a creative vision involves producing creative and innovative strategies and solutions and making lateral connections. Both, we suggest, are likely to require an understanding of the economics of development.
16. Moreover, the RTPI advises that in considering their skills development, the acquisition of spatial planning knowledge and the development of understanding, those undertaking the APC may wish to consider the nineteen learning outcomes against which all RTPI accredited courses in initial professional education are assessed. One of these, as we explain above, involves understanding market processes, evaluating the economic and financial implications of alternative development strategies and considering how best to generate and capture added value for both particular interests and the wider community.

APC Outcomes

17. Although the APC is widely regarded as a challenging exercise for planners seeking corporate status, given the absence of a formal requirement to demonstrate a knowledge of and/or skills in the economics of development, we cannot be sure that recently chartered planners and those seeking chartered status have adequate knowledge and skills in this area. Indeed, our survey suggest they do not: 66.2% of planners who studied planning in the past five years believe their knowledge and skills in development economics require improvement. Doubtless some of these believe that only minor improvements are required, but the absence of teaching of development economics on some university courses suggests that for others the problems may be more fundamental.

Conclusions on Education and Early Career Competence in Development Economics of Planners

18. Our review of planning degree courses and the APC, together with our survey, lead us to conclude that:

- There is inadequate education in the economics of development on some RTPI accredited courses (though this requires further investigation). However, there are some examples of good practice.
- The absence of a requirement for chartered planners to understand the economics of development as part of the APC means that developers (and others) who will engage with them once they complete their APC cannot be sure that they have an adequate knowledge of the subject by the time they have obtained chartered status
- There is a substantial pool of planners who have recently completed their education who believe their knowledge of development economics is inadequate. This suggests that there are problems with some university courses which need to be addressed and/or or else that most planners should be encouraged to undergo training in this area early in their professional career.

Surveying

Background to Education of Chartered Surveyors

19. RICS is a professional body for qualifications and standards in land, property and construction. Its members operate in three basic market groupings which RICS divides into 17 areas of specialisation, called Professional Groups³. The Professional Groups represent the key market sectors within which surveyors practice.

Academic Education

RICS Requirements

20. The curriculum of RICS courses is expected to be highly relevant to professional practice and the overall programme should prepare graduates for the profession, allowing them to pursue a 'pathway' to work in a Professional Group⁴. We focus here on the Planning & Development Professional Group⁵, though surveyors with other specialisms will inevitably play a role in the planning and delivery of new development.

Education Actually Provided

21. A number of courses are suitable for the P&D pathway, and a cursory examination of course content suggests that they generally provide a good grounding in the economics of development. **Kingston University's** BSc in Property Planning and Development, for example, includes modules on property appraisal and valuation, and on property strategy and funding. It also includes a practical property planning and development projects module in each of the three years of the course. That said, other courses appear to be more academic, such as the MSc in Real Estate offered by the **London School of Economics**.

³ See www.rics.org/site/scripts/documents_info.aspx?categoryID=449&documentID=225 Access date: 4 February 2010

⁴ See www.ricscourses.org/pages/Accreditation.aspx Access date: 4 February 2010

⁵ See www.rics.org/site/scripts/documents_info.aspx?documentID=101&pageNumber=1 Access date: 4 February 2010

Assessment of Professional Competence (or equivalent)

RICS Requirements

22. The RICS Assessment of Professional Competence aims to assess that individuals are competent, that is, they have the skill or ability to perform particular tasks or functions, to carry out the work of a qualified chartered surveyor. Each individual must follow a particular pathway, which may include planning and development.
23. Competencies fall in three distinct categories:
 - Mandatory competencies - the personal, interpersonal, professional practice and business competencies common to all pathways and compulsory for all candidates.
 - Core competencies - the primary competencies of the chosen APC pathway.
 - Optional competencies - a set of competencies selected by the candidate from a list defined for the particular pathway.
24. The competencies are defined at three levels of attainment and each APC pathway has its own specific combination of competencies that must be achieved at the appropriate level. The required level must be reached in a logical progression and in successive stages:
 - Level 1: knowledge and understanding
 - Level 2: application of knowledge and understanding
 - Level 3: reasoned advice and depth of technical knowledge.
25. Individuals are expected to present a sensible and realistic choice that reflects the skills needed to fulfil the role of a surveyor in their field of practice. The competencies are:
 - Mandatory competencies
 - These must be achieved and include, for example, business planning and client care
 - Core competencies
 - At Level 3: Development appraisals; Planning
 - At Level 2: Legal/regulatory compliance
 - At Level 1: Mapping; Measurement of land and property; Valuation
 - A range of optional competencies, of which two must be at Level 3, plus either one more at Level 3 or two more at Level 2.

APC Outcomes

26. Assuming a rigorous assessment process, the detailed requirements of the APC should ensure that all RICS (P&D) surveyors have a robust knowledge of the economics of development.

Conclusions on Education and Early Career Competence in Development Economics of Surveyors

27. Our review of surveying degree courses and the APC requirements lead us to conclude that the education of surveyors in the economics of development is broadly adequate.

Few surveyors, therefore, are likely to require additional substantial training, other than 'top up' CPD.

Institute of Economic Development

Background to Education of Economic Development Professionals

28. The IED is an organisation for economic development practitioners. It seeks to demonstrate the value of economic development work for local and regional communities, encourage the pursuit of best practice in economic development and encourage attainment of the highest standard of professional training and competence. Its website does not explain what economic development is or what it encompasses⁶.
29. In order to become members of the IED, individuals must hold either an IED or other recognised postgraduate qualification in an economic development discipline.

Academic Education

IED Requirements

30. Given the absence of a definition of economic development, it is not immediately apparent what students should be taught in order to develop an expertise in the field. Nevertheless, the IED does accredit courses, and we explore these below.

Education Actually Provided

31. We have identified three courses accredited by the IED, all at postgraduate level, two of which address the issues of delivery and implementation.
32. One is provided entirely through **distance learning**⁷ and is designed to meet the needs of working practitioners. It is delivered through the Economic Development Distance Learning Consortium which comprises the IED Education Trust, Coventry University, the University of Dundee and Sheffield Hallam University.
33. The first part of the course, which leads to a certificate, includes a study of land and property development. A subsequent diploma, the second part of the course, includes a module focussing on development, appraisal and economic impact. It seeks to provide, amongst other things, an understanding of 'the big picture' for property development and private property investment analysis. Learning outcomes include:
 - An understanding of linkages between the economy, land policy, property markets, finance, infrastructure, marketing and management of the development process
 - An understanding of development appraisal and discounted cash flow analysis and the related criteria used by the private sector to make investment decisions
 - An ability to make development decisions in uncertain environments using scenario and sensitivity analysis.

⁶ The HCA Academy defines economic development as an 'approach to development that centres on public interventions, which assist the generation of wealth through business growth and start-ups, inward investment and the development of skills'. There is no specific mention of built development, though it will inevitably be a part of business growth and inward investment.

⁷ See www.ied.co.uk/qualifications Access date: 28 January 2010

34. A second course is run by the **University of Birmingham**⁸. Part of one of the four core modules focuses on urban property development. It provides an introduction to property development processes in urban areas and the roles played by the private and public sectors within them. The aim is to enable students to develop an understanding of the property development process from the perspective of public and private sector actors involved, and to develop skills in generating creative solutions to the challenge of achieving successful and sustainable development of large, often complex, urban sites
35. A third course is offered by **Sheffield Hallam University**⁹. It is accredited by the RICS as well as IED. The course focuses on gaining professional skills for regeneration and knowledge in regeneration policy and practice, planning implementation and urban renewal, economic development and funding, social inclusion and sustainable communities, global perspectives on regeneration, and project design and delivery. The extent to which this addresses implementation and delivery is not clear.

Assessment of Professional Competence (or equivalent)

IED Requirements

36. There is no assessment of professional competence for prospective IED members, rather they need to demonstrate that they have completed an accredited course and three or more years' work experience in economic development.

Conclusions on Education and Early Career Competence in Development Economics of Economic Development Professionals

37. Given the absence of a set of competencies for economic development professionals, it is a little difficult to reach a judgement as to how well equipped economic development professionals should be to deal with the economics of development. This is compounded by the absence of an APC process.
38. There is, however, some evidence to suggest that IED accredited university courses provide a useful grounding in the subject. For those economic development professionals who are not exposed to adequate teaching in this area, some post-university training may be required.

Housing

Background to Education of Housing Professionals

39. The Chartered Institute of Housing (CIH) is the professional body for people involved in housing and communities. It exists to maximise the contribution that housing professionals make to the wellbeing of communities. Some CIH members deal with 'front line' tasks including letting and dealing with empty properties, managing rent collections and arrears, arranging repairs and giving advice on benefits. Others have a role more closely aligned with the development of new homes. We recognise that there are a range of CIH membership classes

⁸ See www.curs.bham.ac.uk/degrees/pg/economic_development_research_policy.shtml Access date: 29 January 2010

⁹ See <http://prospectus.shu.ac.uk/CourseEntry.cfm?CourseId=450> Access date: 28 January 2010

Academic Education

CIH Requirements

40. Guidance for Universities and Colleges on CIH Expectations for Corporate Membership¹⁰ advises that all housing courses should, amongst other things, address the economic framework for housing, including the macroeconomic framework within which it operates, public funding for housing, expenditure and revenue, private finance and consumer subsidy. It further explains that courses should incorporate themes into their courses, one of which *may* be planning and development. This includes planning regulations and guidance, the regulatory and policy framework for planning and development, funding mechanisms and finance for development, the principles of Egan and Lifetime Homes, conveyancing and building contracts, working with partners in the development process, strategies for consulting with stakeholders, the onsite development process, and key components of buildings and the essential elements of utility provision.

Education Actually Provided

41. Our review of the content of CIH accredited courses suggests that some, though not all, address the expectations for corporate membership as they relate to the economic framework for housing.
42. For instance, the CIH itself runs a course¹¹, with MSc degree awarded by **De Montfort University**¹², which appears to address this theme. It includes optional modules on planning and development, regeneration and sustainable neighbourhoods and finance for housing, though the learning outcomes as they relate the economics of development are not explicit.
43. The CIH has also accredited a foundation degree which is part of the Homes and Communities Academy's drive to train people to develop and deliver sustainable communities. It is offered by a number of universities, with the aim to make it available in each of the nine English regions by 2011¹³. The is course is run at, amongst other places, **Northumbria University**¹⁴, which offers an optional module designed to introduce students to the financial framework in which housing providers and customers operate.

Assessment of Professional Competence (or equivalent)

44. APEX is a new programme from the Chartered Institute of Housing. APEX will replace the Test of Professional Practice as the practical experience requirement for Corporate Membership of the CIH. Candidates must prepare a report reflecting on, amongst other things, their own particular skills/knowledge of an area of expertise in housing and their understanding of the future of the housing sector in the next 5 to 10 years. There is no explicit expectation that this should address the delivery of development.

¹⁰ See www.cih.org/education/pq-spec.pdf Access date: 29 January 2010

¹¹ See www.cih.org/distancelearning/dip5.htm Access date: 29 January 2010

¹² See www.dmu.ac.uk/faculties/business_and_law/business/housing/cih/pp_cihprof_housing.jsp Access date: 29 January 2010

¹³ See www.hcaacademy.co.uk/courses/foundation-degree Access date: 29 January 2010

¹⁴ See www.northumbria.ac.uk/?view=CourseDetail&code=DUPSUS5 Access date 29 January 2010

Conclusions on Education and Early Career Competence in Development Economics of Housing Professionals

45. Given the wide ranging sets of skills required within the housing profession, it comes as little surprise that education in the sector varies. Quite reasonably, therefore, some newly qualified CIH members will be well suited to regular engagement with developers and others in the development industry; others will need further training if the career path they follow leads them in this direction.

Chartered Institution of Highways and Transportation/Transport Planning Society

Background to Education of Transport Professionals

46. CIHT serves the transport profession for the benefit of society and its members. One of its objectives is to be a leading body in the award of transportation related qualifications. In doing so, the Institution provides membership for personnel in the business and environment of transport, whether qualified academically, professionally or by experience.
47. The TPS aims to facilitate, develop and promote best practice in transport planning and provide a focus for dialogue between all those engaged in it, whatever their background or other professional affiliation.

Academic Education

CIHT Requirements

48. There are four routes to becoming as Transport Planning Professional (TPP), as recognised by the CIHT and TPS, three of which require a degree. This degree may or may not be a transport-based. Ultimately, however, the level of competence which must be demonstrated is the same.

Education Actually Provided

49. We have examined a random selection of accredited courses. It appears that all address transport economics, given that this underpins transport modelling work. But few, if any, courses appear to set this in the context of the economics of development and wider issues of implementation.

Assessment of Professional Competence (or equivalent)

CIHT Requirements

50. TPP candidates must be able to demonstrate that they have the technical knowledge that underlies their work, and then that they have the necessary competence to work across a range of the skills covered by transport planning. Some of the competencies are required; others are dependent on the candidate's choice of options. One of the options concerns the development of strategic and master plans for transport. Candidates who choose this unit must demonstrate that they have obtained knowledge of the process of developing transport plans for the medium to longer term, taking into account, amongst other things, the principle interrelationships between transport, economic activity and land use. There is, however, no suggestion that TPP candidates should understand the implications of

transport infrastructure and operational costs for the viability and implementation of development.

Conclusions on Education and Early Career Competence in Development Economics of Transport Professionals

51. Although all university courses address transport economics, few set this in the context of development economics. Moreover, an understanding of the interrelationships between transport, economic activity and land use is merely optional. Accordingly, some transport planning professionals will require training in this area post-university.

Conservation and Built Heritage

Background to Education of Heritage Professionals

52. The IHBC is the principal professional body for building conservation practitioners and historic environment specialists working in England, Northern Ireland, Scotland and Wales.

Academic Education

IHBC Requirements

53. Academic qualifications are not a prerequisite for membership of the IHBC, with members drawn from many disciplines including architecture, planning, building surveyors, estate management, structural engineering, landscape architecture and architectural history. However, those with a recognised degree benefit from being able to apply for Full Membership of the Institute after two years of relevant professional experience, rather than the five required of other applicants¹⁵. In deciding whether to recognise courses, the IHBC will assess a proposed syllabus in terms of eight competences it has identified.
54. One of the eight areas of competence is finance and economics. The IHBC requires that prospective members understanding the process for the procuring of buildings and facilitating development, including finance, valuation, cost planning and contracts, with specific reference to historic buildings and areas.
55. The postgraduate Diploma/MSc in Conservation of the Historic Environment offered by the **College of Estate Management**¹⁶ includes an urban conservation and economics module in part one ('Foundation and Fundamentals') of the course. It addresses financial viability and evaluation, feasibility studies, valuation purpose and methods, funding and grant aid, financial performance and asset management of historic buildings, and commercialism. Notably, the course is also accredited by the RICS.
56. Another course run by the **Ironbridge Institute at University of Birmingham**¹⁷ includes a workshop dealing with 'traditional estate management' and a module on 'financing conservation'.

¹⁵ See www.ihbc.org.uk/ed_training_courses.htm Access date: 29 January 2010

¹⁶ See www.cem.ac.uk/studyingwithus/ourcourses/pgdipconservationofthehistoricenvironment.aspx Access date: 4 February 2010

¹⁷ See www.ironbridge.bham.ac.uk/programmes/conservation/index.shtml Access date: 4 February 2010

57. But there is less evidence of the teaching of finance and economics on some other courses. The course outline for the MSc Historic Building Conservation run by the **University of Portsmouth**¹⁸, for instance, make little reference to the subject.

Assessment of Professional Competence

IHBC Requirements

58. The IHBC's entry requirements are designed to ensure that members are able to balance specialist knowledge with a more holistic awareness of the environment in which they work. Anyone wishing to confirm their professional capacity through membership of the IHBC must demonstrate their achievement of a suitable balance of the range of competences¹⁹. One of these, as we point out above, concerns finance and economics.

APC Outcomes

59. Assuming a rigorous assessment process, the detailed requirements of the APC should ensure that all IHBC members have an adequate knowledge of the economics of development.

Conclusions on Education and Early Career Competence in Development Economics of Conservation and Built Heritage Professionals

60. Our review of conservation degree courses gives us some concern that development economics is not adequately taught to all conservation and built heritage professionals. But, encouragingly, the APC *requires* some knowledge in this area, which should ensure that all conservation and built heritage professionals have an adequate understanding of the subject. It may, however, need to be 'topped up' dependent on career path. Moreover, those who qualify as IHBC members via the non-academic route may need access to training.

Other 'Professions' and 'Professionals' Without Professional Bodies

61. There are of course people working as planners and, to a lesser extent, as surveyors and other built environment professionals without professional memberships. Moreover, there are others working in 'professions' which do not have a professional body: regeneration practitioners are the obvious example. Although some, and probably many, of these people will have completed a university degree, it will not necessarily have addressed development economics. Indeed, some will have studied degrees which are entirely unrelated to the area in which they now work. Many of these people will therefore some form of training in the economics of development having started work.

¹⁸ See www.port.ac.uk/courses/coursetypes/postgraduate/MScHistoricBuildingConservation/ Access date: 4 February 2010

¹⁹ See [www.ihbc.org.uk/membership/memb_zip/Membership%20standards%20and%20guidelines%20March%202008%20\(Approved%20by%20IHBC%20Council\).pdf](http://www.ihbc.org.uk/membership/memb_zip/Membership%20standards%20and%20guidelines%20March%202008%20(Approved%20by%20IHBC%20Council).pdf) Access date: 29 January 2010

APPENDIX 5

University courses - schedule

Teaching of Development Economics on Planning and Planning Related Degree Courses

University	Name of course	Purpose	Undergraduate/Postgraduate	Full-time/Part-time	Duration	Accredited by	Teaching of development economics modules	Compulsory/Optional	Module description	Applied or very academic/abstract
Anglia Ruskin	BSc (Hons) in Environmental Planning with Diploma in Environmental Planning	The course brings together a range of disciplines to address the often difficult questions that surround town and environmental planning in a densely populated island. Specific attention is paid to the East of England region, where many of the issues and controversies around the subject are brought into sharp focus.	Undergraduate	Full-time or Part-time	4 years full-time	RTPI	Economics of Property Development	Compulsory	Not known	Not known
							Planning Analysis and Techniques	Compulsory	Not known	Not known
Anglia Ruskin	MSc in Town Planning	The course focuses on the evolving planning system, the sustainability agenda, skills for planning practice, and the role of planners in the development of space and place.	Postgraduate	Full-time or Part-time	1 year full-time	RTPI	Course covers development feasibility (does not specify in which module)	Not known	Not known	Not known
Birmingham City	BSc Planning and Development	The course aims to teach students: how the UK's new spatial planning system has been designed to respond proactively to the challenges ahead and to deliver sustainable communities for the 21st century; how the development industry and property markets function and, significantly, how all of the built environment professions work in conjunction with one another. At the same time, the course will build an appreciation of the socio-economic, environmental, political and cultural contexts in which processes of planning and development operate.	Undergraduate	Full-time or Part-time	3 years full-time/5 years part-time	RTPI	Course covers how the development industry and property markets function	Not known	Not known	Not known
Birmingham City	Spatial Planning Diploma/MA	The course exposes students to the full range of knowledge, competences and values needed to meet the requirements for initial planning education. It particularly emphasises the links between spatial planning and other areas of public policy intervention, planning at the neighbourhood level and specialised areas such as regeneration and renewal, conservation and design, and housing. This intensive programme has been developed to respond to the rapidly changing problems and opportunities within planning.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Not known	Not known	Not known	Not known
Birmingham City	MSc in Property Development	The course has been developed as the result of a perceived need within the profession for graduates from both a real estate and planning background to have expertise in property development. The course will play an integral role in the developmental needs of the profession and the industry. Through a rigorous and coherent structure that provides a broad base of knowledge and an appreciation of various factors, including legal, economic and social issues and trends, students will learn to fully appreciate the influences at work on the planning, development and valuation of land and buildings.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI, RICS	Not known	Not known	Not known	Applied
Cardiff	BSc City and Regional Planning	The course provides students with a critical understanding of issues that concern planners. This includes the theoretical and technical knowledge that is required to identify problems, the values and attitudes of planning and the public that planning serves, and the skills to formulate, evaluate and implement planning policies at the national, regional, urban, rural and local scales.	Undergraduate	Full-time	4 years (with sandwich year)	RTPI, RICS	Economic Principles for Urban and Regional Studies	Compulsory	Introduces foundations of applied economic thought, covering micro and macro economic ideas. It aims to deepen students' understanding of how individuals make decisions, how markets operate, how economies work and how they are managed	Applied
							Planning, Markets and Land	Compulsory	Investigates the complex relationships between space, planning and markets using contemporary economic and geographical perspectives including transaction costs, property rights, and the new institutionalism and market bifurcation	Academic
							Site Planning and Development	Compulsory	Teaches the principles of valuation in order to judge viability of schemes	Applied
							Planning Policy and Control	Compulsory	Familiarises students with the range of instruments and controls available to planners to regulate development	
							Design Development and Control	Optional	Explores dimension of current planning and development practice, and associated issues of investment and development objectives and processes	Academic
Cardiff	MSc in Planning Practice and Research	The course provides a basis for understanding what kinds of objectives planning might be used to pursue, and what methods of intervention might be effective and appropriate in different social, and political, contexts. Students will develop core planning skills, applicable at a range of spatial scales and specialised skills, in undertaking, analysing and using research in the planning process.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Module on Planning, Land and Development	Compulsory	Provides an understanding of key concepts, techniques and trends associated with land and property development in market economies, including property development and methods of property appraisal	Applied
Cardiff	MSc in International Planning and Development	The course spans the disciplines of spatial planning and development studies, enabling students to acquire the knowledge and critical understanding to make a significant contribution to the management of human settlements and urban systems. Modules focus on issues relating to the growth and development of emerging cities and on planning practice and the management of urban change. They provide a foundation for understanding processes of urban growth, economic development, globalisation, and space and society, within different political, cultural, economic and environmental contexts.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Planning and Governance of Human Settlements	Compulsory	Issues relating to the planning and governance of land, housing, economy, transport, and infrastructure are explored	Academic
							Physical Regeneration	Optional	Includes an understanding of the world of property, with particular reference to private sector development processes, the principle actors, development appraisal, gap funding, etc	Applied
							Transitional Cities: Housing & Urban Development	Optional	Includes exploration of economic transition and the emergence of market-orientated land and housing development as a growth engine	Academic

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							Site Planning, Design and Development	Optional	Looks at mechanisms available to planners to influence form of developments such as design policies in development planes, supplementary guidance and development briefs	
Cardiff	MA in Urban Design	The course seeks to produce students who can: think three-dimensionally and creatively manipulate space at the intermediate scale between architecture and planning; analyse the qualities of localities and places and respond to complex and often contradictory community aspirations; critically appraise development (built and proposed) and make suggestions for improvement, and develop improved policy and control practices; conceptualise and draw development proposals at the settlement, neighbourhood and block scales; be able to recognise and add quality in all development situations; test developments for their sustainability, economic viability and constituency; understand how to approach implementation through inter-professional and inter-agency collaboration and consensus building.	Postgraduate	Full-time or Part-time	1 year full time/2 years part-time	RTPI	Developer and Community Perspectives	Compulsory	Not known	Not known
Cardiff	MSc in Sustainability, Planning and Environment	The course offers knowledge and expertise for developing a career along a research-based route or taking advantage of the increasing professionalisation of jobs in the private and public sectors, including: Corporate environmental policy; Environmental pressure groups; Government departments and environmental agencies; Consultancy.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI, RICS	Theories and Principles of Sustainable Development	Compulsory	Examines differing uses of the term 'sustainability' in economic, political, social and environmental discourses and assesses the various uses against one another	Academic
Cardiff	MSc in Transport and Planning	The course aims to develop in students the capability to make an effective contribution at the highest level to the planning, policy making and management of transport in both the UK and overseas.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI, CILT	Physical Regeneration Transitional Cities: Housing & Urban Development Site Planning, Design and Development	Optional Optional Optional	Includes an understanding of the world of property, with particular reference to private sector development processes, the principle actors, development appraisal, gap funding, etc Includes exploration of economic transition and the emergence of market-orientated land and housing development as a growth engine Looks at mechanisms available to planners to influence form of developments such as design policies in development planes, supplementary guidance and development briefs	Academic Academic Academic
Cardiff	MSc in Regeneration Studies	The course aims to provide students with an opportunity to examine the range of issues covered by regeneration studies, especially the interplay between economy, state and civil society. The programme of study will also furnish students with an opportunity to review debates, investigate substantive issues, acquire problem-solving skills through project-based teamwork and develop the analytical and social skills which are increasingly being sought in today's rapidly growing regeneration-related professions.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI, RICS	Physical Regeneration Transitional Cities: Housing & Urban Development	Compulsory Optional	Includes an understanding of the world of property, with particular reference to private sector development processes, the principle actors, development appraisal, gap funding, etc Includes exploration of economic transition and the emergence of market-orientated land and housing development as a growth engine	Academic Academic
Cardiff	MSc in Housing	The course provides a stimulating educational experience for people wishing to develop housing expertise as a basis for working in policy and research or other areas of related professional activity. The course aims to engage students with the complexities of housing problems and provide them with the range of skills required to become reflective and responsive practitioners.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI, RICS, CIH	Physical Regeneration	Compulsory	Includes an understanding of the world of property, with particular reference to private sector development processes, the principle actors, development appraisal, gap funding, etc	Academic
							Applied Built Environment Economics	Compulsory	Aims to: apply basic economic principles to an analysis of the built environment; use micro and macroeconomics to understand the behaviour of real estate markets and the impact of the planning system; provide an introduction to the economic analysis of planning; provide an understanding of the role of both micro and macroeconomics in real estate markets; to use economics to provide an insight into policy issues related to real estate and the planning system	Applied
							Built Environment Economics	Compulsory	Aims to: analyse micro and macroeconomic principles and relate these to the Built Environment; provide an introduction to micro and macroeconomics; describe key concepts in economics; provide an understanding of the role of economics in everyday decision making; apply economic analysis to residential, commercial property markets and the built environment	Applied
							Property, Development and Planning	Compulsory	Aims to achieve a basic understanding of: the roles and functions of the various land and property professionals; the various factors shaping the production of urban spatial structure; different ways of conceptualising the form taken by urbanisation; the planning and legal framework in and through which urbanisation take place	Academic

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Heriot Watt	BSc (Hons) in Urban and Regional Planning	The course seeks to ensure the right development goes in the right place at the right time, from the neighbourhood right up to cross-national scales. It manages the use and development of land to create jobs and wealth, prevent social exclusion, and sustain the environment. It makes our environment a better place to live, work and play.	Undergraduate	Full-time	4 years or 5 years with sandwich year	RTPI	Development Planning	Compulsory	Includes teaching on the relationship between market processes, built form, different development models and patterns of movement, evaluate the economic and financial implications of alternative development strategies	Applied
							Principles of Property Valuation	Compulsory	Aims to establish the economic context for the creation of value, introduce the principles for the assessment of value in property markets, develop a clear understanding of the valuation process and appropriately apply the principal valuation methods (conventional and contemporary) to a range of property types and interests	Applied
							Urban and Real Estate Economics	Compulsory	To understand the economic underpinnings to the pattern of urban land uses and the operation of the property market, and the role and impact of planning	Academic
							Real Estate Development	Compulsory	Aims to achieve: an understanding of the structure and functioning of the contemporary real estate market and of the factors influencing the development decision; an understanding of different techniques of development appraisal and the ability to address particular development appraisal problems and an understanding of both development and investment finance and the ability to construct appropriate financing packages	Applied
							Real Estate Investment	Compulsory	Aims to introduce property as an investment and to enable learners to develop an in-depth understanding of property as an investment medium and its place in the multi-asset portfolio and to enable learners to understand the role of financial institutions in the real estate market	Applied
							In final year students can study property development in depth	Optional	Not known	Not known
							Built Environment Economics	Compulsory	See module details of BSc in Urban and Regional Planning	Applied
							Property, Development and Planning	Compulsory	See module details of BSc in Urban and Regional Planning	Academic
							Applied Built Environment Economics	Compulsory	See module details of BSc in Urban and Regional Planning	Applied
							Urban and Real Estate Economics	Compulsory	See module details of BSc in Urban and Regional Planning	Academic
Heriot Watt	BSc (Hons) Planning and Property Development	On graduating from this course students should: know about the use, development, value, allocation and regulation of land at different scales; understand the operating environment, practice and professional values of both general practice surveying and urban and regional planning; have intellectual and research skills appropriate to professional work in these disciplines; have a range of transferable skills in information technology, communication and team working; and be able to evaluate complex problems and formulate original ideas and proposals in the field of the built environment.	Undergraduate	Full-time	4 years full-time	RTPI and RICS	Principles of Property Valuation	Compulsory	See module details of BSc in Urban and Regional Planning	Applied
							Development Planning	Compulsory	See module details of BSc in Urban and Regional Planning	Applied
							Real Estate Development and Finance	Compulsory	Aims to: achieve an understanding of the structure and functioning of the contemporary real estate market and of the factors influencing the development decision; achieve an understanding of different techniques of development appraisal including cashflow methods; achieve an ability to address particular development appraisal problems including risk assessment; achieve an understanding of real estate development and investment finance and the ability to construct appropriate financing packages	Applied
							Real Estate Investment	Compulsory	See module details of BSc in Urban and Regional Planning	Applied
							Urban Economy and Property Markets	Compulsory	Aims to develop an understanding of the spatial dimensions of property markets, the interaction between the property market and the urban economy and the impact on local property markets of national and local government policies	Applied
							Sustainable Design and Development	Compulsory	Not known	Not known
							Real Estate Appraisal and Valuation	Optional	Not known	Not known
							Real Estate Development	Optional	Not known	Not known
							Real Estate Estate Investment Analysis	Optional	Not known	Not known
							Economic Sustainability	Compulsory	Teaches about conventional economic theory and how to apply it to property and construction; analyses the contributions of key contemporary and historic economic theorists in relation to the quest for a sustainable economy; and explores the limits of capitalism, funding concepts in both public and private sector property provision, and environmental economics as they relate to the business of real estate	Academic
Heriot Watt	MSc/Diploma in Urban and Regional Planning	The course aims to: develop in students a comprehensive and integrated understanding of the context, nature and theory of spatial planning which pursues sustainable development, and of its application in practice, as well as knowledge in depth of a named planning specialism; develop in students a high level of the personal qualities required to pursue a career in planning, including creativity, professionalism, the habit of lifelong learning and critical reflection, and a positive response to change the workplace, the built environment and its governance; instill a respect for diversity, an appreciation of social inclusion as a goal of planning, and an awareness of the role that values and attitudes play in managing change in the built environment; develop an advanced ability to define, research and devise solutions to planning problems.	Postgraduate	Full-time or Part-time	1 year full-time	RTPI	Real Estate Appraisal and Valuation	Optional	Not known	Not known
							Real Estate Development	Optional	Not known	Not known
		The course introduces students to the context of sustainability and the concepts of regeneration and spatial planning in urban design and helps them to: gain an understanding of the legal			1-2 years					

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Kingston	MA in Planning and Sustainability	and institutional frameworks governing land development; discover how urban environments can be planned and developed to meet sustainable criteria.	Postgraduate	Full-time or Part-time	full-time/2-4 years part-time	RTPI, RICS	Regeneration	Compulsory	Looks at the theory of sustainable development; identifies current and potential issues relating to urban and rural regeneration; investigates management and financial frameworks; and explores the legal, social and professional responsibilities of those working in the field	Academic
							Development Strategy and Funding	Compulsory		
Leeds Metropolitan	MA in Town and Regional Planning	The course equips students to engage in creative intervention in spatial planning through appropriate knowledge, skills and techniques. Students will: gain a conceptual and practical understanding of the contribution of planning to the creation of sustainable spaces and places; acquire the skills necessary to join in a broad range of planning career challenges.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Not known	Not known	Not known	Not known
Leeds Metropolitan	MA in Local and Regional Regeneration	The course derives from the University's acknowledged expertise in urban, rural and regional regeneration strategies. It starts by examining the underlying economic, social, political and environmental explanations for local and regional change, and looks in depth at the various area-based strategies and agencies set up to tackle the need for regeneration. The course emphasises community engagement in regeneration strategies, the management, funding and evaluation of regeneration projects, and the regeneration of the urban environment.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Not known	Not known	Not known	Not known
Liverpool John Moores	MSc in Environmental Planning	The course seeks to create and deliver a planning curriculum that promotes the idea that planning is concerned with the mediation of competing demands and different ways of using space, and with the creation of better places; integrates and mediates between the objectives of economic development, environmental sustainability and social inclusion; and regards planning as an inclusive activity that requires partnership and collaboration between individuals, organisations and communities.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Economic Change, Development and Planning	Compulsory	Not known	Not known
London South Bank	BA (Hons) in Urban and Environmental Planning with Diploma in Town Planning	The course primarily meets the needs of people wishing to pursue professional careers in urban and environmental planning. It also provides a stimulating and wide-ranging urban and environmental academic education. In addition, it enables students to pursue post-graduate study should they wish to do so.	Undergraduate	Full-time or Part-time	4 years full-time	RTPI	The Development Process	Compulsory	Introduces the organisation of the development process, including the role of various professionals and management techniques practised in the construction industry	Academic
							Major Projects in Regeneration	Optional	This unit examines recent urban policy in the UK and property-led urban regeneration strategies by focusing mainly on area-based policy, such as flagship projects. Students consider the theoretical underpinning of this approach and investigate problems of implementation and evaluation	Academic
London South Bank	MA in Planning Policy and Practice	The course provides graduates with a related first degree (e.g. geography, social and environmental science) with the full Royal Town Planning Institute (RTPI) initial planning education. It combines core spatial planning units of study with specialist units in one of the following areas: environmental planning, housing, urban design or urban regeneration.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Housing and Urban Development	Optional	The unit offers a framework for evaluating the outcomes of particular approaches to property development. Students will gain knowledge of responses to housing needs that involve new residential development and urban renewal programmes, partnership schemes, social developer land assembly processes, development appraisal techniques, risk assessment, bidding for social housing finance, planning systems, procurement methods, community involvement techniques, and estate regeneration	Applied
London South Bank	Ma in Spatial Urban Planning	Town planning is increasingly being spoken of as spatial planning: an approach, which recognises explicitly, that land use, social, economic, political and environmental issues need to be considered in a holistic way. In response to this emerging spatial agenda we are offering the following suite of planning courses. All three programmes build on the internationally recognised success and experience of London South Bank's planning courses whilst providing innovative responses to current issues and opportunities, as follows: The Combined Programme; The Spatial Programme; The Specialist Programme	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Not known	Not known	Not known	Not known
London South Bank	MSc in Cities and Local Development	The course aims to provide a programme relevant to the needs of professionals working in the area of local economic development, normally in the public sector such as local authorities and regional development agencies and consultancies active in this field. The course is designed to give students the opportunity to acquire advanced expertise in policy and theory behind urban development and the economies that underpin them.	Postgraduate	Part-time	2 years	RTPI	Economic Development Interventions	Compulsory	Not known	Not known
							Local Economic Development Context	Compulsory	Not known	Not known
							Education Skills and Economic Development	Compulsory	Not known	Not known
							Local Economic Development - Leadership and Management	Compulsory	Not known	Not known
Newcastle	BA in Town Planning	The course draws from subjects such as geography, sociology, economics, law, politics and design and its key focus of town planning is how land is used and how people are affected by its development.	Undergraduate	Full-time	3 years	RTPI	Economics of Development	Compulsory	Introduces the principles of economics and their application to planning and property development	Academic
							Urban Markets	Compulsory	Not known	Not known

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Newcastle	Certificate of Planning Practice	The certificate is a requirement of Students progressing onto the Diploma. A year is spent working in practice to gain practical experience. The practice year may be spent in a wide variety of agencies such as a local authority government or a specialist agency or the private sector.	Undergraduate	Full-time	1 year	RTPI	Not known	Not known	Not known	Not known
Newcastle	Diploma in Planning and Regeneration	The course aims to provide students with the understanding of the key concepts and objectives of both rural and urban regeneration. It seeks to increase their knowledge and critical awareness of regeneration issues and to develop their skills in relation to completing a regeneration project. It is taught through a mixture of project work and lecture and seminar based modules.	Undergraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Economic & Financial Appraisal of Transport Systems	Optional	Aims to provide: an understanding of the principles of the economic and/or financial appraisal of transport schemes and to gain an awareness of issues relating to project financing, pricing, taxation and project financial management; an understanding of the basic techniques used in the economic appraisal of projects, covering both private sector investment appraisal and public sector social cost-benefit analysis	Applied
Newcastle	Diploma in Environmental Planning	The course focuses on how we might plan for a more sustainable future including issues of climate change. It seeks to provide students with an understanding of key concepts and objectives of environmental management and sustainability. It aims to increase students' knowledge and critical awareness of these issues and to develop the students' skills in relation to them.	Undergraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Economic & Financial Appraisal of Transport Systems	Optional	See module details of Diploma in Planning and Regeneration	Applied
Newcastle	Diploma in Planning and Urban Design	The course aims to develop the students' knowledge, understanding and skills in the field of urban design. It is particularly appropriate for students wishing to specialise in their future career in this field.	Undergraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Not known	Not known	Not known	Not known
Newcastle	MSc in Town Planning	The course is designed to give students the academic and professional core knowledge, understanding, skills and experience to allow students to practice professionally as a town planner. It focuses on core values and key principles and is therefore ideally suited to both UK and international students. The programme will provide students with a challenging, exciting and dynamic learning experience, building on their existing experiences and background.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Land Economics	Compulsory	See module details of Diploma in Planning and Regeneration	Applied
Newcastle	Diploma in Spatial Planning	The course provides a comprehensive introduction to the theories, methods, structures and techniques of planning. Teamwork skills are developed through the group project on sustainable development. In Semester 2, the emphasis shifts towards synthesising the knowledge acquired in Semester 1 and further developing planning and teamworking skills.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Not known	Not known	Not known	Not known
Newcastle	MA in Planning and Environment Research	The course provides strong research training for those who wish to specialise in environmental or landscape planning research.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Land Economics	Compulsory	See module details of Diploma in Planning and Regeneration	Applied
Oxford Brookes	BA in City & Regional Planning	The course provides an introduction to the range of knowledge and skills needed by planners. Students will discover the intricacies of the British planning system and develop an understanding of environmental debates and urban development processes. In Years 2 and 3, students have the opportunity to specialise in specific areas of planning through a choice of pathways, such as urban policy, environmental policy, city design, leisure planning and transport planning	Undergraduate	Full-time	3 years	RTPI, RICS (if take a specific route)	Economics of the Built Environment	Compulsory	Not known	Not known
Oxford Brookes	Diploma in Planning	The course is intended for those who wish to gain exemption from the RTPI's final examination; it aims to extend the student's skills and knowledge of planning so that, with subsequent experience, they can attain the level of a skilled practitioner.	Postgraduate	Full-time	1 year	RTPI	Development Processes and Finance	Compulsory	Not known	Not known
Oxford Brookes	Diploma in Planning	The course is intended for those who wish to gain exemption from the RTPI's final examination; it aims to extend the student's skills and knowledge of planning so that, with subsequent experience, they can attain the level of a skilled practitioner.	Postgraduate	Full-time	1 year	RTPI	Development Economics, Management and Finance	Compulsory	Examines the general elements of economic development and management which are applicable in a local government and development setting	Academic
Oxford Brookes	MSc/Diploma in Spatial Planning	The course develops the practical skills and rationality of planning as well as the creativity of place-making. The course aims to provide graduates with an RTPI-approved education in accordance with the 2004 Policy Statement on Initial Planning Education.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Conservation Economics	Optional	Provides an introduction to financial and economic aspects specific to conservation of buildings and areas including construction costing, development appraisal for use of historic buildings and the particular characteristics of conservation area land markets	Academic

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Oxford Brookes	MSc in Urban Planning: Development and Transitional Regions	The course is concerned with the theory and practice of urban planning in societies undergoing rapid economic, social, environmental and spatial change. It examines the phenomenon and processes of rapid urban growth and the nature of planning interventions within the broader framework of political, economic (including macro-economic) and cultural factors, contrasting development paradigms and the process of globalisation.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Not known	Not known	Not known	Not known
Queens University Belfast	BSc (Hons) in Environmental Planning	Not known	Undergraduate	Full-time	3 years	RTPI	Site Layout and Design	Compulsory	This module provides an initial introduction to the basic economic concepts of relevance to planning and development. It will examine the impact of economic change on the built environment and explore the financial basis to the development process	Academic
Queens University Belfast	MSc in Urban and Rural Design	Not known	Postgraduate	Full-time	1 year	RTPI	Approaches to Property Development	Compulsory	This module will focus on property development processes in both the private and public sectors, including: the economic, social and political context of property development; key stages in the development process; assessment of scheme viability; principles of project management; and project evaluation. Students will be able to consider the perspectives of various stakeholders in the development process with the aid of guest speakers	Applied
Queens University Belfast	MSc in Spatial Regeneration	Not known	Postgraduate	Full-time	1 year	RTPI	Approaches to Property Development	Compulsory	See module details of MSc in Urban and Rural Design	Applied
Sheffield Hallam	Master in Planning	The course provides a core education in spatial planning, and students can specialise in areas including regeneration, transport, housing and community, environment and conservation, property development, design	Undergraduate	Full-time or Part-time	4 years full-time/6 years part-time	RTPI	Governments, Markets and Sustainability	Compulsory	Not known	Not known
Sheffield Hallam	BA (Hons) Planning Studies	Same as Master in Planning but without the 4th year	Undergraduate	Full-time	3 years	RTPI	Property Appraisal and Evaluation	Optional	Not known	Not known
Sheffield Hallam	BA (Hons) Planning Studies	Same as Master in Planning but without the 4th year	Undergraduate	Full-time	3 years	RTPI	Same as Masters in Planning Modules	Not known	Not known	Not known
Sheffield Hallam	Master in Planning and Transport	The course focuses on the transport planning elements of, environmental issues, housing and community, regeneration, urban design. Students can also take specialist modules covering key transport issues and planning skills	Undergraduate	Full-time	4 years	RTPI	Governments, Markets and Sustainability.	Compulsory	Not known	Academic
Sheffield Hallam	BA (Hons) in Planning and Transport	Same as Master in Planning and Transport but without the 4th year	Undergraduate	Full-time	4 years	RTPI	Governments, Markets and Sustainability.	Compulsory	Not known	Academic
Sheffield Hallam	MSc in Urban and Regional Planning	The course takes an innovative approach to spatial planning with specialist studies in transport, design, regeneration and the environment	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Economy, Society and Sustainability	Compulsory	Not known	Not known
Sheffield Hallam	MSc in Urban and Regional Planning	The course takes an innovative approach to spatial planning with specialist studies in transport, design, regeneration and the environment	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Development and Management	Compulsory	Not known	Not known
Sheffield Hallam	MSc in Urban and Regional Planning	The course takes an innovative approach to spatial planning with specialist studies in transport, design, regeneration and the environment	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Design and the Development	Compulsory	Not known	Not known
Sheffield Hallam	MSc in Urban and Regional Planning	The course takes an innovative approach to spatial planning with specialist studies in transport, design, regeneration and the environment	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Housing Development and Regeneration	Optional	Not known	Not known
Sheffield Hallam	MSc in Urban Regeneration	The course offers a good balance of theoretical and practical debates and is constantly updated to remain at the forefront of new ideas and developments. Students are immersed in the real world of practice, taking part in many real-life case studies and projects. They are also involved in theoretical discussion to consider practical regeneration solutions. The course concentrates on gaining professional skills for regeneration and knowledge in: regeneration policy and practice; planning implementation and urban renewal; economic development and funding; social inclusion and sustainable communities; global perspectives on regeneration; project design and delivery	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI, RICS, IED	Economic Regeneration	Compulsory	Not known	Not known
Sheffield Hallam	MSc in Urban Regeneration	The course offers a good balance of theoretical and practical debates and is constantly updated to remain at the forefront of new ideas and developments. Students are immersed in the real world of practice, taking part in many real-life case studies and projects. They are also involved in theoretical discussion to consider practical regeneration solutions. The course concentrates on gaining professional skills for regeneration and knowledge in: regeneration policy and practice; planning implementation and urban renewal; economic development and funding; social inclusion and sustainable communities; global perspectives on regeneration; project design and delivery	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI, RICS, IED	Inward Investment and Business Development	Optional	Not known	Not known
Cambridge	BA (Hons) in Land Economy	The course is ideal if for people who are interested in law and economics and their relation to the world around us but do not wish to be tied to a single discipline. Law, economics and the environment are central, but financial regulation, the principles of public and private institutions, property management, the mechanisms of the European Union and the needs of developing economies are all covered within options in the course. The problems and issues studied on the course are international in scope and there is much in the course concerning the developing world and the legal and economic regulation of its scarce resources	Undergraduate	Full-time	3 years	RICS	Economics	Compulsory	Introduces economics and analyses the core elements of the subject	Academic
Cambridge	BA (Hons) in Land Economy	The course is ideal if for people who are interested in law and economics and their relation to the world around us but do not wish to be tied to a single discipline. Law, economics and the environment are central, but financial regulation, the principles of public and private institutions, property management, the mechanisms of the European Union and the needs of developing economies are all covered within options in the course. The problems and issues studied on the course are international in scope and there is much in the course concerning the developing world and the legal and economic regulation of its scarce resources	Undergraduate	Full-time	3 years	RICS	Land, Environment and Structural Change	Compulsory	Ranges through the multidisciplinary nature of Land Economy itself	Academic
Cambridge	BA (Hons) in Land Economy	The course is ideal if for people who are interested in law and economics and their relation to the world around us but do not wish to be tied to a single discipline. Law, economics and the environment are central, but financial regulation, the principles of public and private institutions, property management, the mechanisms of the European Union and the needs of developing economies are all covered within options in the course. The problems and issues studied on the course are international in scope and there is much in the course concerning the developing world and the legal and economic regulation of its scarce resources	Undergraduate	Full-time	3 years	RICS	Law of Real Property	Optional	Not known	Not known
Cambridge	BA (Hons) in Land Economy	The course is ideal if for people who are interested in law and economics and their relation to the world around us but do not wish to be tied to a single discipline. Law, economics and the environment are central, but financial regulation, the principles of public and private institutions, property management, the mechanisms of the European Union and the needs of developing economies are all covered within options in the course. The problems and issues studied on the course are international in scope and there is much in the course concerning the developing world and the legal and economic regulation of its scarce resources	Undergraduate	Full-time	3 years	RICS	Principles, Policy and Economic Implications	Optional	Not known	Not known
Cambridge	BA (Hons) in Land Economy	The course is ideal if for people who are interested in law and economics and their relation to the world around us but do not wish to be tied to a single discipline. Law, economics and the environment are central, but financial regulation, the principles of public and private institutions, property management, the mechanisms of the European Union and the needs of developing economies are all covered within options in the course. The problems and issues studied on the course are international in scope and there is much in the course concerning the developing world and the legal and economic regulation of its scarce resources	Undergraduate	Full-time	3 years	RICS	Land and Urban Economics	Optional	Not known	Not known
Cambridge	BA (Hons) in Land Economy	The course is ideal if for people who are interested in law and economics and their relation to the world around us but do not wish to be tied to a single discipline. Law, economics and the environment are central, but financial regulation, the principles of public and private institutions, property management, the mechanisms of the European Union and the needs of developing economies are all covered within options in the course. The problems and issues studied on the course are international in scope and there is much in the course concerning the developing world and the legal and economic regulation of its scarce resources	Undergraduate	Full-time	3 years	RICS	Advanced Techniques in Finance and Investment for Real Estate	Optional	Not known	Not known
Cambridge	BA (Hons) in Land Economy	The course is ideal if for people who are interested in law and economics and their relation to the world around us but do not wish to be tied to a single discipline. Law, economics and the environment are central, but financial regulation, the principles of public and private institutions, property management, the mechanisms of the European Union and the needs of developing economies are all covered within options in the course. The problems and issues studied on the course are international in scope and there is much in the course concerning the developing world and the legal and economic regulation of its scarce resources	Undergraduate	Full-time	3 years	RICS	Land Policy and Development Economics	Optional	Not known	Not known
Cambridge	MPhil Planning, Growth and Regeneration	The course is designed to equip students with the analytical skills required to: understand the factors that lead to variations in regional growth and development and to understand the consequences of regional imbalances in growth for resource management, land use and the environment; enable candidates to assess the scope for policy intervention to manage regional growth and identify the opportunities and constraints imposed by economic, social and institutional factors; design efficient and effective policies to manage growth at the regional level including enhancing the growth prospects of those regions that are currently experiencing	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	Provisional RTPI accreditation	Real Estate Development	Compulsory	Not known	Not known
Cambridge	MPhil Planning, Growth and Regeneration	The course is designed to equip students with the analytical skills required to: understand the factors that lead to variations in regional growth and development and to understand the consequences of regional imbalances in growth for resource management, land use and the environment; enable candidates to assess the scope for policy intervention to manage regional growth and identify the opportunities and constraints imposed by economic, social and institutional factors; design efficient and effective policies to manage growth at the regional level including enhancing the growth prospects of those regions that are currently experiencing	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	Provisional RTPI accreditation	Urban Economics	Optional	Not known	Not known
Cambridge	MPhil Planning, Growth and Regeneration	The course is designed to equip students with the analytical skills required to: understand the factors that lead to variations in regional growth and development and to understand the consequences of regional imbalances in growth for resource management, land use and the environment; enable candidates to assess the scope for policy intervention to manage regional growth and identify the opportunities and constraints imposed by economic, social and institutional factors; design efficient and effective policies to manage growth at the regional level including enhancing the growth prospects of those regions that are currently experiencing	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	Provisional RTPI accreditation	Institutions and Development	Optional	Not known	Not known
Cambridge	MPhil Planning, Growth and Regeneration	The course is designed to equip students with the analytical skills required to: understand the factors that lead to variations in regional growth and development and to understand the consequences of regional imbalances in growth for resource management, land use and the environment; enable candidates to assess the scope for policy intervention to manage regional growth and identify the opportunities and constraints imposed by economic, social and institutional factors; design efficient and effective policies to manage growth at the regional level including enhancing the growth prospects of those regions that are currently experiencing	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	Provisional RTPI accreditation	Economic Development and Land Use Policies	Optional	Not known	Not known
Cambridge	MPhil Planning, Growth and Regeneration	The course is designed to equip students with the analytical skills required to: understand the factors that lead to variations in regional growth and development and to understand the consequences of regional imbalances in growth for resource management, land use and the environment; enable candidates to assess the scope for policy intervention to manage regional growth and identify the opportunities and constraints imposed by economic, social and institutional factors; design efficient and effective policies to manage growth at the regional level including enhancing the growth prospects of those regions that are currently experiencing	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	Provisional RTPI accreditation	Introduction to Real Estate Finance	Optional	Not known	Not known

Teaching of Development Economics on Planning and Planning Related Degree Courses

University	Name of course	Purpose	Undergraduate/Postgraduate	Full-time/Part-time	Duration	Accredited by	Teaching of development economics modules	Compulsory/Optional	Module description	Applied or very academic/abstract
		relative decline and attenuating the adverse consequences of adverse growth on those regional systems that are expanding rapidly; understand how best to implement growth and regeneration policies, including planning and land use policies; evaluate policy achievement and monitor and assess the effectiveness of policy initiatives.					Real Estate Finance and Securitization	Optional	Not known	Not known
							Real Estate Investment and Risk Analysis	Optional	Not known	Not known
							Legal Issues in Land Use and Finance	Optional	Not known	Not known
							The Macroeconomy and Housing	Optional	Not known	Not known
University College Cork	MPlan Planning and Sustainable Development	The course responds to a need for contemporary planning practitioners and researchers to have an understanding of a broad range of planning topics, a sound theoretical and ethical foundation, and a strong capacity for making real-world, imaginative and balanced planning proposals and recommendations. Throughout its curriculum, the course also encourages students to engage in a critical way, with the social, environmental, political and spatial challenges posed by the concept of sustainable development	Postgraduate	Full-time	2 years	RTPI	Not known	Not known	Not known	Not known
University College Dublin	BA in Geography, Planning and Environmental Policy	The course provides a comprehensive introduction to each of the three subject areas of Geography, Spatial Planning & Environmental Policy. The compulsory modules will develop students awareness of the physical layout and design of rural and urban areas, and provide insights into the geography of cities and the history of planning. Stage 2 is the time for acquiring some practical knowledge and skills, and the course offers students the opportunity to specialise in areas of interest to them. At each of these stages, students will develop a more in-depth understanding of the policy context of the planning system, by exploring the interaction and interdependencies of land use, transportation, urban design and social and economic issues. Students will also develop a deeper understanding of key geographical topics, including climatology, globalisation, cultural geography, urbanisation, geomorphology and historical geography.	Undergraduate	Full-time	3 years	RTPI	Case Studies in Development	Compulsory	Students will be assisted in the development of skills in assessing the financial and market context for development decisions. These decisions will then be examined in the light of the impact of selected major developments on communities and society. In order to examine these areas a number of significant development projects will be selected as the basis for case-study analysis and debate	Applied
							Urban and Regional Economics	Compulsory	The issues relating to market processes and interventions are explored. Decision making within competitive markets are examined along with the role of regulation or interventions aimed at achieving equity and/or efficiency. Aspects of national and international practice in urban policy are examined	Academic
							Urban and Regional Economics	Compulsory	The issues relating to market processes and interventions are explored. Decision making within competitive markets are examined along with the role of regulation or interventions aimed at achieving equity and/or efficiency. Aspects of national and international practice in urban policy are examined	Academic
University College Dublin	Masters of Regional and Urban Planning	This course is intended to give planners the necessary understanding of the processes of planning and to develop in them the capacity to co-operate with professionals in related disciplines. It provides an understanding of the physical, social and economic aspects of the human environment, and of the systems of government and organisations of society, which affect its condition. Emphasis is placed on the development of professional skills for identifying, analysing and solving a variety of planning problems.	Postgraduate	Full-time	2 years	RTPI	Economics and Quantative Methods	Compulsory	This module takes a quantitative approach to providing students with a knowledge of how markets function from an economic perspective. It examines the principles micro-economics and price theory. These theories are then examined in light of experiences in the planning and development market. Particular examples of quantitative evidence of such markets including construction and property market trends are used in this analysis	Academic
							Urban and Regional Development	Compulsory	Includes examination of: supply side responses, roles and relationships within the property development process; public sector development and its requirements; private sector development and its requirements; development appraisal and decision-making, feasibility; probability and input sensitivity analysis; feasibility and decision-making in development case studies	Applied
University College London	BSc (Hons) in Urban Planning, Design and Management	The course has particular emphasis on: understanding urban change; pro-active engagement in urban problems; urban design, management and planning; urban sustainability - social, economic and environmental	Undergraduate	Full-time	3 years	RTPI, RICS	Land and Property Development	Compulsory	Teaches about: the roles played by social and economic institutions in the development of land, infrastructure and property in a variety of times and places; the importance of understanding the interaction of land ownership, construction, development and investment finance, planning, fiscal and other regulatory facets; the historical and contemporary significance of the major forms of development organisation, public and private; a basic grounding in development including the practical application of techniques	Applied
							Valuation	Optional	Aims to provide planners with the necessary understanding of valuation methods, the range of possible methodologies, their strengths and limitations and the appropriate contexts for their application. It covers property and development valuation, social evaluation and environmental valuation. It sets the coverage of specific methodologies within a broader understanding of how property markets, land development and environmental assets/services interface with planning practice	Applied
University College	Diploma/MSc in Town and Country	The course aims to provide an academic and vocational education which provides students with a coherent understanding of town and country planning, that enables	Postgraduate	Full-time or Part-time	1 year full-time/2-5	RTPI				

Teaching of Development Economics on Planning and Planning Related Degree Courses

University	Name of course	Purpose	Undergraduate/Postgraduate	Full-time/Part-time	Duration	Accredited by	Teaching of development economics modules	Compulsory/Optional	Module description	Applied or very academic/abstract
London	Planning	them to combine a sound theoretical foundation with an awareness of practice and of the professional roles and responsibilities of planners in society.	Postgraduate	Full-time or Part-time	years part-time	RTPI	Finance and Evaluation of Regeneration Projects	Optional	Gives an understanding of: the roles played by social and economic institutions in the development of land, infrastructure and property in a variety of times and places; the importance of the interaction of land ownership, construction, development and investment finance, planning, fiscal and other regulatory facets; the historical and contemporary significance of the major forms of development organisation, public and private; a grounding in development including the practical application of risk management, valuation and appraisal techniques	Applied
University College London	Diploma/MSc in Urban Regeneration	The course draws students from a variety of professional and academic backgrounds and students with experience in practice, and helps them to: develop key skills necessary for the analysis of problems, devise strategies and implementation of urban regeneration programmes; foster capacities to co-operate and negotiate creatively with others.	Postgraduate	Full-time or Part-time	1 year full-time/2-5 years part-time	RTPI, RICS	Finance and Evaluation of Regeneration Projects	Compulsory	See module details for Diploma/MSc in Town and Country Planning	Applied
							Valuation	Optional	See module details for Diploma/MSc in Town and Country Planning	Applied
University College London	Diploma/MSc in European Property Development and Planning	The course offers a unique opportunity for students to focus on the relationship between the property development process and the planning systems of Europe. It explores the systems of regulation through which urban and rural development operates: market mechanisms, ownership frameworks, taxation and subsidy, land use and policy planning. It also considers market mechanisms from the standpoint of investors, developers and occupiers of buildings	Postgraduate	Full-time or Part-time	1 year full-time/2-5 years part-time	RTPI, RICS	European Property Studies	Compulsory	Aims to demonstrate awareness of the contextual factors, such as legislation, tax structures, planning systems, legal processes and professional property practice in European countries, variations in which will influence property development and investment activity; demonstrate sophistication in gathering, analysing and interpreting comparative market statistics; thus for example preparing good advice for an investor; show an appreciation of and express an informed opinion, about how those markets are going to change in the future and what impact this will have on property investment and development patterns	Applied
							Valuation and Financial Investment	Compulsory	This provides an introduction to economic concepts, theories and techniques used in valuation and analysis of investments in property development. Strengths and limitations of valuation techniques are appraised as are property investment markets and yields	Applied
University College London	MSc in Spatial Planning	The course provides a grounding in UK planning and requires students to undertake a dissertation focused on UK planning issues.	Postgraduate		1 year full-time/2-5 years part-time	RTPI	Not known	Not known	Not known	Not known
University College London	MSc in International Planning	The course provides a grounding in international planning, focusing on core planning principles and also on different planning systems in comparative perspective; students are required to undertake a dissertation focused on international planning issues, usually with a comparative element.	Postgraduate	Full-time or Part-time	1 year full-time/2-5 years part-time	RTPI	Not known	Not known	Not known	Not known
University College London	MSc in Sustainable Urbanism	The course brings together three critical dimensions of sustainable urbanism: sustainable thinking - the latest thinking and debates on urban sustainability, from policy, research and practice perspectives; sustainable places - the study of what this actually means on the ground through the creation of real projects and places; delivering sustainability - a focus on the skills and knowledge required to actually deliver sustainable development.	Postgraduate	Full-time or Part-time	1 year full-time/2-5 years part-time	RTPI	Sustainable Property Development	Compulsory	Looks at the interrelationships between the property and development sectors and the goal of sustainable development. It investigates the sustainability agenda as it relates to property development; studies the nature of the property development industry and associated sectors; the role of urban planning and design in relation to sustainable construction; reviews policy approaches for promoting sustainable construction and design; looks at the response of the property and development sectors to the sustainability agenda and introduces sustainability appraisal of property development proposals	Academic
Aberdeen	MA in Spatial Planning	The course has a unique focus on environmental and rural issues, and has a firm root in the subjects of geography, economics, law, government, design and environmental science.	Undergraduate	Full-time	4 years	RTPI, RICS	Macro Economics	Compulsory	Not known	Not known
							Land and Property Economics	Compulsory	Not known	Not known
							Valuation of Investment Property	Compulsory	Not known	Not known
Aberdeen	MA in Property and Spatial Planning	See details of MA in Spatial Planning	Undergraduate	Full-time	4 years	RTPI, RICS	See module details of MA in Spatial Planning			
Aberdeen	MA in Rural Surveying and Spatial Planning	See details of MA in Spatial Planning	Undergraduate	Full-time	4 years	RTPI, RICS	See module details of MA in Spatial Planning			
Aberdeen	MA in Geography and Spatial Planning	See details of MA in Spatial Planning	Undergraduate	Full-time	4 years	RTPI, RICS	See module details of MA in Spatial Planning			
Aberdeen	MSc in Urban Planning and Real Estate	The course has been devised in discussion with employers who consider a training combining urban planning skills and real estate concepts as key to future development. Its aim is to deliver graduates not only with a sound technical background in planning and real estate but with real sense of practical real life experiences.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI, RICS	Real Estate Economics	Compulsory	Introduction to business economics. Property and the macroeconomy. Economic characteristics of property. Institutional and regulatory environment of property (including legal and planning controls). Property market analysis: use, investment and development. Sector analysis: offices, retail, industrial, housing	Applied
							Valuation and Finance	Compulsory	Quantitative approaches to valuation and investment. Principles underlying basic valuation and investment formulae. Principle methods of valuation. Critical examination of conventional and alternative approaches to valuation	Applied

Teaching of Development Economics on Planning and Planning Related Degree Courses

University	Name of course	Purpose	Undergraduate/Postgraduate	Full-time/Part-time	Duration	Accredited by	Teaching of development economics modules	Compulsory/Optional	Module description	Applied or very academic/abstract
Aberdeen	MSc in Rural Planning and Environmental Management	The course synthesises rural land use planning and environmental management to provide graduates with a flexible training in both specialist and generic issues which will enable them to work in a wide range of spatial planning contexts.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI/RICS	Land and Environmental Economics	Compulsory	Structure and operation of agricultural land and property markets, principles of environmental economics, valuing nature	Academic
Birmingham	MSc in Urban and Regional Planning	The course will develop students as reflective practitioners in the planning profession and related disciplines in the built environment. The teaching draws extensively upon contemporary planning issues in diverse and dynamic urban regions, involving site-based work, projects with local stakeholders, and contributions from practitioners in the public and private sectors.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Urban Property Development	Compulsory	The module provides an introduction to property development processes in urban areas and the roles played by the private and public sectors within them. It examines complexities of urban property markets across a range of sectors and the financial consideration behind development decisions	Academic
							Economic Development Policy	Optional	Not known	Not known
Brighton	MSc in Town Planning	The course is designed as an accessible and flexible route to the skills needed to work in the current and future spatial planning environment including areas of planning policy, research & analysis, and strategy formulation in the public, private and voluntary sectors. This course's unique selling point is that it will produce planners 'fit for purpose' who are able to take up the challenges facing the profession, push the boundaries, exercise professional judgement, and understand that planning is about peoples' lives as well as outcomes. As part of this vision, the course installs in planners skill sets that will allow them to manage change, think spatially, understand planning policy and law, and work in partnership with others.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI (provisional accreditation)	Project Risk and Financial Analysis	Compulsory	Not known	Not known
Dundee	MA (Hons) in Town and Regional Planning	The course involves identifying land for new development, conserving historic buildings, protecting the countryside, promoting innovative forms of transportation, creating attractive public spaces and more.	Undergraduate	Full-time	4 years	RTPI	Not known	Not known	Not known	Not known
Dundee	MSc in Spatial Planning	The course is a multi-disciplinary programme of postgraduate study providing a preparation for entry into professional careers in town and regional planning and urban development.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Urban Economics	Compulsory	This module aims to equip students with understanding of the economic models that explain the dynamics of urban settlements and to develop analytical and predictive skills for forecasting economic demand, and consequent impacts on land-use, rents and city-function	Academic
Glasgow	MSc in City and Regional Planning	The programme is expressly intended to enable students: to attain a firm understanding of cities, markets, institutions and governance, recognising this as an essential foundation to effective action and intervention as a practitioner in real estate, planning and regeneration; to acquire initial expertise in particular aspects of real estate, planning and regeneration, as an important foundation for a professional career whether this will be locally, elsewhere in the UK or at the international level; to develop the necessary skills and attitudes to work effectively within relevant professions, across spatial and professional boundaries and with non-professionals; to appreciate the importance of research, reflection and lifelong learning to successful innovation and career development.	Postgraduate	Full-time and Part-time	1 year full-time/2 years part-time	RTPI	Development Economics and Real Estate Appraisal	Compulsory	This course aims to explore how real estate value is created, appraised and exploited in the context of competitive markets and a global economy	Applied
							Economic Development and Employment	Optional	The course aims to explore the different ways of increasing economic development at the regional and local levels, including their rationale and practical application	Academic
							Housing Market Analysis	Optional	The aim of this course is to enable students to analyse national and local housing markets, drawing on relevant theoretical housing economics, knowledge of data and techniques and good practice on undertaking housing market studies	Applied
							Real Estate Development	Optional	The aim of this course is to understand the process of real estate development and its relationship to broader social, economic and political forces	Academic
Glasgow	MSc in City Planning and Real Estate Development	See programme details of MSc in City and Regional Planning	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI, RICS	Development Economics and Real Estate Appraisal	Compulsory	See module details for MSc in City and Regional Planning	Applied
							Real Estate Development	Compulsory	See module details for MSc in City and Regional Planning	Academic
							Real Estate Markets	Compulsory	The aim of this course is to enable students to visualise real estate as a series of linked markets and submarkets, which themselves relate to, and reflect, broader economic, social and political forces	Academic
Glasgow	MSc in City Planning and Regeneration	See programme details of MSc in City and Regional Planning	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Development Economics and Real Estate Appraisal	Compulsory	See module details for MSc in City and Regional Planning	Applied
Liverpool	Master in Planning (MPlan)	The course provides an opportunity to gain a better understanding of how the discipline of spatial planning can help to the alleviate contemporary social, economic and environmental problems. Spatial planning is an exciting and proactive intervention that is intended to improve the quality of place and people's quality of life. The degree programme builds on this understanding in identifying ways in which the professional planner can contribute towards the solution of contemporary problems, the protection of the environment and the adoption of a more sustainable approach to the use, development and management of land and other natural and man-made resources.	Undergraduate	Full-time	4 years	RTPI	Planning and Property Development	Compulsory	Not known	Not known

Teaching of Development Economics on Planning and Planning Related Degree Courses

University	Name of course	Purpose	Undergraduate/Postgraduate	Full-time/Part-time	Duration	Accredited by	Teaching of development economics modules	Compulsory/Optional	Module description	Applied or very academic/abstract
Manchester	Master of Town and Country Planning	Not known	Undergraduate	Full-time	4 years	RTPI	Not known	Not known	Not known	Not known
Manchester	BA (Hons) in Town and Country Planning	Not known	Undergraduate	Full-time	3 years	RTPI	Not known	Not known	Not known	Not known
Manchester	BA (Hons) in City and Regional Development	The course provides varied academic study into the development of cities and their surrounding regions, with an emphasis on how that development might best be understood and then managed.	Undergraduate	Full-time	3 years		Not known	Not known	Not known	Not known
Manchester	Master of Planning (MPlan)	The course aims to provide students with knowledge and understanding relating to the field of urban and environmental planning, and to deliver an appropriate range of skills for spatial planning.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Land and Development Processes	Compulsory		
Manchester	MA in Urban Regeneration and Development	With a burgeoning interest in the development and delivery of successful urban renaissance, the course aims to present a coherent body of knowledge and skills in relation to the realisation of successful urban regeneration programmes and projects, and to provide students with a range of intellectual and professional skills for practice in urban regeneration and development in both public and private sectors.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Land and Development	Compulsory	This module is aimed at providing the student with a thorough understanding of the issues that need to be taken into account as part of the process of developing land	Academic
Reading	BSc in Real Estate	There are four pathways through this course, each related to a different aspect of the industry: development, investment, management and rural studies. The degree will give you an understanding of the breadth and depth of the property sector and allows you to make specialist choices later in the course.	Undergraduate	Full-time	3 years		Real Estate Economics and Investment	Compulsory	Not known	Not known
							Property Valuation	Compulsory	Not known	Not known
							Development and Planning	Optional	Not known	Not known
							International Real Estate Markets	Optional	Not known	Not known
							Property development Finance	Optional	Not known	Not known
Urban Property Management and Valuation	Optional	Not known	Not known							
Reading	MSc/Diploma in Urban Planning and Development	The course prepares students for a career in town and country planning where they may be required to research and prepare policies and plans; negotiate and regulate development schemes; undertake community consultations; and present reports to committees and at public enquiries.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI, RICS	Not known	Not known	Not known	Not known
Reading	MSc in Development Planning	The course focuses on planning as it engages with economic and property development processes at all levels, from the local to the European. The courses allows students to concentrate on particular aspects of development planning to suit their interests and career aspirations (e.g. strategic, economic, environment, regeneration, or rural) and the opportunity to undertake in depth study in this area, albeit within a framework which emphasises integration.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Real Estate Economics	Compulsory	Not known	Not known
							Real Estate Development	Compulsory	Not known	Not known
							Economic Development in Practice	Optional	Not known	Not known
Reading	MSc in Development Planning and Research	The course focuses on planning as it engages with economic and property development processes at all levels, from the local to the European and allows students to develop research skills and the opportunity to undertake in-depth dissertation-based research and analysis in this area.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Real Estate Economics	Compulsory	Not known	Not known
							Real Estate Development	Compulsory	Not known	Not known
Sheffield	MPlan in Urban Studies and Planning	The course allows you to develop your knowledge of planning and urban issues, your practical planning and generic skills, and specialised knowledge of particular areas.	Undergraduate	Full-time	4 years	RTPI	Economics for Spatial Planning	Compulsory	This module provides an overview of both theoretical economics and the structure of the UK economy. The first part of the module will consider a number of perspectives on the way an economy operates. Particular attention will be given to market exchange, as modelled by orthodox economic analysis as well as looking at a number of alternative views of economic behaviour; for example, institutional economics and socioeconomics. The second part of the module will examine key characteristics of the UK economy, including issues such as economic cycles, unemployment, land markets and the role of the public and voluntary sectors. Where appropriate, geographical and social differences in economic opportunities and outcomes will be highlighted	Academic
							Property Market Analysis	Optional	The module is concerned with the economic analysis of commercial and residential property markets. The module will explore the spatial and temporal dynamics of sectoral markets. It will also explore the relationship between policy interventions and property market performance	Academic
Sheffield	MA in Town and Regional Planning	The course is an innovative course aimed at enabling students from a wide range of backgrounds to gain the skills and knowledge relevant to a career in planning. Students will develop a knowledge of the world in which they will practice as a planner. Students will engage with and critically evaluate concepts and ideas about urban and rural communities and will bring together theory and practice to imagine new opportunities to enhance urban and rural living.	Postgraduate	Full-time	1 year	RTPI	Property Market Analysis	Optional	See module details for MPlan in Urban Studies and Planning	Academic
Sheffield	MA in International Development and Planning	Not known	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Property Market Analysis	Optional	See module details for MPlan in Urban Studies and Planning	Academic

Teaching of Development Economics on Planning and Planning Related Degree Courses

University	Name of course	Purpose	Undergraduate/Postgraduate	Full-time/Part-time	Duration	Accredited by	Teaching of development economics modules	Compulsory/Optional	Module description	Applied or very academic/abstract
Strathclyde	MSc in Urban Design	The course aims to teach urban design in a multidisciplinary manner that reflects its inherent complexities. It promotes a general and intricate understanding of the city by examining the various factors that generate urban form. It focuses on physical planning and the design of urban spaces and their enclosure. Moreover, it aims at understanding how to create a democratically organised, socially inclusive, economically prospering, environmentally sustainable, architecturally beautiful and culturally vibrant city.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Real Estate Markets	Compulsory	Not known	Not known
							Real Estate Development	Compulsory	Not known	Not known
Ulster	MSc in Planning and Property Development	The course provides a strong focus on the complementary elements of the planning and property development disciplines and uniquely brings together the property, legal, economic and finance based aspects of property development skills and knowledge with the competencies and expertise of spatial planning, urban design and regeneration.	Postgraduate	Full-time	4 years	RTPI	Not known	Not known	Not known	Not known
University of West of England	BA (Hons)/MPlan in Town and Country Planning	The course covers a wide range of aspects of the built and natural environment in the UK and abroad. Students learn about the issues that shape our world today and in the past. They learn how to respond to the pressures we face for more and different housing, employment, transport and leisure facilities whilst ensuring that the best of what we have in town and country is retained for the future. Students are taught to develop creative and exciting solutions for urban and rural spaces and the skills to communicate them.	Undergraduate	Full-time or Part-time	BA (Hons): 3 years full-time/5 years part-time. MPlan: 4 years full-time/6 years part-time	RTPI	Not known	Not known	Not known	Not known
University of West of England	BA (Hons)/MPlan in Property Development and Planning	The course includes introductory modules covering urban design, modern planning and urban form, economy and society, property appraisal, information management and construction.	Undergraduate	Full-time or sandwich	BA (Hons): 3 years full-time/4 years sandwich	RTPI, RICS	Not known	Not known	Not known	Not known
University of West of England	BA (Hons)/MPlan in Geography and Planning	The course is for students who are interested in human geography, and who want to give their studies a more focused and distinctive flavour. It is aimed at people who would enjoy finding out how towns and cities develop and change, as well as looking into the issues facing rural areas, and would like to know more about the sustainability of rural and urban areas, as this course allows students to build on these interests, and apply them in the context of planning and sustainable development of urban and rural areas.	Undergraduate	Full-time or sandwich	BA (Hons): 3 years full-time/4 years sandwich. MPlan 4 years full-time/5 years sandwich	RTPI	Not known	Not known	Not known	Not known
University of West of England	MA/Diploma in Town and Country Planning	Planning offers the opportunity for a fascinating career in a field where there is currently a shortage of qualified professionals. This course offers postgraduates the opportunity to gain the required RTPI accredited qualification at a long-established centre of recognised teaching excellence in this field.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Society and Nature	Compulsory	Covers economics of land and finance of real estate development	Applied
University of West of England	MA in Spatial Planning	This course is an online course designed to give existing, experienced planning practitioners additional knowledge and skills so that they are better equipped to practise spatial planning.	Postgraduate	Distance learning	Not known	RTPI	Delivering Development	Compulsory	Covers development feasibility, development finance, property developers and their objectives	Applied
Westminster	BSc in Property and Urban Development	This course is designed for those of you wishing to study for a planning and property-based degree, which will provide exemption from RICS Planning and Development Division and the RTPI professional qualifications (subject to approval in 2009). A detailed knowledge of the process of urban change and development, property development and planning are combined with a background understanding of the physical, social, economic, environmental, administrative and legal aspects of the process.	Undergraduate	Full-time	3 years	RICS	Introduction to Property and Investment	Compulsory	Not known	Not known
							Introduction to Valuation	Compulsory	Not known	Not known
							Property Economics	Compulsory	Not known	Not known
							Public and Private Finance in Property	Compulsory	Not known	Not known
							Residential Property Development	Compulsory	Not known	Not known
							Urban Regeneration and Development	Compulsory	Not known	Not known
							Valuation	Compulsory	Not known	Not known
Development and Investment Appraisal	Compulsory	Not known	Not known							
Westminster	MA in Urban and Regional Planning	The course aims to equip students with the knowledge, understanding, skills and values necessary to enter a career involving the management of the spatial dimension of social, economic, technological, environmental and political changes. The course examines planning in both urban and rural areas, but the emphasis is on urban planning	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Not known	Not known	Not known	Not known
Westminster	MA in International Planning and Sustainable Development	The course aims to address in an inter-disciplinary manner, the growing problems of sustainable development facing cities and communities in a rapidly urbanising world. The course is aimed mainly at international students and taken full-time. It is also open, both to full-time and part-time UK-based students wishing to explore an international pathway for their career development	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Not known	Not known	Not known	Not known

Teaching of Development Economics on Planning and Planning Related Degree Courses

University	Name of course	Purpose	Undergraduate/Postgraduate	Full-time/Part-time	Duration	Accredited by	Teaching of development economics modules	Compulsory/Optional	Module description	Applied or very academic/abstract
Westminster	MA in Urban Regeneration	The course will: develop a thorough understanding of the processes and procedures of urban regeneration by identifying and evaluating best practice; develop a critical appreciation of the underlying dynamics of localities, towns and cities in the UK and European economies; and enhance personal and professional skills to take advantage of expanding career opportunities. The course attracts students from a variety of professional backgrounds, working for a wide range of public, private and voluntary sector employers. Teaching methods encourage the maximum exchange of experience and contributions from practitioners.	Postgraduate	Full-time or Part-time	1 year full-time/2 years part-time	RTPI	Financial Appraisal	Compulsory	Not known	Not known

APPENDIX 6

Current Teaching Chart

Chart 1 Current teaching of the economics of development to different actors in the development process

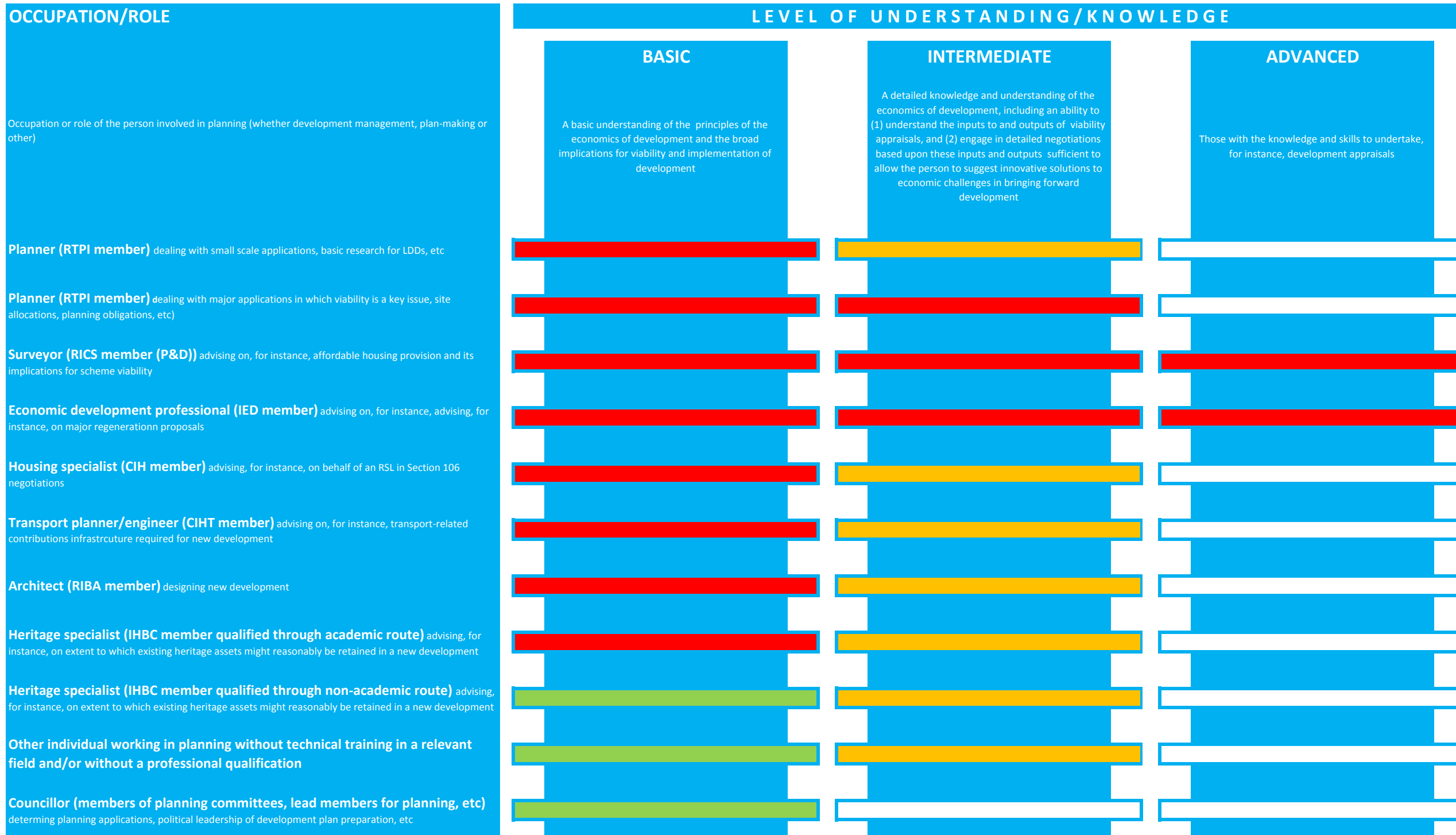


- Little or no evidence of training on some or most or all accredited technical degree courses
- Some evidence of training on some or all accredited technical degree courses
- Substantial evidence of training as part of most or all accredited technical degree courses
- No training

APPENDIX 7

Recommended Competencies Chart

Chart 2 Recommended understanding and knowledge of the economics of development of different actors in the development process and points at which understanding/knowledge should be acquired in future



- Training as part of technical degree course
- Basic training outside technical degree
- Additional post-degree training (if it becomes apparent that additional knowledge/skills would be of benefit)
- Understanding/knowledge unlikely to be required

