IRISH PLANNING INSTITUTE

EDUCATION GUIDELINES

APPROVED BY THE IRISH PLANNING INSTITUTE'S COUNCIL
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IRISH
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INSTITUTE

Institiúid Pleanála
Na hÉireann

Contents

ACRONYMS APPLIED IN THESE GUIDELINES

- AESOP: Association of European Schools of Planning.
- AILG: Association of Irish Local Government.
- CCMA: County and City Management Association.
- CPD: Continuous professional development.
- DHLGH: Department Housing, Local Government and Heritage.
- ECTP-CEU: European Council of Spatial Planners-Conseil Européen des urbanistes.
- ECTS: European Credit Transfer system (a standard that allows students to compare their academic credits and study periods across European countries and get those credits transferred).
- EU: European Union.
- HEI: Higher Education Institutions.
- IPI: Irish Planning Institute.
- LGMA: Local Government Management Agency.
- OPR: Office of the Planning Regulator.
- OPW: Office of Public Works.
- T&E Committee: Technical and Education Committee of the Irish Planning Institute.
- UN: United Nations.

1.0   PREAMBLE

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

1.2   The Irish Planning Institute's mission is to advance spatial planning, as grounded within contemporary Irish planning and development legislation, in the interest of the common good by serving, improving and promoting the planning profession.

1.3   The Institute promotes and fosters ethical professional practice standards by its members and plays a leading role in spatial policy development.

1.4   The IPI is also an accreditation body for higher planning education and training programmes. Upon application for accreditation by one of the programme providers ('programme' is referred to throughout these Guidelines as a third level planning course), rigorous assessment of such applications, and an applicant programme's capacity to deliver a planning education programme grounded in sustainable spatial planning and incorporating specialist teaching and education/training modules, is undertaken by the IPI's Technical and Education Committee (T&E Committee).

1.5   IPI accreditation for individual planning programmes is a mark of quality, verifying that the content delivered by the programme is internationally relevant and is also reflective of local context which addresses education, training, research and policy development needs. It indicates to future employers of planning graduates from those programmes that the standard of education received has provided them with the necessary broad-ranging skills to undertake a career as a planning professional. Graduation from an accredited programme is of considerable advantage to persons seeking to be recruited as a professional planner in Ireland and internationally.

1.6   Having regard to all of the above, it is necessary for the IPI to set standards and expectations of competence for planning education, with such competences forming the basis for the IPI's accreditation of planning programmes of HEIs (Higher Education Institutions).

1.7   The IPI has separate Membership criteria which are used as the basis for assessing an individual's suitability to be a member of the Institute.

1.8   In addition to setting the educational standards for programmes to be accredited by the IPI, in accordance with other roles and functions of the IPI, these Guidelines also refer to Continuing Professional Development, Educational Outreach of the IPI, and Planning Research.

1.9   The IPI is a member of ECTP-CEU since 1985, and has contributed to and approved the following documents, all available on https://ectp-ceu.eu/
-         The Charter of European Planning.
-         European Charter on Participatory Democracy in Spatial Planning Processes.
-         Guidelines on Professional Competences in Spatial Planning.

2.0   PURPOSE OF THE EDUCATIONAL GUIDELINES

General Purpose and Content

2.1   The primary focus of these Guidelines is to set out the requirements for the education of professional planners which, if delivered by a planning programme, will lead to accreditation of that programme by the Irish Planning Institute, hereinafter stated as the IPI, upon application for such accreditation.

2.2   With climate change, demographic change, uncertainty about housing and the need for spatial equity, the challenges that Ireland is facing are growing ever more complex and difficult. Not only is the legislative and administrative burden increasing, but there is a crucial ethical context as to how the common good should best be served within the planning arena. Now more than ever, citizens, investors, elected officials and decision-makers need to be able to call on a community of highly educated, articulate, accomplished and brave planning professionals for the kind of robust advice and guidance they need to address this difficult future.

2.3   For these reasons, planning education aims to create a deep and steady formation within the extensive scope of our discipline. Because planning students need to assimilate knowledge and skills from the built and natural environment sciences, the political sciences and the social sciences (as well as design, economics and others), a particular set of learning outcomes are needed and learning is required in a particular sequence/order. Through their formation, students also need to acquire a critical, global, reflective, equity-based and creative perspective i.e. one that goes beyond the narrowly instrumental concerns of day-to-day practice.

2.4   Informed by these pedagogical principles IPI - accredited planning programmes have a proven track-record of producing high-calibre graduates that are making a significant contribution both in Ireland and abroad.

2.5   These Guidelines include procedures for accreditation of planning programmes, a schedule of subject areas and competences and an outline of learning outcomes and indicative specialisms to be delivered in the programmes seeking accreditation by the IPI.

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

2.7   The guidelines are set out under the following categories in the sections that follow:

- The Purpose of Planning Education.
- Education of Professional Planners.
- Continuing Professional Development and Education for Planners.
- Educational Outreach.
- Planning Research.
- Appendix 1: Procedure for Accreditation of Planning Programmes -
- Appendix 2: Detailed Competency Criteria.

Update of Guidelines

2.8   It is considered good practice to carry out a general update of the IPI Education Guidelines at regular intervals in order to ensure that the Guidelines reflect up to date

policy, advancements in the planning profession, and engage with developments and best practice from other relevant jurisdictions.

2.9   The last revision of the IPI Education Guidelines was published in June 2019, at which time it was agreed that they would be further reviewed in five years' time; this is reflected in the IPI Statement of Strategic Priorities 2023-27.

2.10   The 2019 Guidelines took account of European Council of Spatial Planners 'Guidelines on Professional Competences in Spatial Planning' and AESOP's Core Curriculum[1], both of which remain core considerations for this current iteration of the Guidelines.

2.11   The five year review of the Education Guidelines is also timely given the current significant resource challenge in the planning profession, at all levels, including public, semi-state and private sector. This resource challenge has potentially significant implications for the profession. It was incumbent on the IPI as part of the review of these Guidelines to consider any appropriate measures which may be implemented to assist with addressing the resource challenge, but at all times without compromising the quality of the professional planner graduating from the educational system.

2.12   In preparation for the review of these Guidelines, the IPI established an 'Education Guidelines and Resourcing Working Group'. The core mandate for the Working Group was to bring forward for consideration by the IPI Council recommendations for updates to the Irish Planning Institute's Education Guidelines (2019) and other recommendations regarding planning education, including Local Authority Planning Section Learning and Development 2022 produced by OPR, CCMA and LGMA.

2.13   These Guidelines have also been subject to consultation with the HEIs and with the membership of the IPI. Upon completion of an extensive consultation process, these Guidelines were adopted by the IPI Council.

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[1] *The 2024 version of the AESOP Core Curriculum represents an updated version of the Core Requirements for a high-quality European Planning Education, issued in 1995 as part of AESOP's statement on European Planning Education (AESOP Working Group on the Curriculum of Planning Education, 1995).*

3.0 THE PURPOSE OF PLANNING EDUCATION

3.1 The purpose of planning education is to support the advancement of the art and science of spatial planning, comprising urban, rural and regional planning, for the benefit of the community.

3.2 A primary focus is a concern for serving the common good through the delivery of proper planning and sustainable development[2] and the pursuit of quality, people-centred, place-making with a respect for ecosystems, quality in the built environment, diversity in cultures, and climate change management (i.e. seeking to implement the 17 UN sustainable development goals). This is particularly critical given the global challenges and requirements for planning education discussed in Section 2.

3.3 At a practical level, a planning education must deliver to the employment market competent planning practitioners capable of contributing in a meaningful way to the profession and the common good. In the present age, planning is concerned with a broad range of inter-related disciplines and areas, in particular with an ever-increasing focus on environmental issues such as climate change, and as such planning education is required to address a diverse range of subjects and competences to ensure that the planner is well grounded in a knowledge of all such relevant areas.

3.4 In accordance with the IPI Code of Ethics and Professional Conduct[3], it is the position of the IPI that planning education should be carried out with an awareness of the need for proper planning principles to be understood by the general public, a commitment to citizen participation in planning and an inclusive approach to diversity and equality of opportunity.

3.5 The IPI Constitution includes the following 'Subsidiary Objects' relating to education:

- To encourage and contribute to the development of planning education in Ireland with special emphasis on the provision of ongoing CPD / professional development and on the organisation of relevant discussion and lectures.

- To accredit higher planning education and training programmes, for the purposes of membership of the IPI, which meet the educational requirements of the IPI.

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[2] *Use of the term* **'sustainable development'** *and/or* **'sustainability'** *in this document is grounded on the current (2024) definition of Sustainable development of the United Nations https://www.un.org/sustainabledevelopment/development-agenda/*
[3] *The current Bye Laws of the Irish Planning institute; Code of Ethics & Professional Conduct Bye-Law No. 1 (as amended most recently at the IPI AGM of the 7th of December 2023).*

4.0 EDUCATION OF PROFESSIONAL PLANNERS

Introduction and Vision

4.1 The IPI's vision for planning education is threefold:

A. <u>Internationally Relevant and Reflective of Local Context</u>

This means that planning education should be delivered through curricula that are conscious of and grounded in international best practice in planning knowledge, skills, values and modes of learning, while being reflective of local circumstances.

This is not to say that a planning programme delivered in Ireland will have international recognition. However, it is necessary for a planning education delivered in Ireland to educate planners[4] on international planning practices, concepts and advancements.

B. <u>Addresses Education and Training Needs</u>

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

C. <u>Addresses Research and Policy Development Needs</u>

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

Delivery of Vision

4.2 In order to contribute to achieving achieve the above vision, the IPI is committed to ensuring that high quality planning education is delivered through HEIs offering IPI accredited planning programmes.

4.3 In this regard, high quality planning programmes and Schools, Departments or units within which planning programmes is based are delivered are considered to be those which:

a) demonstrate a clear philosophy related to spatial planning and which embrace the broad goals of ethical practice and sustainability; and

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4 *Reference to the term 'Planners' in these guidelines encompass the various phrases used to refer to persons who hold a recognised 3rd or 4th level education qualification in Town Planning/Regional and Urban Planning, Spatial Planning, Town and Country Planning and other variations of such qualifications that qualify graduates of those programmes to work under the auspices of the Planning and Development Act 2000 (as amended)/associated Regulations in the role of 'Planner' and also under corresponding international planning and development legislative framework.*

b) are properly resourced and governed; and

c) are delivered by experienced planning academics and industry professionals, including both those engaged in research and in practical delivery of planning processes and practices, and

d) are committed to generating and disseminating planning research and knowledge that is of theoretical and applied value; and

e) engage with the planning profession, the public, and other relevant stakeholders, in supporting the ongoing development of both the profession and the discipline of spatial planning in Ireland and elsewhere.

4.4 In particular, in accordance with a long-standing IPI policy, a recognised planning school[5] shall be within a University or within an Institute of Third Level Education of comparable status. The term 'HEI' is used throughout this document to refer to such institutions.

4.5 The IPI and its accredited programmes must also be mindful of the obligations of the IPI, as an Irish regulating body, to have regard to the European Communities General Directive on the Mutual Recognition of Diplomas (89/84 EC). Accordingly, it is policy to co-operate with any recognised programme in the formulation, organisation and completion of any Aptitude Tests or other validation arrangements required under this Directive.

4.6 The requirements of the IPI for the recognition, by way of accreditation, of new planning programmes and/or continued accreditation of existing recognised programmes are governed by a set of criteria set out below (see 'Requirements for Accreditation').

4.7 The IPI's criteria and procedure for the accreditation of planning programmes, upon application for such accreditation, are set out in Appendix 1.

Purpose and Benefits of Accreditation

4.8 The purpose and benefits of IPI accreditation for planning programmes are deemed by the IPI to be as follows:

a) Provides those programmes and the qualifications awarded to their graduates with a professional quality assurance in accordance with these Guidelines.

b) Promotes and ensures high and consistent standards of education and professional training across each of the planning programmes.

4.9 A qualification which deems a person eligible for IPI Membership, subject to fulfilling any other membership criteria as may be set out in the IPI's Membership Bye-Laws, is a mark of the quality of the programme and is a requirement for applying for many positions of employment within the profession.

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[5] *Recognised planning school: A department, school or unit within a university or HEI that provides a programme (or programmes) in planning accredited by the Irish Planning Institute.*

4.10   The IPI's Constitution and membership requirements outline the pathways by which a graduate may acquire membership of the IPI, including post qualification requirements for experience to qualify for IPI Membership. The reader should refer to the Membership Bye-Laws in this respect.

Requirements for Accreditation

<u>Programme Form and Length</u>:

4.11   Graduation from an accredited planning programme is the key pathway to IPI Membership. These Educational Guidelines are concerned with establishing the requirements of a planning programme which can lead to accreditation by the IPI. These programmes are outlined in the following sections.

4.12   In terms of the type of planning programme that can be eligible in principle for full accreditation by the IPI (i.e. confirmation the programme fully meets the IPI's educational requirements and which is recognised as a path to membership for those holding the qualification), the IPI considers that:

A.   An undergraduate planning programme leading to a minimum of 240 ECTS or equivalent is appropriate.

B.   In the absence of having completed a planning programme at undergraduate level, the IPI considers that at postgraduate level, the most appropriate programme is a Master's planning course of a minimum of 120 ECTS credits or equivalent. Programmes of this type are normally delivered over a minimum of two years and thus allow for a sufficient learning period to enable the student to achieve a comprehensive understanding of planning as a discipline and full understanding of the required core competences and essential learning outcomes.

C.   The IPI also recognises the potential for accreditation of other innovative programme offers, such as:

(i)   combined programmes (sometimes referred to as an 'accelerated' or 'integrated' programme) comprising of an undergraduate planning programme of at least 3 years followed by a planning Masters of 1 year; and

(ii)   In certain cases and subject to additional provisions set out below, postgraduate programmes of less than 120 ECTS, subject to the IPI being satisfied at accreditation stage that the core competences and essential learning outcomes have been fully covered, as required by these Guidelines.

4.13   In respect of Item C (ii) above, the IPI acknowledges that certain HEIs are delivering or considering the delivery of Master's planning programmes comprising of less than 120 ECTS. Considering the shorter duration of these programmes and fewer number of ECTS credits, when such a programme is taken by the student without holding another accredited planning programme, the IPI will be required to be satisfied of the following criteria in particular during the accreditation process in order to allow full accreditation:

(i) All core competences as described in these Guidelines are achieved; and

(ii) All essential learning outcomes as described in these Guidelines are achieved; and

(iii) That the programme provider has carefully considered the balance between classroom, virtual learning and work placements in the syllabus, given the duration of these programmes and as part of the accreditation process the programme provider has satisfied the IPI that sufficient classroom learning has been provided.

4.14 Further to the above, when notice of an application for accreditation of an undergraduate programme of less than 240 ECTS credits, or a postgraduate programme of less than 120 ECTS credits is received by the IPI, additional procedures and processes, as set out in Appendix 1B, will apply. This may allow for Partial Accreditation, rather than Full Accreditation. 'Partial' in this context is a recognition that the course is accredited by the IPI however some shortfalls have been identified in the course which will mean that the graduating student will require additional education before being considered for IPI Membership.

Demonstration of the Quality of the Programme

4.15 These requirements relate to the quality of the programme and its ability to address the core competences (knowledge, skills and values) and learning outcomes set out in these Guidelines.

4.16 The accreditation procedure will include all of the following being demonstrated to the satisfaction of the IPI:

A. The programme must ensure, and the HEI must demonstrate, the delivery of a broad Educational Vision or Philosophy (Statement of Educational Philosophy) which explains the core spatial planning focus of the programme and highlights the specific flavour, focus and distinctive approach of the programme towards planning education.

B. The HEI must provide an outline of the Institutional arrangements of the School, Department or unit within which the planning programme is based. This shall include:

   a. an outline of the governance of the School/Department/Unit;
   b. the governance of the programme;
   c. details of staffing (including qualifications, research undertaken and experience as well as a breakdown between full time and part time staff);
   d. evidence that qualified planners holding membership of a professional planning institute form a significant proportion of the teaching staff of the programme;
   e. evidence that sufficient practical teaching experience is provided to equip the graduate to effectively operate within the planning industry upon graduation; and
   f. a statement of resources allocated to the programme (including learning resources, supports and classroom /studio accommodation).

C. The HEI must provide an overview of the curriculum outlining the structure and learning sequence i.e. the way modules and learning link in a particular way and in a particular order), depth and duration as cornerstones of curriculum design., total credit values (ECTS) and including lists of modules that make up the

programme. A detailed curriculum map illustrating how the programme addresses the core competences and essential learning outcomes of these Guidelines together with details of learning sequences and progression through the programme.

D.   The programme should contain a strong emphasis on authentic learning methods, including more practical approaches to learning and training, such as studio/project work, field trips and other practical work.

E.   A description of the mode of delivery of modules and the reasons for use of virtual delivery, if virtual delivery forms part of the programme delivery.

F.   An indication of the manner in which the School/Department/Unit facilitates and encourages staff-student dialogue and feedback.

G.   An outline of the School/Department/Unit relationship with the planning profession, related professions and relationship with the wider public.

H.   An overview of the planning related research undertaken by the School/Department/Unit and evidence of a commitment to contributing to academic debates on planning; to contributing to the development of planning policy and practice and, to providing constructive analysis and critique on various aspects of policy and practice.

I.   Equality, Diversity and Inclusion – the School/Department /Unit should demonstrate how it is seeking to achieve diversity of student intake and how the planning programme is designed to reflect diversity within communities as well as on a global scale.

J.   For programmes which are seeking continuing accreditation, an outline of any significant changes to the programme since the previous accreditation visit.

K.   The programme must include 'planning' in the name of the qualification.

<u>Primary Pillars and Core Competences</u>

4.17   In line with the competences identified by the ECTP and AESOP and those outlined in previous versions of the IPI's Education Guidelines, it is recognised that Planners must have a set of core competences.

4.18   These core competences are grouped into three primary pillars which in turn encompass other integral competency and attributes, and are collated into eight core criteria outlined further below.

4.19   There are three primary pillars underpinning professional planning.

The ***first pillar*** comprises the values and ethics that are cherished by the profession and which characterise its relationships and obligations to society and to the environment.

The ***second pillar*** is concerned with broad knowledge and understanding of the encompassing systems which shape our world and society, the institutional contexts which shape the enduring philosophical basis and universal principles of good planning.

The ***third pillar*** is concerned with skills.

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

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

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

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

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

Core Competence 4: Natural Environmental Spatial Systems and Climate Change (*Natural and Cultural Environment)*

Core Competence 5: Planning Skills and Techniques (*Assessment Techniques, Consultation and Communication)*

Core Competence 6: Independent Research

Core Competence 7: Planning Instruments (*The Political, Legal and Institutional Contexts of Planning)*

Core Competence 8: Planning 'Products' (*Spatial Planning at various scales (from Local to Transnational))*

4.22   Appendix 2 sets out a more detailed outline of the knowledge, skills and values that are considered appropriate for consideration in relation to attaining compliance with each of the 8 core competences.   It is not envisaged that each and every detailed element under the 8 core competences is delivered in an educational programme. However, the programme outcomes of an accredited programme should ensure that graduates have a set of core competences that ensure that the knowledge and skills required for professional practice are obtained and these must include the elements of the 8 core competences listed as "essential" in Appendix 2.

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

Learning Outcomes for fully accredited programmes

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

A.   Evaluate and reflect on the history of and various theories of spatial planning both supportive and critical of spatial planning, including in an International context.

B.   Explain and demonstrate how spatial planning operates within the context of political, institutional and legal frameworks and understand the wider social, economic and political context for planning sustainable environments.

C.   Understand how to access and interpret planning legislation.

D.   Appreciate the various facets of the natural, built and cultural environment, their vulnerability and their value to society.

E.   Understand urban design and place making principles and be able to appreciate and evaluate the role of design in the creation of high quality urban and rural environments.

F.   Reflect on landscape change and be familiar with the principles of landscape character assessment.

G.   Recognise and understand the challenges of sustainable development and demonstrate an ability to devise planning solutions to a range of spatial planning challenges (including an ability to produce integrated plans and policies).

H.   Understand the challenges associated with climate change mitigation and adaptation and the delivery of appropriate responses in the fields of energy, building design, flood assessment and others.

I.   Be familiar with key supranational legislation relevant to the national context e.g. European Directives including the underlying principles and application of the Habitats, Environmental and Water Framework Directives, Aarhus Convention and European Landscape Convention in the planning system.

J.   Demonstrate an ability to diagnose problems, define solutions and make decisions based on balancing a range of competing professional and stakeholder interests.

K.   Understand how Development Management works within the context of various levels of strategic plans.

L.   Understand the principles and application of planning enforcement.

M.   Illustrate that they can formulate and evaluate policy and how policies can be implemented in practice.

N.   Demonstrate an appreciation of societal diversity and the importance of equality of opportunity in spatial planning processes.

O.   Evaluate the role of economics and finance and the concept of viability in the planning and development process.

P.   Demonstrate effective research, analytical, evaluative and appraisal skills and the ability to reach appropriate evidence-based decisions.

Q.   Identify means of engaging a wide range of groups and individuals in spatial planning processes

R.   Demonstrate an ability to and communicate effectively verbally, graphically and through written documents/websites and to communicate concepts, knowledge and conclusions to peers, specialist and non-specialist audiences within an inter-disciplinary environment.

S.   Mediate disagreements and ~~to~~ negotiate between diverse and competing interests, and demonstrate negotiation, advocacy and leadership skills.

T.   Work effectively as part of a team in an interdisciplinary context.

U.   Demonstrate a familiarity with various technologies in planning and be able to examine and evaluate maps and technical drawings and associated documents.

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

Areas of Study and Specialisms

4.25   In developing its programmes of general and/or specialist study, planning programmes are generally free to draw on a large range of subject areas and to develop teaching modules, learning outcomes and schemes of learning progression according to their own stated educational philosophy and approach in harmony with the overall guidance and recommendations of these Guidelines.

4.26   The important criterion in terms of curriculum design is that the programme can meet the list of 8 core competences to the satisfaction of the IPI.

4.27   The programme should also ensure that planning students gain a proportion of other specialist or general training and education in other related or relevant subjects according to their own interest or the strengths and capacity of the educational institute. A planning programme is encouraged to facilitate students in developing knowledge of the relevant concepts and theories and relevant skills associated with at least one specialist area of planning, including where considered appropriate by the HEI by way of dissertation and / or group projects.

4.28   In this respect, in addition to the core competences, reflecting the on-going expansion of the field of planning and the breadth of areas in which planners now find themselves working, there are opportunities for specialisation in relation to specific areas of planning, including by way of internships and/or work placements.

4.29   Appendix 2 of these Guidelines sets out in tabular format the subcomponents of the eight core competences which include elements which are essential as well as additional specialist/optional components of each core competency, and as set out above these subcomponents should be the core focus of the programme.

5.0 CONTINUING PROFESSIONAL DEVELOPMENT AND EDUCATION FOR MEMBERS

Role of Continuing Professional Development (CPD)

5.1   CPD is a core activity of all planners, promoting career-long learning and maintaining professional competence. CPD is the ongoing maintenance, improvement and development of the knowledge, skills, values and personal qualities required in professional life. It is the process through which planning professionals at every stage of their career maintain and develop their expertise. It is also necessary to provide public confidence that the professional standards of the individual members of the IPI are kept up to date and trained in ongoing developments in the planning field.

5.2   Each individual planner is personally responsible for maintaining and updating his/her professional competence. The IPI's Constitution and Bye-Laws specify the minimum annual CPD that must be undertaken by a planner to maintain membership of the IPI.

5.3   An essential part of CPD is to keep up-to-date the core competences acquired in their initial education. In addition, the development of personal skills is an important part of CPD. The IPI's interpretation of CPD is wide and encompasses more than formal training courses or seminars. The IPI has a separate CPD Guidance Note which should be referred to as required.

5.4   The IPI recognises the support (both financial and facilitating training leave) in the area of the continuous professional development of planners in Ireland provided by the Public and Private Sectors for example through the role of the Training Officers in Planning Authorities and the Local Authority Service National Training Group (LASNTG).

IPI Role in Delivery of CPD

5.5   In order to support individual planners in maintaining and developing their expertise, the IPI is committed to promoting opportunities for and validation of CPD of their individual members. This is both in the interests of the individual member themselves and in the interest of maintaining the confidence of the public in the profession.

5.6   The IPI is a leading provider of CPD programmes and courses for planners in Ireland. Each year the IPI runs a series of CPD events for members, which include the Annual Planning Conference and the Autumn Conference and the bi-annual Law Briefing.

5.7   The Early Career Planners' Network in the IPI occasionally provides seminars and workshops of interest to planning students and graduate planners.

5.8   Furthermore, the IPI also organises events for its Annual Planning Week and World Planning Day whilst also producing a planning promotional video for public promotional and career events.

The Role of Planning Schools and Others in CDP Delivery

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

- Of significant intellectual or practical content dealing primarily with planning related matters;

- Conducted by persons or bodies that have suitable qualifications;

- Relevant to a practitioner's immediate or long-term requirements in relation to the practitioner's professional development.

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

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

5.12   CPD events may either be organised between the IPI and an education provider, for example joint events organised by a local branch and a recognised planning school or be organised independently by the recognised planning school itself. In the latter case permission to use the IPI logo to publicise an event, will require the approval of the IPI Council or as delegated.

5.13   The IPI also co-hosts CPD events in conjunction with other associated professional institutions such as the Royal Town Planning Institute, Royal Institute of Architects Ireland, Engineers Ireland and the Irish Landscape Institute.

6.0   EDUCATIONAL OUTREACH

General Educational Outreach

6.1   The Irish Planning Institute, by its Constitution, is obliged *"to encourage and elevate the technical and general knowledge of persons engaged in or about to engage in the planning profession"* and *"to protect and improve the status of the planning profession in Ireland".*

6.2   In this regard, the IPI has a role in contributing to the raising of public awareness and participation in the spatial planning system including the promotion of the role of qualified planners as part of the overall planning process.

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

6.4   The IPI's website is regularly updated to provide information about the role of the Institute, and the role of planning. As part of its services, the IPI provides contact details for potential speakers on the topic of planning from interested groups throughout the country.

Educational Outreach in Related Fields

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

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

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

Educational Outreach to Schools

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

6.9   To this end the IPI engages with students from Primary to Fourth level inclusive through career days/open days (provided by IPI members who are lecturers in Planning Schools) in those educational institutes. The IPI and planners are involved in the processes of participatory democracy in spatial planning.

7.0   PLANNING RESEARCH

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

7.2   The IPI provides opportunities for planning researchers to disseminate their work and engage with the planning profession through their technical journal Pleanáil as well as inviting researchers to speak at CPD events and conferences.

7.3   The IPI through its Policy and Research Committee liaises with IPI accredited programme providers and recognised planning schools in relation to the dissemination of their research to members of the planning profession in Ireland.

7.4   The IPI will also promote planning as an important research area for Ireland and will pursue opportunities with research councils and other multidisciplinary funding agencies so that planningbecomes a clear priority for research funding.

APPENDIX 1A: PROCEDURE FOR ACCREDITATION OF PLANNING PROGRAMMES – FULL ACCREDITATION

Introduction

A1A.1   The accreditation of planning education programmes is one of the most important duties of the Irish Planning Institute.

A1A.2   Summary of accreditation process:

a.   Initial written request by the programme provider of the programme for accreditation

b.   Review by T&E Committee of the initial request, establish an accreditation team, and issue written acknowledgement to the applicant HEI to include a request for the submission of the required self-evaluation report.

c.   Where T&E Committee determines the accreditation request relates to a planning programme with less than 120 ECTS, establish the review panel as set out in Appendix 1B of these Guidelines.

d.   Self-evaluation report submitted by the applicant HEI and sent to IPI.

e.   Desk review by accreditation team.

f.   Visit by the accreditation team to the applicant planning school.

g.   Draft 1 Accreditation report compiled by accreditation team and reviewed by T&E Committee.

h.   Where deemed warranted by the T&E Committee, a written request for further information issued to the applicant HEI accompanied by Draft 2 of accreditation report (incorporating any amendments inserted by the T&E Committee review of the said Draft 1 of that report.

i.   On receipt and consideration of a written response to the said request for further information, the accreditation team prepares Draft 3 of accreditation report and issues same to the T&E Committee for consideration.

j.   Following agreement by the T&E Committee in collaboration with the accreditation team, prepare the final accreditation report, which report is issued to the Council/Board of Directors for consideration.

k.   On foot of its consideration of the final accreditation report, the Council/Board of Directors may:
    I.   Award accreditation with conditions (the accreditation will have at least one condition, namely the duration of the subject accreditation).
    II.   Seek a clarification or further information from the applicant HEI via the T&E Committee.
    III.   Refuse to award accreditation under the subject application for stated reasons.

l.   In circumstances that option K(ii) materialises, a repeat of the provisions of steps i to k inclusive are implemented afresh.

m.   Option for appeal by the applicant HEI of the decision of the Council where this is a final decision i.e. option k(i) or k(iii).

A1A.3   At stages b and e, the IPI T&E Committee will prepare interim reports relating to those stages. A final report is produced at Stage k. The Stage k report should clearly detail whether an accreditation, if awarded, is full or partial accreditation. If partial accreditation is awarded, the identified shortfall in delivery of core competences as set out in these Guidelines should be clearly listed. The HEI shall include these identified shortfalls in all publications sent to prospective students.

Renewals or Reviews of Accreditation

AA1.4   Where a review or renewal of accreditation is envisaged, this can be done through a formal request from the HEI or at the initiation of the IPI. Typically, the renewing accreditation request will originate from the HEI and this should be at least one year prior to expiration, to allow sufficient time for the accreditation process to be completed before any existing IPI accreditation expires.

A1A.5   A request for renewal is not expected to be detailed but should include information on any changes since the last accreditation or proposed changes to the programme since the last accreditation period.

A1A.6   Following receipt of the request for accreditation renewal the IPI's Technical and Education Committee will liaise with the HEI regarding next steps, including the full suite of documentation required, in particular the self-evaluation report outlined below.

A1A.7   In exceptional circumstances only, such as a pandemic event, the IPI may consider a short term extension of accreditation, not to exceed 6 months in any one extension, pending the full review of a renewal application in accordance with the provisions outlined above.

Membership of the Accreditation Team

A1A.8   Contemporary members of the T&E Committee who are employees of the HEI that is the applicant party in a live application for accreditation, shall not participate at any stage of assessment process by the IPI of such an application.

First Full Accreditation of New or Existing Programmes

A1A.9   The IPI can only accredit a planning course for the first time if is requested to do so by a HEI. For this reason, the first time accreditation of a planning education programme must be instigated by the HEI itself, through a formal written request to the IPI.

A1A.10   This initial request is not expected to be detailed but should include information about the programme, the teaching staff and expertise of the relevant HEI and should explain how regard has been had to these Guidelines, along with any other available information the HEI believe is relevant. Further information required for newly established programmes which should be included in this initial request is set out below.

A1A.11   If students have graduated from the course prior to IPI accreditation being approved, the IPI may decide to accredit the course from that point or may allow retrospective accreditation of the course where it is satisfied that the subject

programme has during the particular retrospective period been compliant with the IPI's Education Guidelines. The initial request for accreditation should be clear on whether retrospective accreditation is expected to be sought.

A1A.12   Following receipt of the request for accreditation the IPI's Technical and Education Committee will liaise with the HEI regarding next steps, including the full suite of documentation required.

Provisional Accreditation for Newly Established Programmes with no Student Intake

A1A.13   Newly established programmes (i.e. that have no intake of students at the time of their accreditation application) will be considered for provisional accreditation while the programme is being established and awaiting the first cohort of students to begin their studies, provided that;

- Documentary evidence that demonstrates how the school's programme(s) fulfils each part of the **'requirements for accreditation'** (See Section 4.0) is submitted to the IPI for its consideration.

- The new programme(s) has been validated and approved by the academic institute where it will be offered.

- The accreditation process (including analysis of student work) must be completed within 2 years of provisional accreditation being granted. The HEI must formally apply for accreditation not more than 1 year after receiving provisional accreditation.

- Depending on the nature of the programme, the programme may be subject to the procedures for Partial Accreditation as set out at Appendix 1B of these Guidelines.

Timetable for Accreditation

A1A.14   Following review of the request for accreditation or request for renewal of accreditation, a proposed timetable for the accreditation process will be agreed between the T&E Committee and the applicant HEI.

A1A.15   It is anticipated that this process will be completed within 6 months (excluding any appeal period, which may be additional to the 6 months) though this will depend on the timely provision of any relevant documentation for a programme for which accreditation is sought, in particular the self-evaluation report outlined below,

The Accreditation Team

A1A.16   The IPI Council/Board of Directors will (via the T&E Committee) appoint an accreditation team, which shall consist of not less than four Registered/Fellow members of the IPI. The make-up of the team will have regard to the makeup and diversity of the profession (targeting at least 40% representation of men / women) and should include a representative with a background in planning education. If required a non-member academic advisor or external quality assurance or international expert may be appointed to advise the team. The membership of the team is to be agreed by the IPI's Council/Board of Directors.

A1A.17   None of the members of the team will have any direct connection with the HEI that is the subject of the accreditation process under consideration.

A1A.18   The role of the accreditation team on behalf of the IPI is to assess the planning education programme(s) that is/are the subject of the accreditation application. The decision as to whether or not a programme merits accreditation/renewal of existing accreditation and under what conditions is ultimately for the Council/Board of Directors of the IPI to determine by resolution.

Facilitator

A1A.19   One member of the Accreditation Team will act as the Facilitator. The role of the facilitator is generally to fulfil the following duties:

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

Self Evaluation Report

A1A.20   Following review of the request for accreditation/request for accreditation renewal and establishment of the accreditation team, the team will request the HEI to prepare and submit a self-evaluation, analysis report within an agreed timeframe which outlines how their programme(s):

(a)   Comply with the accreditation criteria outlined in Section 4.0 of these Guidelines.

(b)   Demonstrate the quality of the programme in the imparting of skills, knowledge and values to its participants.

(c)   Illustrate how the programme's modules accord with the learning outcomes set out in Section 4.0 and in Appendix B of these Guidelines.

(d)   Any other items of information deemed relevant to the subject accreditation submission.

A1A.21   It is recognised that other internal or external accrediting, reporting and quality assurance processes may be in place for the HEI and the IPI will be flexible on the format of the report given the likely existence of other processes to reduce the administrative burden and duplication.

The Accreditation Visit

A1A.22   The visit of the Accreditation Team will generally be held over a period of one/two days. This will follow review of the Self Evaluation Report. Prior to the visit, an agreed schedule will be drawn up between the facilitator and the designated

member(s) of staff from the HEI. Permanent staff of the IPI may also attend these visits. Such a schedule is required to consist of at least the following features:

- Meet teaching staff (both part-time and full-time) of the HEI.

- Hold a separate meeting with representatives of the current students enrolled in each year of the programme.

- To see examples of the students' work, including any project work and any dissertations/theses.

- Receive a presentation by the students of a sample group project(s) completed by them.

- To see office and teaching accommodation and facilities available to the programme(s) and to obtain documentation on the resources available to the course and likely to be available to the course for the period of accreditation envisaged/sought.

- To consider the research interests, experience and publications of staff and any opportunities for involving the students/recent graduates in such research.

The Accreditation Report Preparation and Assessment Process

A1A.23   After the completion of the accreditation visit, the facilitator shall in partnership with the other team members compile the first draft of the accreditation report within a reasonable timeframe as agreed by the T&E Committee. This initial report is then evaluated at the next meeting of the T&E Committee wherein the facilitator makes a presentation to the meeting of the main findings and recommendations of the report.

A1A.24   Arising from its assessment of the first draft report, the T&E Committee shall:

(a)   Recommend to the IPI Council/Board of Directors that the report and its inherent recommendations with or without amendments, be adopted by them, or

(b)   Request that the accreditation team undertake further assessment work or review certain parts of the first draft report and revert accordingly, or

(c)   Issue a written request [following consultation with the accreditation team via the facilitator] to the subject planning school to submit further items of information/clarification regarding its accreditation submission and the evaluation of it. Such a request may include proposals for a further visit to the school by members of the accreditation team for further meetings/presentations, or

(d)   A combination of the steps outlined in (b) and (c).

A1A.25   Concise compliance timeframes will be assigned to the step(s) selected by the T&E Committee at this second evaluation stage.

A1A.26   On foot of the receipt of the further items of further information/clarification, the facilitator will in consultation with the other members of the accreditation team prepare a second draft report that will have regard to matters arising. The second draft report of the team will subsequently be presented as soon as possible to a meeting of the T&E Committee by the facilitator for assessment. Following consideration of that draft report, it is expected that the T&E Committee will unless it deems that certain matters still warrant further clarification from the subject HEI, submit this report to the HEI for comment. On receipt of the HEI's comments the accreditation team will determine whether to amend its report and then present it to the T&E Committee for review. The T&E Committee will finalise and forward its final accreditation assessment report to the IPI Council/Board of Directors.

A1A.27   The report should include:

- Schedules of team's visit to the HEI and information on any meetings/engagements with the HEI before and after this.

- Details of the team's membership including summary career and academic information.

- In the case of renewals, a review of any previous accreditation recommendations.

- The recommendation of the T&E Committee to the IPI Council in terms of accreditation of the programme.

Decision by the Council/Board of Directors of the IPI of the Accreditation Assessment Report

A1A.28   The final accreditation assessment report will be considered at a meeting of the Council as soon as possible after the receipt by its members of the final report from the T&E Committee. This consideration process provides for the Council to seek further clarity from the T&E Committee regarding particular aspects of this report, if so required. On completion of this consideration process, the Council shall make its decision as expeditiously as possible to either award accreditation subject to conditions [at a minimum there will be a timeframe condition] or to decline to award accreditation.

A1A.29   Where a decision to accept or decline an application for accreditation is made, conditions or supporting reasons will be attached and that decision, subject to any appeal by the HEI (see further details on the appeal process below) will be final. As soon as possible following the making of that decision, a copy of that decision will be issued by the office of the IPI to the accreditation applicant school.

A1A.30   The final accreditation assessment report or a summary thereof, together with the decision of the IPI Council following consideration of the accreditation assessment report, shall be published on the IPI's website.

Appeals

A1A.31   Accreditation decisions may be appealed by the HEI. The appeal must be lodged in writing to the Council/Board of Directors of the IPI within three weeks of the receipt of the Council/Board decision.

A1A.32   An appeal panel will be established with the following membership - facilitator of the original accreditation team, two new corporate/fellow members. The appeal panel will review the appeal and present their recommendation to Council/Board of directors.

Duration of Accreditation Period

A1A.33   Accreditation is generally awarded for a period of years not exceeding five years, but it may be for a shorter period where considered necessary by the IPI. Shorter periods of accreditation can be awarded if there are aspects of the subject programme(s) that the IPI considers need to be improved/reviewed or if the IPI considers that inadequate resources (e.g. staff, financial, teaching time etc.) are being provided with regards to particular core competences outlined in these Guidelines.

A1A.34   In certain circumstances (for example where the accreditation renewal process is protracted), the IPI may (on written agreement with the relevant HEI) extend the duration of the existing accreditation period, until it makes its final decision on the live application for accreditation.

A1A.35   It will be clear in any such decision to extend the duration of accreditation and/or in any accreditation award which cohort of students are covered by the accreditation period (e.g. accreditation will cover student cohorts from those entering the programme in 2025 to those entering the programme in 2030).

Material Changes to an Accredited Programme

A1A.36   The IPI must be notified as soon as possible regarding any proposed material changes to the accredited programme. This will be considered by the T&E Committee and the IPI Council may, on the Committee's recommendation, elect to initiate a review of the accreditation,

Withdrawal of Accreditation

A1A.37   Each programme provider is responsible for ensuring that it understands, meets, and maintains all course accredited status requirements. Where the IPI suspends or withdraws accredited status from a programme as a result of post accreditation monitoring results or findings (see below), it is a matter between the HEI and its students. The Irish Planning Institute has no liability to students on a programme where it suspends or withdraws its accredited status.

A1A.38   Suspension of accreditation should only occur where it is found that the programme has significantly diluted, reduced or is failing to appropriately deliver the programme that has been accredited by the IPI. Withdrawal should only occur in a scenario where the programme provider fails to implement corrective measures on foot of suspension, and within a reasonable timeline to be set by the IPI. A decision of the IPI to issue a suspension or withdrawal of accreditation will be subject to a right of appeal in accordance with the appeal provisions set out above.

Post Accreditation Monitoring

A1A.39　　It is good practice to hold an informal follow up meeting between the T&E Committee and representatives of the HEI following the decision on accreditation to discuss ways of improving the process, consistency of the language and terminology used to define their role and activities in reports etc.

A1A.40　　At least one meeting between the HEI and T&E Committee, generally at the mid-point of the accreditation period (which is typically five years but may be less at the discretion of the IPI Council), should be organised to discuss any relevant developments and review progress against any recommendations. At this meeting, details of the numbers of students and graduates should be provided by the programme provider.

A1A.41　　During the accreditation period, at the discretion of the T&E Committee and in addition to the mid-point report referred to above, the T&E Committee may make other onsite visits to monitor the delivery of the programme as accredited in line with these Guidelines.

Cost of Accreditation

A1A.42　　The IPI will charge the HEI a reasonable fee to cover the costs associated with accreditation panel travel and expenses, and the administrative costs of the accreditation process.

A1A.43　　All efforts will be made to comply with fair procedures at all times. The T&E Committee and/or Council may decide what procedure it will adopt in respect of any matter for which no procedure is specifically provided for in this appendix

APPENDIX 1B PROCEDURE FOR ACCREDITATION OF PLANNING PROGRAMMES – PARTIAL ACCREDITATION

A1B.1　　Prior to consideration of the accreditation application by the T&E Committee of the IPI, an independent panel of not less than three persons – as nominated by the IIPI's Council/Board of Directors - shall be established by the IPI to undertake an independent review of the programme seeking accreditation.

A1B.2　　The panel shall comprise of persons nominated by the IPI which are considered by the IPI to have relevant prior experience in accreditation of educational programmes. Panel members shall not be current IPI Council or T&E member nor shall panel members have any affiliation with the planning school delivering the programme seeking accreditation.

The panel shall report in writing to the IPI T&E Committee as to whether:

a.　　The programme seeking accreditation is considered by the panel to deliver all core competences as described in these Guidelines. The review panel shall specifically identify any shortfalls in the delivery of essential learning outcomes and in so doing, the review panel shall have regard to section A1B.9 of this Appendix.

b.　　The planning programme includes appropriate entry requirements to ensure that candidates have prior qualifications in architecture, engineering, quantity surveying, environmental science, social science, sustainability, transportation, housing or other similar and suitable built and natural environment discipline;

A1B.3　　The planning programme provider will be required to co-operate fully with the panel members, including facilitating access as required to staff, students and facilities.

A1B.4　　The following timeframes shall apply:

a.　　The panel shall be formed not later than 6 weeks after the application for accreditation.
b.　　The panel shall report in writing to the IPI T&E Committee not later than 12 weeks from establishment.

A1B.5　　In the event that the review panel finds that the planning programme does not have a shortfall in core competency or essential learning outcome delivery, the IPI T&E Committee shall progress with the accreditation process on this basis.

In the event that the review panel finds that the planning programme has a shortfall in essential learning outcome delivery, the IPI may assign the programme as eligible for 'Partial Accreditation', subject to the process at Appendix 1A being following subsequent to the review panel recommendation. 'Partial Accreditation' shall not be awarded in the event that there is any identified shortfall in core competences as identified in these Guidelines.

A1B.6　　The findings of the Review Panel insofar as they relate to the scope of the Review Panel set out above shall be binding on the IPI T&E Committee and shall be reflected in the accreditation report prepared by the IPI T&E Committee following the process outlined in Appendix 1A (particularly A1A.16 onwards).

A1B.7   'Partial Accreditation' is a recognition that the course is accredited by the IPI however some shortfalls have been identified in the course which will mean that the graduating student will require additional education before being considered for IPI Membership. When reaching a decision to assign a planning programme with a 'Partial Accreditation', the IPI Accreditation Report must:

      (i)   Based on the findings of the review panel, identify the area of shortfall in essential learning outcomes, by reference to those essential learning outcomes identified in Appendix 2 of these Guidelines, including the reason for this (e.g. depth of learning, etc). This must include identification of the specific essential learning outcome(s) where the shortfall occurs.

      (ii)   Identify the type of additional learning that the graduating student must achieve post-graduation from the planning programme in order for the graduating student to achieve the same recognition as a student graduating from an accredited programme. CPD will not be considered as additional learning. Additional learning must be additional specific study in a specified area (e.g. via micro-credentials).

A1B.8   While the HEI/planning school should teach and assess every core competency, the IPI recognises that these may be covered at varying depths, but must provide the student with the core knowledge and skills of the competency. It is not a requirement for accreditation that every learning outcome is covered in the programme, however when assessing the programme for accreditation, the IPI will require to be satisfied that all core competences and all essential learning outcomes have been addressed. Circumstances where electives, for example, may result in a shortfall must be avoided.

A1B.9   For programmes being considered for Partial Accreditation, at the discretion of the IPI, based on recommendation by the IPI T&E Committee during the accreditation process, the IPI may consider that a programme delivering a specialism or optional credit could contribute to the programme's shortfall in essential learning provision. This will only be considered in limited circumstances.

A1B.10   For all other procedures, the relevant procedures of Appendix 1A shall apply. The T&E Committee and/or Council may decide what procedure it will adopt in respect of any matter for which no procedure is specifically provided for in this appendix.

APPENDIX 2 DETAILED COMPETENCY CRITERIA

A2.1   The following schedule sets out criteria under each of the eight core competency headings as outlined in Section 4.0 as being the competences required to underpin modern professional planning practice.

A2.2   In delivering these competences through the initial education process, it is important to recognise that the process of planning is as important as the plans themselves; the range of competences required for planning cannot be acquired and maintained by a single professional or profession; and the scope and need for planning is dynamic and the range of competences required for planning will therefore also change over time. In addition, it needs to be recognised that planning is applied in a wide ranging and distinct field of activities that are an integral part of territorial governance at local, regional, national or multi-level.

A2.3   In each section below component competences are refined and listed as subject areas considered by the IPI as being essential and others which are specialist or optional.

A2.4   In addition to a competency in these essential areas, planning students could also gain proportion of other specialist or general training and education in other related or relevant subjects according to their own interest or the strengths and capacity of the educational institution. The IPI accepts that some flexibility and adjustments may be necessary over time if planning education programmes are to stay relevant.

A2.5   These criteria are based on the *2013 Charter of European Planning,* the *2016 Participatory Democracy in Spatial Planning*, adopted by the ECTP – CEU and the ECTP Guidelines on Professional Competences in Spatial Planning, [October 2017]; which provide a common framework for planning action across Europe and also by the *Local Authority Planning Section Learning and Development Strategy, 2022* by OPR, CCMA and LGMA

Competence 1: The Rationale of Planning: History, Theory and Principles

A2.6   The fundamental role of planning in shaping places and communities, is informed by principles of sustainability and social justice and ethics. It manages individual rights for the common good and to resolve conflict or enable evidenced decision making.

A2.7   The IPI requires graduates of accredited programmes and schools to have an understanding of and appreciate the fundamental role of planning in shaping places and communities, in terms of:

(i)   The need to serve the common good and to deliver proper planning and sustainable development that respects diversity in cultures, ecosystems and the built environment;
(ii)   The need to integrate values in practice, ranging from consideration of future generations, to respect for diversity and the importance of social justice and equity;
(iii)   The nature of planning and management interventions in the built and natural environment;
(iv)   The history of planning and the theories of planning intervention
(v)   The political and ethical nature of spatial planning and decision making;
(vi)   The cultural differences in planning in different jurisdictions, and the cultural embedding of the man-made environment;
(vii)   The concept of rights, including the balance between individual and collective rights.
(viii) The concepts of representative and participatory democracy;

(ix)   The principles of inclusion, equality and equal opportunities;
(x)   The impact of differing social and political agendas upon planning;
(xi)   The experience of spatial planning and lessons learnt in different contexts and spatial scales; and through international comparative studies of systems;
(xii) The principles of sustainability
(xiii) The relationship to other areas of specialisation and skills;
(xiv) The meaning of professionalism, including adherence to independent informed judgement, an understanding of the concept of conflict of interest and professional ethics, honesty and integrity as embodied in codes of professional conduct.
(xv)   A commitment to openness, transparency and accountability in their professional work, and
(xvi) The need to commit to lifelong learning and critical reflection to maintain and expand professional competence.

Competence and Subject Areas	Essential/Required	Specialist / Optional
1. THE RATIONALE OF PLANNING: HISTORY, THEORY and PRINCIPLES		
Subject Areas		
a) *Ethics, philosophy and values of planning*	●	
b) *History of planning and theories of planning intervention*	●	
c) *Basic planning theory*	●	
d) *Advanced Planning Theory*		●
e) *Evolution of Cities, Towns and Rural Communities*		●
f) *Planning as a professional discipline*	●	
g) *Inclusion, cultural diversity, social justice, equity and equalities of opportunity*	●	
h) *The Principles of Sustainability*	●	

Competence 2: Socio-economic Spatial Systems

A2.8 Planning is based on a comprehensive understanding of socio-economic systems, their context and spatial implications. This requires a fundamental understanding of geographical knowledge and skills. It is particularly important that the socio-economic, including the political context, is fully understood both generally and within of a chosen area of specialism. This covers a very wide range of issues but, in particular, includes:

(i)   The interrelationship between economic globalisation and regional specialisation and their impacts on competitive advantage, endogenous resources, sustainable economic development and an inclusive economy;
(ii)   The contribution of spatial planning to local economic development;
(iii) Urban economics and economic topics such as property rights and property market;
(iv)   The interrelationship between urban and rural spatial systems (e.g. labour and housing markets, energy and transport) and social justice and cohesion, and economic development;
(v)   The role of cities and regions (territories) in balancing the interests of society as a whole and inter-generationally, with the needs and rights of disadvantaged groups and individual citizens;

(vi)   Cultural diversity and identity, including the role of social, cultural and historical heritage and character;

(vii)   Involvement & empowerment of residents, business communities and governmental bodies as well as marginalised and excluded groups in society;

(viii)   Understanding systems of mobility and accessibility in promoting sustainable economic growth, social cohesion and balance in modal choices.

Competence and Subject Areas	Essential/Required	Specialist / Optional
2. SOCIO-ECONOMIC SPATIAL SYSTEMS		
SOCIETY and COMMUNITY		
Subject Areas		
a) Introduction to housing and shelter		●
b) Housing policy and planning	●	
c) Planning for community needs	●	
d) Social policy and the role of civil society	●	
e) Planning for healthy populations	●	
f) Planning and social justice		●
g) Principles of community engagement in planning	●	
h) The role of arts and culture in planning and growth		●
i) Planning and Urban sociology	●	
j) Planning and Rural communities	●	
ECONOMY, INFRASTRUCTURE and RESOURCES		
Subject Areas		
k) Introduction to property economics	●	
l) Advanced real estate and property		●
m) Urban Economics		●
n) Planning for tourism		●
o) Urban regeneration	●	
p) Regional economic development	●	
q) The economics of rural development	●	
r) Planning for retail and commerce		●
s) Planning for renewable energy technologies	●	
t) Energy generation, transmission and supply	●	
u) Planning for minerals and natural resources		●
v) Principles of mobility and transportation	●	
w) Planning for roads and rail		●
x) Traffic modelling and planning		●
y) Planning for ports, harbours and airports		●
z) Pedestrians, access, and special needs	●	
aa) Planning for water supply and distribution	●	
bb) Planning for wastewater treatment and drainage	●	
cc) Planning for waste and waste management	●	

Competence 3: Built Environment

A2.9 Planning is based on a comprehensive understanding of the built environment and its implications for the quality of life and sustainable development, including:

    (i)   The principles and processes of design in creating high quality places and enhancing the public realm for the benefit of all in society;

    (ii)   The role of urban design and management to deliver places which are inclusive, safe, healthy and accessible to all;

    (iii)   The principles of design assessment and review;

    (iv)   The potential of master-planning and strategic urban design;

    (v)   The implications of climate change for design;

    (vi)   The scope for skills in place-making;

    (vii)   The challenges of designing in/for historic environments;

    (viii) Principles of building conservation

    (ix)   The ability to cooperate and to use the knowledge and experience from the related spatial-based fields (e.g. transport, mapping and data communal infrastructure management);

    (x)   To demonstrate skill and ability of mediation to create conditions favourable to good urban health (inclusion, safety, attractiveness etc.).

Competence and Subject Areas	Essential/Required	Specialist / Optional
3: BUILT ENVIRONMENT		
Subject Areas		
a) *Urban design principles*	●	
b) *Implications of climate change for urban design*	●	
c) *Basic architectural and design principles*		●
d) *History of architecture and design*	●	
e) *Open space & principles of landscape architecture*		●
f) *Principles of urban and building conservation*	●	
g) *Applied Conservation of Built Heritage*		●
h) *Introduction to Archaeological Heritage*		●
i) *Regeneration of the Built Environment*		●

Competence 4: Natural Environmental Spatial Systems and Climate Change

A2.10 Planning requires a comprehensive understanding of physical and biological environmental systems and the impact of human/societal actions on them. Planning also requires efficient resource management both generally and within areas of any chosen specialism. This applies, especially in terms of:

    (i)   The linkage between health, lifestyles, and the quality of life and the sustainable use of ecosystems, landscapes, natural and open spaces, and energy resources.

    (ii)   Landscape systems / landscape / landscape management and planning;

    (iii)   The maintenance, enhancement and creation of natural resources including air quality, water regimes, soil conditions, forestry, agricultural systems, green corridors and maritime resources;

(iv) The intrinsic value of ecosystems (for example: natural resources, biodiversity, energies, water, waste management);
(v) Mitigation and adaptation to the effects of climate change;
(vi) Flood Risk Assessments and the impact of land use decisions on flood risk together with the impact of human, societal actions and displacement of flood risk
(vii) Protection, management and creation of landscapes and seeing the natural and built heritage as cultural assets, through integrated and participatory processes;
(viii) Understanding the scope of renewable energy resources, to meet the needs of 21st century, especially in transportation and the built environment;
(ix) The application of spatial planning techniques and processes to marine and maritime planning; for example, offshore wind energy schemes, mineral extraction or the maintenance of fisheries.

Competence and Subject Areas	Essential/Required	Specialist / Optional
4. NATURAL ENVIRONMENTAL SPATIAL SYSTEMS and CLIMATE CHANGE		
Subject Areas		
a) *Planning For Climate Change*	●	
b) *Flood Risk Assessment*	●	
c) *Landscape character, values and sensitivity*	●	
d) *Dialogues in sustainability and climate change*	●	
e) *Introduction to biodiversity and natural heritage*	●	
f) *Applied conservation of natural heritage*		●
g) *Introduction to environmental assessment*	●	
h) *Planning for air and water quality*		●
i) *Strategic environmental assessment*	●	
j) *Environmental impact assessment/Appropriate Assessment*	●	
k) *Introduction to Water Framework Directive*	●	
l) *Marine spatial planning*	●	

Competence 5: Planning Skills and Techniques

A2.11 Planning requires an understanding of the application of a range of quantitative and qualitative techniques to respond to spatial planning challenges, and to promote policy action. In addition, planning requires skills in the methods for problem definition and collaborative problem-solving in interdisciplinary and multidisciplinary settings.

A2.12 These include the analysis, evaluation, appraisal and monitoring of alternative courses of action required. It requires decisiveness in making planning decisions for the common good which are based on balancing competing economic, social, environmental and stakeholder interests. It also requires and understanding of need for specialist skills and knowledge in planning practice. These include, for example:

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

A2.13 In addition to this range of technical and creative skills planners require additional transferable skills, for example:

(i) Creative visioning;
(ii) Initiating and implementing action;
(iii) Project Management;
(iv) Problem Solving;
(v) Collaborative & interdisciplinary working;
(vi) Professionalism;
(vii) Verbal, written and graphic communications skills
(viii) Dissemination and transfer of knowledge gained from research and practice

Competence and Subject Areas	Essential/Required	Specialist / Optional
5. PLANNING SKILLS and TECHNIQUES		
Subject Areas		
a) Sketching and Graphics		●
b) The use of maps and map making	●	
c) Basic Computer Graphics	●	
d) Oral and Visual Presentation	●	
e) Professional Development and Continuous Learning		●
f) Visual Impact Assessment Techniques		●
g) Digital Transformation and new technologies	●	
h) Principles of GIS	●	
i) GIS as an advanced planning tool		●
j) Remote sensing and GIS		●
k) Statistics and Numerical Analysis	●	
l) Report Writing	●	
m) Making Planning Judgements	●	
n) Negotiation, arbitration, facilitation and mediation in planning		●
o) Presentation and Communication Skills, including Oral hearings	●	

	Essential/Required	Specialist/Optional
p) Mentoring		●
q) The role of Advocacy		●
r) Consensus Building and Dispute Resolution		●
s) Participation and Consultation techniques	●	
t) Principles of development control & management	●	
u) Site analysis and appraisal	●	
v) Principles of building construction	●	
w) Evidence based housing policy and core strategies	●	

Competence 6: Independent Research

A2.14 A key outcome of planning education is a competence in undertaking effective and independent research. The completion of a thesis, dissertation, or other major research project allows students to develop much-needed independent, and often, specialist planning knowledge and skills, including:

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

A2.15 It is accepted that not all degrees require a formal thesis since planning education can encompass other assessment methods to test a student's independent research skills.

Competence and Subject Areas	Essential/Required	Specialist / Optional
6. INDEPENDENT RESEARCH		
Subject Areas		
a) Applied planning research and techniques	●	
b) Academic planning research and techniques		●

Competence 7: Planning Instruments

A2.16 Planning requires knowledge of institutional and legal frameworks and requirements, in addition to competence in the use of legal, administrative and financial instruments for implementing planning policies, including:

(i)   The political, legal and institutional context of planning practice both at the national level and at the (evolving) international i.e. European level
(ii) An understanding of how spatial planning operates within the context of the Conventions and International Treaties and the Council of Europe Guiding Principles and planning charters across Europe;
(iii) Comparative knowledge of planning practice across Europe;
(iv) Familiarity with planning instruments and EU directives (e.g. Water Framework, Air quality, EIAR & SEA);

(v)   Knowledge of national and local legislation and ability to formulate norms and directives for planning instruments, and

(vi)   Knowledge of systems of representation and participation.

(vii)   Understanding of key planning and environmental case law

Competence and Subject Areas	Essential/Required	Specialist / Optional
7. PLANNING INSTRUMENTS		
Subject Areas		
a) *Planning law*	●	
b) *Public policy & administration*		●
c) *Administration of planning*	●	
d) *EU and international organisations*		●
e) *Comparative planning systems*	●	
f) *Principles and statutory procedures of plan-making*	●	
g) *Advanced practice in plan-making*		●
h) *Strategic Environmental Assessment of plans and programmes*	●	
i) *Impact Assessment of*	●	
j) *projects and proposals*		
k) *Planning Enforcement*	●	

Competence 8: Planning Products

A2.17 Planning is a creative profession, the product of which is to provide evidence-based responses to spatial planning challenges. The products of spatial planning set out shared spatial visions for the sustainable development of communities through a range of mechanisms. These include strategies, plans, policies and programmes, ranging from the micro to macro scale. These are particularly important in creating greater resilience of cities and regions (*territories*), in combating the vulnerability to the effects of rapid urbanisation, depletion of resources, shrinking cities, climate change, poverty and growing inequality.

A2.18 Planning products include policies, the instruments, the programmes, the projects, the strategies and the urban plans or landscape plans at different territorial levels. This range of ***products*** include, for example:

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

A2.19 The competences of a spatial planner include both knowledge of the range of products itemised above and the following skills required to produce and implement these products:

(i) Policy formulation, evaluation and implementation;
(ii) Stakeholder and community consultation,
(iii) Plan making and the use of planning and design techniques in their preparation;

(iv) Development management and its relationship with strategic plans and guidelines.

Core Competence and Subject Areas	Essential/Required	Specialist / Optional
8. PLANNING PRODUCTS		
Subject Areas		
a) *National and transnational planning*	●	
b) *Regional planning*	●	
c) *Metropolitan and city planning*	●	
d) *Towns, districts and local area planning*	●	
e) *Spatial planning in rural areas*	●	
f) *Master planning – neighbourhood scale*		●
g) *Development Management and its relationship with strategic plans*	●	

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