



SOUTH WEST BRANCH: ROYAL TOWN PLANNING INSTITUTE

PLANNING FOR SUSTAINABILITY

ENVIRONMENTAL EDUCATION IN ACTION

A Guide produced by practising planners in the South West Region containing 12 Case Studies for teachers, lecturers and students to use at GCSE and AS/A2 Levels and to help promote town and country planning as a career.

ISBN 1-86043-289-1

2000 Millennium Project

PLANNING FOR SUSTAINABILITY ENVIRONMENTAL EDUCATION IN ACTION

PREFACE

This guide has been produced by the South West Branch of the Royal Town Planning Institute as one of its Millennium Projects. As a Branch we wish to promote the study of the environment among young people both because we believe that a greater appreciation of environmental and sustainability issues among our citizens is a desirable goal in itself, but also as an encouragement to young people to consider a career which involves and addresses these broad issues which are of fundamental importance for the future.

We have chosen to promote this interest by unlocking part of the treasure-house of information held by planners and planning organisations throughout the South West Region which stretches from Gloucestershire to Dorset and to Cornwall.

The Guide is presented as a series of up-to-date case-study projects which we hope teachers and lecturers will be able to use from Key Stage 3 and GCSE, through to AS and A2 Level. Although principally aimed at the study of geography, it is hoped that the Guide will also be of value for other subjects and levels, particularly in the study of 'Citizenship'.

The studies also provide an opportunity for students to visit sites, explore references and to role-play, thereby gaining an understanding of views and values from different perspectives. An integral part of the case studies is that students are encouraged to explore the democratic decision-making process by which much development is initiated and controlled.

To help students explore the possibilities of further study and a career in the environment professions, information is included from the University of the West of England and the Cheltenham and Gloucester College of Higher Education, who have both helped to sponsor the Guide. Both offer a range of environmentally based planning courses and information is provided in the back of the Guide, which enables students to follow up such interest.

The Branch owes a considerable debt to the contributors who have compiled the case studies but especially to Simon Williams as Environmental Education Officer of the Branch who devised and edited the pack.

Most of all we hope that the teachers and lecturers to whom this Guide is distributed find it and the Case Studies useful and most importantly, that the students enjoy using the material.

Jim Claydon
South West Branch RTPI Chair 2000

CONTENTS

PREFACE **Jim Claydon** RTPI SW Branch Chair 2000

CASE STUDIES AND AUTHORS

- 1 Mendip Quarrying**
Mike Oakley, Secretary to RTPI South West Branch
formerly of Avon County Council
- 2 Traffic Management in Cirencester**
Sian Griffiths, Cotswold District Council
- 3 Dorset Heathlands**
Steve Garrett, Bournemouth Borough Council,
Dr Lesley Haskins, Dorset Wildlife Trust,
Dr Phil Sterling, Dorset County Council.
- 4 The Piggeries, Frome**
Les Kimberley, Mendip District Council
- 5 Tinkers Bubble, Somerset**
Liz Payne, South Somerset District Council
- 6 Waterside Falmouth**
Peter Rugg, Carrick District Council
- 7 Harbourside Weymouth**
Colin Ellis & Simon Williams, Weymouth & Portland Borough Council.
- 8 Cribbs Causeway**
Mike Oakley, Secretary to RTPI South West Branch
formerly of Avon County Council
- 9 Salisbury Bypass**
Stephen Cains, Environment Agency
- 10 Chesil Beach & The Fleet, Portland**
Simon Williams, Weymouth & Portland Borough Council
- 11 Dorset Coast Strategy**
Medea Gravelle, Dorset County Council
- 12 Stover Country Park, Newton Abbott**
Laura Whitehouse and Graham Heath, Devon County Council

APPENDICES

- Appendix 1** Planning Courses at
The University of the West of England
- Appendix 2** Planning Course at
The Cheltenham and Gloucester College of Higher Education
- Appendix 3** Educational Resources; Voluntary Code of Conduct
Sustainable Producers Guide.

All maps reproduced with the kind permission of the Ordnance Survey
© Crown Copyright NC/1308/00

PRODUCTION

Design and Graphics

Chris Wade, Faculty of the Built Environment,
University of the West of England

Cartoons

Adrian Powell & Paul Revell

Project Coordinator and Guide Editor

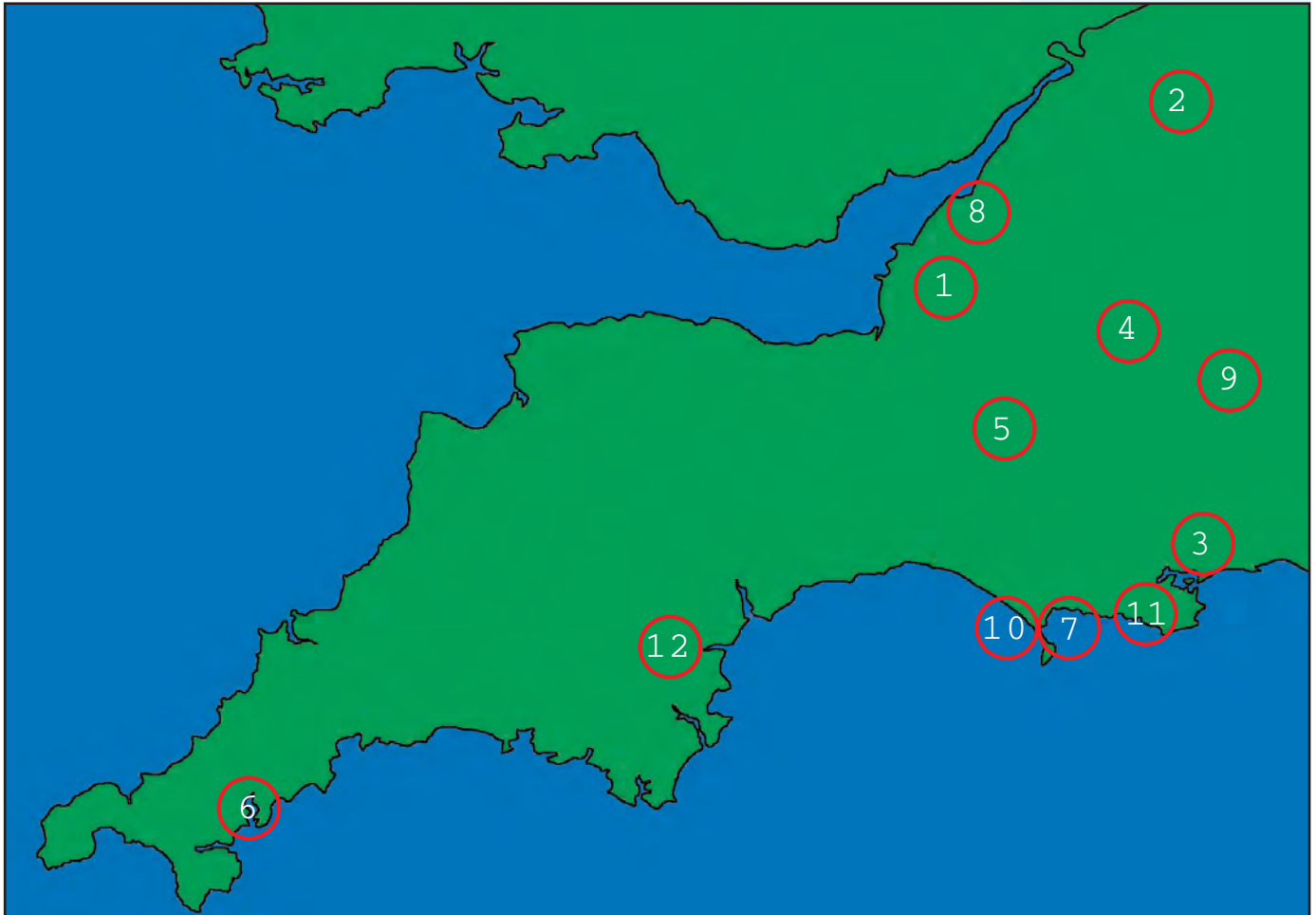
Simon Williams, Environmental Education Officer
South West Branch, Royal Town Planning Institute.

For further information about the guide,
please contact Simon Williams on 01305 206333,
e-mail simonwilliams@wpbc.weymouth.gov.uk

or write to

Hilary Olney,
South West RTPI Branch Administrator
Salters Barn
Blackmoor
West Buckland
Wellington
Somerset
TA21 9PF

CASE STUDY LOCATIONS - SOUTH WEST REGION



- | | | | |
|---|--|----|---|
| 1 | Mendip Quarrying | 7 | Harbourside Weymouth |
| 2 | Traffic Management in Cirencester | 8 | Cribbs Causeway |
| 3 | Dorset Heathlands | 9 | Salisbury Bypass |
| 4 | The Piggeries, Frome | 10 | Chesil Beach & The Fleet, Portland |
| 5 | Tinker's Bubble, Somerset | 11 | Dorset Coast Strategy |
| 6 | Waterside Falmouth | 12 | Stover Country Park, Newton Abbott |

SOUTH WEST BRANCH ROYAL TOWN PLANNING INSTITUTE PLANNING FOR SUSTAINABLE DEVELOPMENT ENVIRONMENTAL EDUCATION IN ACTION

INTRODUCTION

‘Education for Sustainable Development’ is now an integral part of teaching, and an essential part of the study of a range of subjects, notably Citizenship and in particular; Geography, at both GCSE and AS/A2 Levels. ‘Planning for Sustainability’ is also now an essential part of the work of environmental planners.

This Teachers Guide and the 12 Case Studies, drawn from real life and current issues within the South West Region aims to make the link between Education and Planning for Sustainability, providing valuable resources for teachers and students and also helping to promote the diversity and interest of planning as a career for young people. The Case Studies also address issues which are subject to current debate at national level; for example the use of ‘brownfield’ sites as promoted by the Urban Task Force and the impacts of Out of Town Shopping on traditional town centres.

THE GUIDE

This Guide has been produced by Members of the South West Branch of the Royal Town Planning Institute, which has a mandate to undertake environmental education work at both National and Branch level. The Case Studies within the Guide address a range of planning and environmental issues which will particularly assist Geography teachers, lecturers and students involved in the ‘Enquiry’ or ‘Investigation’ based approach to studies and ‘Decision Making Exercises’ at levels ranging from Key Stage 3, through GCSE to AS/A2 Level.

However, the Case Studies will also be of value to those teaching and studying Leisure and Tourism, other environmentally related subjects as well as making a contribution towards the study of ‘Citizenship’, now to be introduced as a specific subject into the National Curriculum, as they provide an excellent basis for addressing issues associated with Education for Sustainable Development.

This Environmental Education Resource Guide, aims to provide students with a wide range of resources, structured in such a manner as to assist in both in-class and fieldwork, in examining environmental management and planning issues within the South West Region, but also with wider application as comparator examples for study elsewhere.

The Case Studies are based on current, real life planning and environmental issues and have been written in such a way that, whilst they are site or area specific, there are sufficient resources to enable them to be used in class, anywhere within the Region. However a field study site visit will assist in the understanding and appreciation of the issues more clearly.

All the case studies are structured broadly in a similar format comprising:

- a summary, providing an indication of the key issues, roles and tasks for students to undertake
- a wide range of different resources in the form of facts, figures and other information relevant to the study
- extracts from newspapers, photographs, maps, bubble diagrams
- role play cards to enable students to gain a good understanding of the different perspectives on the particular planning or environmental issue
- resources to help students to develop practical mapping skills
- resources to assist students to develop their analytical skills by extracting information from material provided, structuring their ideas and appreciating the different viewpoints, attitudes and values relating to a wide range of current issues
- Questions and Tasks to meet a range of abilities and study levels

The resources provided within each case study are varied and appropriate to each situation. Although all contain a series of potential questions and tasks to provide a basis and guidance for teachers, it is recognised that these will be used in a flexible manner, with the range of resources being made available to students at different levels, as considered appropriate by the teacher. The provision of the information in a loose leaf, photocopiable format is intended to facilitate this and it is specifically intended that all materials should be copied for use by students.

The Guide is being provided free of charge to all secondary schools and colleges within the South West Region, as well as to a range of other educational institutes and agencies and has a number of functions:

- It is intended primarily as an environmental education resource, for use by teachers and students, to assist in the delivery of a range of teaching levels, courses and syllabuses.
- The Guide is also intended to highlight the diversity of work undertaken by Chartered Town and Country Planners on a day to day basis, so as to enable students and teachers to gain a greater insight into the work of planners, with a view to encouraging them to consider planning as a career option. This diversity of interest and the range of organisations which planners work for is illustrated on the accompanying 'bubble diagrams'; Figs 1 and 2.

The Guide has been developed with the assistance and sponsorship from the University of the West of England, Bristol, which offers a variety of Planning courses which are accredited by the Royal Town Planning Institute and Cheltenham and Gloucester College of Higher Education, which also offers accredited Planning courses with U.W.E. Both offer a wide range of other environmental courses, further details of which are included in the Appendices 1 and 2. The Guide has been prepared for publication by the Graphics Unit of the Faculty of Built Environment at UWE to whom the South West Branch of the RTPI is indebted for the contribution towards the project.

The guide has also had regard to the Code of Practice for Sustainable Development Education Materials produced by the Department of the Environment, Transport and Regions' Panel on Sustainable Development Education, with a view to meeting the requirements of the Code and the 10 Principles of Good Practice. Further explanation of this is set out at the end of this Introduction and in Appendix 3

CASE STUDIES IN THE GUIDE

In preparing the Guide the aim has been to highlight as broad a range of planning issues as possible and also to ensure a broad geographical coverage across the Region, subject to the areas of interest and expertise of the individual planners preparing the Case Studies. The case studies also aim where appropriate to highlight the interrelationship between economic, social/community and environmental issues, which is considered to be fundamental in understanding the implications of 'sustainability' in practice. Issues covered in the Case Studies include the following:

- Social, economic and environmental impacts of Quarrying in the Mendips, Somerset.
- Traffic management plans for the historic market town of Cirencester, Gloucestershire.
- Heathland management and urban development pressures in the Poole/Bournemouth conurbation, Dorset.
- Infill housing and urban design issues on a 'brownfield site at the Piggeries, Frome, Somerset.
- Development of an 'Alternative' and sustainable settlement in the countryside at Tinkers Bubble, Nr. Yeovil, Somerset and implications for local and national policies.
- Land use options for a high profile harbourside 'brownfield' development site in Falmouth, Cornwall close to the site of the National Maritime Museum.

- Building conservation and its contribution towards economic regeneration and sustainability at Weymouth Harbourside, Dorset.
- Regional shopping centre impacts on city centre and local centres in and around Bristol.
- Water resource issues associated with the proposed Salisbury Bypass, Wiltshire
- Recreation and Tourism Management in a coastal environment of high nature conservation interest at Chesil Beach and The Fleet, Portland, Dorset.
- Integrated Coastal Management and Sea Defence issues and options along the Dorset Coast.
- Environmental management in a Country Park incorporating the use of IT at Stover Country Park, Devon.

LINKS BETWEEN THE PLANNING CASE STUDIES AND THE NATIONAL CURRICULUM, GCSE GEOGRAPHY AND AS/A2 LEVEL SYLLABUSES

NATIONAL CURRICULUM AND GCSE

The Geography Orders under the National Curriculum have been revised and highlight a number of issues which are of relevance to this Environmental Education guide and compendium of Case Studies and which help to demonstrate the interrelationship between the requirements of the Curriculum and the way in which the Case Studies can be used to assist teachers and students to develop their understanding of some of the requirements in the Curriculum.

The Orders highlight the fact that geography contributes to the school curriculum by stimulating curiosity about the natural and human world, and introduces pupils to peoples, places and their environments and contributes to environmental education and 'Education for Sustainable Development'. These are the underlying themes of the case studies set out in this guide.

When consideration was being given to the review of the Curriculum, specific reference was made in the Report on Consultation to the need to enable pupils to .."develop awareness, understanding and respect for the environments in which they live and secure their commitment to sustainable development at a personal, local, national and global level".

Similarly in referring to the consultation in respect of Personal, Social and Health Education, the document states that consultation highlighted the need to "...strengthen ..education for sustainable development"....and some consultees had

highlighted the need for'a greater recognition of Agenda 21 and a stronger emphasis on sustainable development'. As a result, the Curriculum refers specifically to ..'sustainability and the environment'.

This Guide will therefore assist a potentially large number of teachers and lecturers in delivering current and emerging programmes within the Curriculum across a range of subjects areas.

The study of geography also promotes an exploration of issues about the environment, development and society, and provides opportunities for pupils to reflect critically on local environments and to learn the significance of different values and attitudes which influence changes in the environment and assist students in developing their own values.

Emphasis is placed on the fact that through "Geographical Enquiry" students learn to analyse evidence, make decisions, critically evaluate information, ideas and viewpoints, all factors which are reinforced through fieldwork and map work and the use of different resources, such as photographs, written material, visual materials etc. All of these elements are incorporated within the Case Studies in different ways.

Some of the key elements set out in the Geography Curriculum which demonstrate a link with the case studies are as follows:

During Key Stage 3 pupils are required to investigate a range of people, places and environments to appreciate political, economic, social and environmental factors which affect geographical issues and recognise the interdependence of people, places and environments. It requires analysis of written and statistical evidence, enabling students to develop their own views about contemporary issues, drawing on a wide range of resources, gathering views and factual evidence about local issues. Collecting, recording and presenting evidence and communicating in appropriate ways are all essential skills.

These, together with field study techniques, land use surveys, use of secondary evidence, drawing on maps and preparation of sketch plans are all skills which can be developed through this case study guide. The compendium of case studies has been prepared with a view to demonstrating the broad range of different issues which those involved in planning and environmental management are undertaking on a day to day basis, and the aim has been to incorporate a range of resources within each case study, enabling students to use and develop different skills, depending on the case study examined.

The Case Studies do focus on human geography and environmental management issues, rather than physical geography, but issues relating to ecosystems, population, settlements, economic activities, development, environmental management and natural resources are all covered. These are all elements

highlighted within the Curriculum Orders, requiring students to gain knowledge and understanding of patterns and processes. In particular, some of the case studies focus on economic activities, highlighting issues relating to the geographical distribution of a number of economic activities, eg minerals, tourism etc., whilst others focus on issues relating to development, identifying in particular the effect of development on the quality of life of different groups of people within society.

The knowledge and understanding of environmental relationships and issues is an underlying theme in many of the case studies, with issues highlighting;

- conflicting demands on the environment,
- how and why attempts are made to plan and manage environments,
- the effects of environmental planning and management on people, places and environments.

With regard to attainment targets, it is clear that all levels can be achieved through the use of the case studies, from the lower levels and a general understanding of issues and development of skills, extending through to the higher levels, where students are required to gain understanding of the range and complexity of factors that contribute to the quality of life in different places, recognise the causes and consequences of environmental change and show understanding of environmental issues and an understanding of different approaches to tackling them.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

The definitions of Sustainable Development refer to meeting the needs of today's society whilst also protecting resources for the benefit of future generations. The translation of this concept into practical examples is less easy to understand, but an essential aim of sustainability is the importance of integrating social, economic and environmental needs and priorities and this interrelationship is illustrated on the accompanying diagram; Fig 3.

The understanding of social economic and environmental change and sustainable development is a key theme underlying many of the case studies and the issues raised can be used to question whether the approach adopted in some of the case studies is actually 'sustainable'. These will help students to explore the concept of sustainable development as it applies to different situations and environments, and how it affects issues relating to different places and the interrelationship between social, environmental and economic influences. It will also assist students in considering the implications of sustainable living for their own lives and of others and assist with the practical understanding and implications of Local Agenda 21.

LOCAL AGENDA 21

The Rio Earth Summit in 1992 developed the concept of Agenda 21 to address environmental issues at the approach to the 21st Century. Local Agenda 21 involves developing these issues and implementing practical initiatives at the local level and all local authorities in the UK are required to have a Local Agenda 21 Strategy in place by the end of 2000.

SUSTAINABILITY SOUTH WEST

Sustainability South West or the South West Round Table on Sustainability is an independent body which is drawn from all areas and sectors in the South West and aims to actively promote sustainable development in the Region. It is producing a Sustainable Development Framework for the South West called 'A Better Life', which has the following aim:

'In the future South West England should be a region in which the following are achieved:

- *a fairer society, with better access to opportunities, services and facilities for all;*
- *resources are used wisely;*
- *our unique natural and built environment is safeguarded and enhanced;*
- *cultural assets and social networks are valued and protected;*
- *there is economic development that meets all people's needs and respects the environment'.*

CITIZENSHIP

A key theme within many of the case studies is the values and attitudes expressed by different groups and individuals which influence the planning system. In some cases, this is illustrated through the use of 'role play' cards to identify the different viewpoints of different interest groups in planning and environmental issues dealt with within the case studies. This will assist students in not only appreciating other people's values, but also developing their own views on current social, environmental, economic issues. Such role play exercises also help students to develop their presentational and even dramatic skills!

The diversity of issues covered in the case studies will also help students to assess the relative merits of different ways in which environmental issues are tackled, and help them to justify their own views about the different approaches.

The wide range of examples from across the South West Region will provide a good resource of practical, real life examples for students to use in their own work, and to help them develop their critical thinking when undertaking their own Decision Making Exercises. They also provide an opportunity for comparisons to be made with other similar or contrasting cases in the student's home area.

Most of the case studies show clearly what has happened in practice and this will also help students evaluate the outcomes in a particular situation, with a view to suggesting improvements in approach, further lines of enquiry and alternative management approaches, as appropriate.

AS/A2 LEVELS

Many of the points above relating to GCSE apply equally to AS/A2 Level and the Case Studies have been specifically structured to enable them to be used at these levels.

With regard to AS/A2 levels in particular, part of the core of the syllabuses involves an understanding and assessment of the human environment, its characteristics, economic, social, political and cultural processes, their interaction, spatial implications and changes over time.

Planning and environmental management problems in urban, rural and coastal environments are addressed and up-to-date issues encompassing social/community, economic and environmental interests and their interrelationship with Sustainable Development and Local Agenda 21 are included.

These Case Studies therefore help contribute towards Assessment Objectives in terms of Knowledge, Understanding and Skill Development. They focus very much on the interaction of 'people and the environment' and provide a useful framework for developing ideas and approaches when students have to choose subjects for Individual Investigative Studies and help students in understanding the links between issues and developing problem solving skills.

The Case Studies are also considered to be of value to those studying associated courses in Leisure and Tourism and Land and Environment.

TOWN AND COUNTRY PLANNING SYSTEM - SUMMARY

The projects on which the Case Studies in this guide are based are directly related in one way or another to the Town and Country Planning system and work of environmental planners. The procedures involved in planning ultimately involve the balancing of conflicting interests and pressures, making judgements and decision making which is undertaken on behalf of the community as a whole through the democratic process involving elected councillors. An illustration of the co-ordinating role played by planners and the partnerships that are involved in the development and environmental management process is illustrated on the accompanying 'Bubble Diagram'; Fig 1.

There are a number of separate elements in the planning process which can be identified which involve both technical and professional expertise and judgements exercised by planning officers as well as political involvement and decisions by elected councillors.

POLICY GUIDANCE AND DEVELOPMENT PLANS

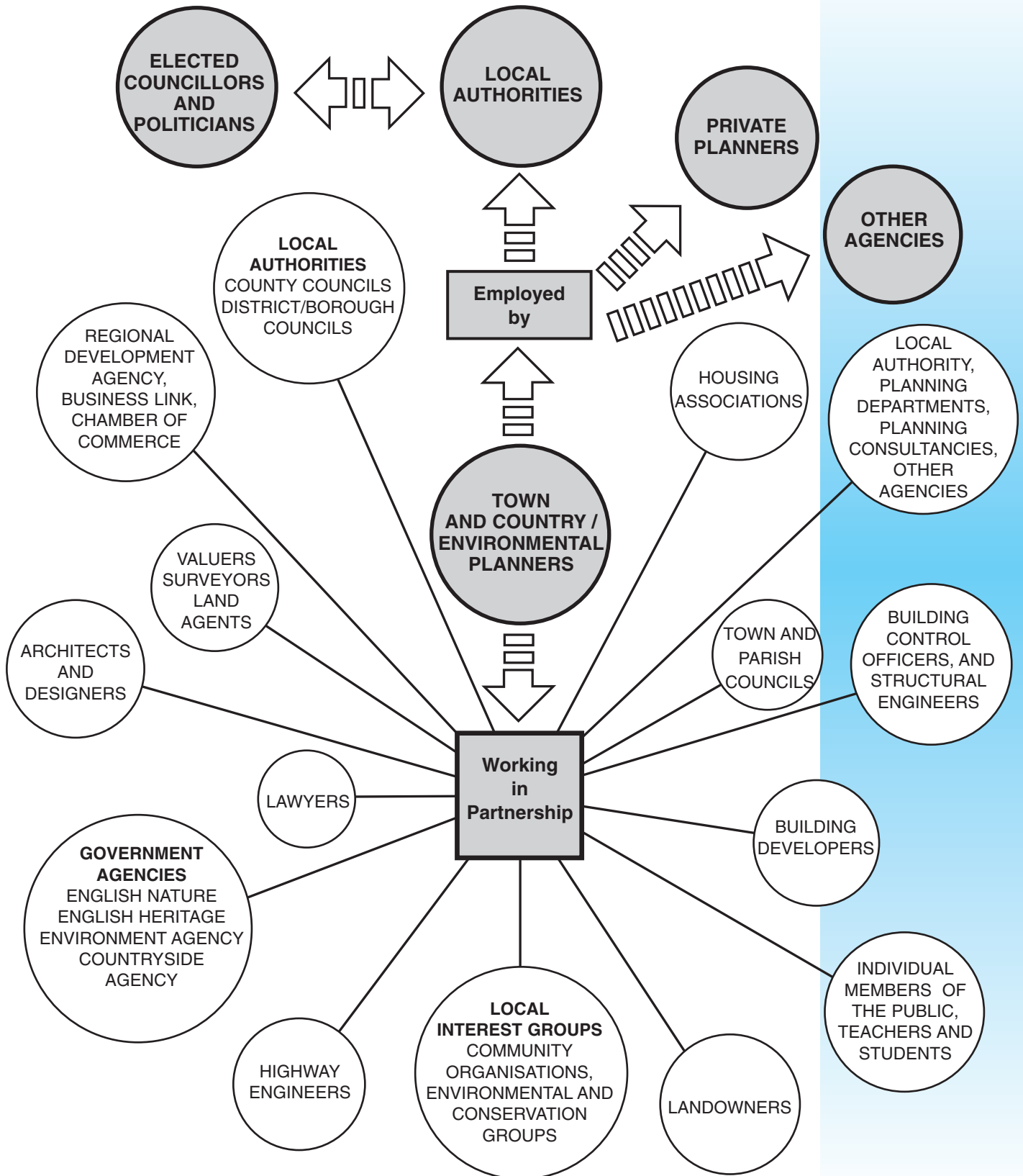
The framework for planning decisions is set out through the Development Plans system, which itself is based upon the Town and Country legislation. The principle acts are the Town and Country Planning Act 1990 and the Planning and Compensation Act 1991 and these set out the basis for the planning system. Planning guidance is provided to Local Authorities from Central Government by the Department of Environment Transport and the Regions (DETR) through the publication of 'Planning Policy Guidance Notes', (PPG's). These cover a range of subjects such as:

- General Policy and Principles, PPG1
- Green Belts, PPG2
- Housing, PPG3
- Industrial Development, PPG4
- Town Centres and Retail Development, PPG6
- Countryside and the Rural Economy, PPG7
- Nature Conservation, PPG9
- Transport, PPG13
- Sport and Recreation, PPG17
- Coastal Planning, PPG20
- Tourism, PPG21
- Renewable Energy, PPG22.
- All PPG's are available from HMSO.

Although called 'guidance', notes, local authorities are expected to develop their own local policies for promoting and controlling development which do accord with and are in line with these notes.

N.B. - A different but similar set of guidance applies in Wales and Scotland

PLANNERS IN PARTNERSHIP Fig 1



Regional Plans and Guidance

At the regional level, all the local authorities work together and agree a Regional Strategy, for example for the South West Region and submit this to the DETR which then issues Regional Planning Guidance. The latest plan for the South West has recently been published by the South West Regional Planning Conference which among other matters specifies the number of houses which it is predicted need to be provided in the region over the next 15 years; the issue likely to be most contentious.

In addition the South West Regional Development Agency which is responsible for the economic development of the region in a sustainable manner has published its strategy for the next 10 years. Its overall aim is:

To improve the competitive position of the South West within the EU and internationally in order to increase sustainable prosperity for the region and its people'.

This is to be achieved through a series of objectives and actions which aim to improve business competitiveness, address social and economic imbalances and improve regional coherence and identity. This strategy is therefore also a relevant consideration when discussing the medium to long term future and role of the Region.

Structure Plans

The Regional Guidance forms a framework for the preparation of individual Structure Plans for each County Council or Unitary Council area and which provides strategic planning guidance, indicating the amount of new development that individual Districts and Boroughs need to accommodate. The plans also contain general policies aimed at the protection of the environment and conservation of the built and natural heritage. Policies are depicted on a diagrammatic plan only. Structure Plans are prepared by County or Unitary Councils and provide the framework for Local Plans. (County Councils operate in areas such as Cornwall and Wiltshire, whilst Unitary Councils operate in the conurbations such as Plymouth, Bristol and Bournemouth).

District and Borough Local Plans.

Local Plans are prepared for each District and Borough Council area and set out on an Ordnance Survey plan base, both detailed land use policies and site specific allocations for different land uses; housing, industry, shopping etc. Local plans also illustrate and include policies for the protection of features of environmental importance, for example; Sites of Special Scientific Interest, Areas of Outstanding Natural Beauty, Listed Buildings and Conservation Areas.

Minerals and Waste Local Plans

As well as having responsibility for Structure Plans, County and Unitary Councils are responsible for all matters relating to Mineral Extraction and Waste Disposal and they have to prepare a Local Plan to identify those areas where mineral extraction is to be permitted, which clearly depends on the underlying geology and the presence of minerals; stone, sand and gravel, clay, coal and oil, as well as those areas which are to be used for waste disposal. Traditionally waste disposal has involved 'landfill' in tips, (often former minerals sites), but more attention is now being given to alternative means of disposal including recycling and incineration, as well as waste minimisation.

All of these plans provide excellent resources for teachers and students to use in considering local planning issues. They should all be available from local libraries in the areas concerned or from the authorities which have published them.

Public Participation in the Planning Process

Integral to the planning process is the commitment to public participation and consultation in the preparation of all types of plans. The planning legislation requires that they are published in draft form and made available to the business community, interest groups and the general public. After comments are submitted, the plans are revised and published again for formal objections to be submitted. If these cannot be agreed, a Public Inquiry is held to consider the objections and points of disagreement.

Increasingly steps are being taken to involve the public and local interest groups earlier on in the plan making process through the introduction of 'Planning for Real' exercises and other more inclusive methods of participation such as discussion workshops, with a view to achieving a broader consensus of opinion on how areas should develop and what should be included in plans. Ultimately this is aimed at preparing plans which have greater support within local communities and also reducing objections once the plan is published. This approach also links with the requirement for local authorities to now produce 'Community Plans' for their areas, again involving local interests in the whole process.

For a Structure Plan, the Public Inquiry is called an Examination in Public and is held by a Panel of Inspectors appointed by the Department of the Environment, Transport and Regions. For a Local Plan it is called a Public Local Inquiry, which is held usually by one Planning Inspector. The Inspectors report back to the Planning Authorities and recommend any changes they think should be made to the plan. The Plans are then adopted and become the planning policy for the area concerned. This whole process can take some years, by which time there is often need to start the review of the plan!

Planning Applications and Development Control.

The Plans prepared by County/Unitary and Borough/District Councils are approved by the Planning Committees comprised of the elected Councillors who also have a significant role in making decisions on individual planning applications, although many applications are 'delegated' to planning officers to determine directly.

Nearly all proposals for building or development require planning permission, although some minor works are automatically granted consent by the General Development Order, which means that a planning application does not need to be submitted. This is called Permitted Development.

However when an application is submitted, the planning officer dealing with it has to assess the application against the general policies in the Structure Plan and more significantly, the Local Plans to see whether it accords with the detailed local policies and site specific land allocations. Regard also has to be had to the Planning Policy Guidance Notes and other 'material considerations'.

Consultation is undertaken with other agencies such as the Highway Authority, the Environment Agency, English Nature etc., and again the general public and neighbours have the opportunity to comment on the proposals which have been put forward.

Although all applications are considered on their merits, the Planning Act states that decisions on applications should be in accordance with the Local Plan unless special circumstances apply. Having considered all the information, the Planning Officer prepares a written report for the Council's Planning Committee, which sets out a description of the proposal, the policy considerations, views of the public and other agencies and, most importantly, the recommendation to the Committee on whether to approve or refuse the application.

The elected Councillors or Council Members as they are sometimes known, discuss the merits of the application and vote on whether to approve or refuse it, basing their decision on planning considerations alone. These must relate to issues such as the impact on the built to natural environment, the amenity of neighbours, design issues, access and highway safety and other related matters. If the application is approved there are usually Conditions included on the Decision Notice to ensure that the development proceeds properly and if it is refused then Reasons for Refusal have to be set out on the Decision Notice and which have to refer to the relevant policies in the Local Plan which support the need for the conditions or the reasons for refusal.

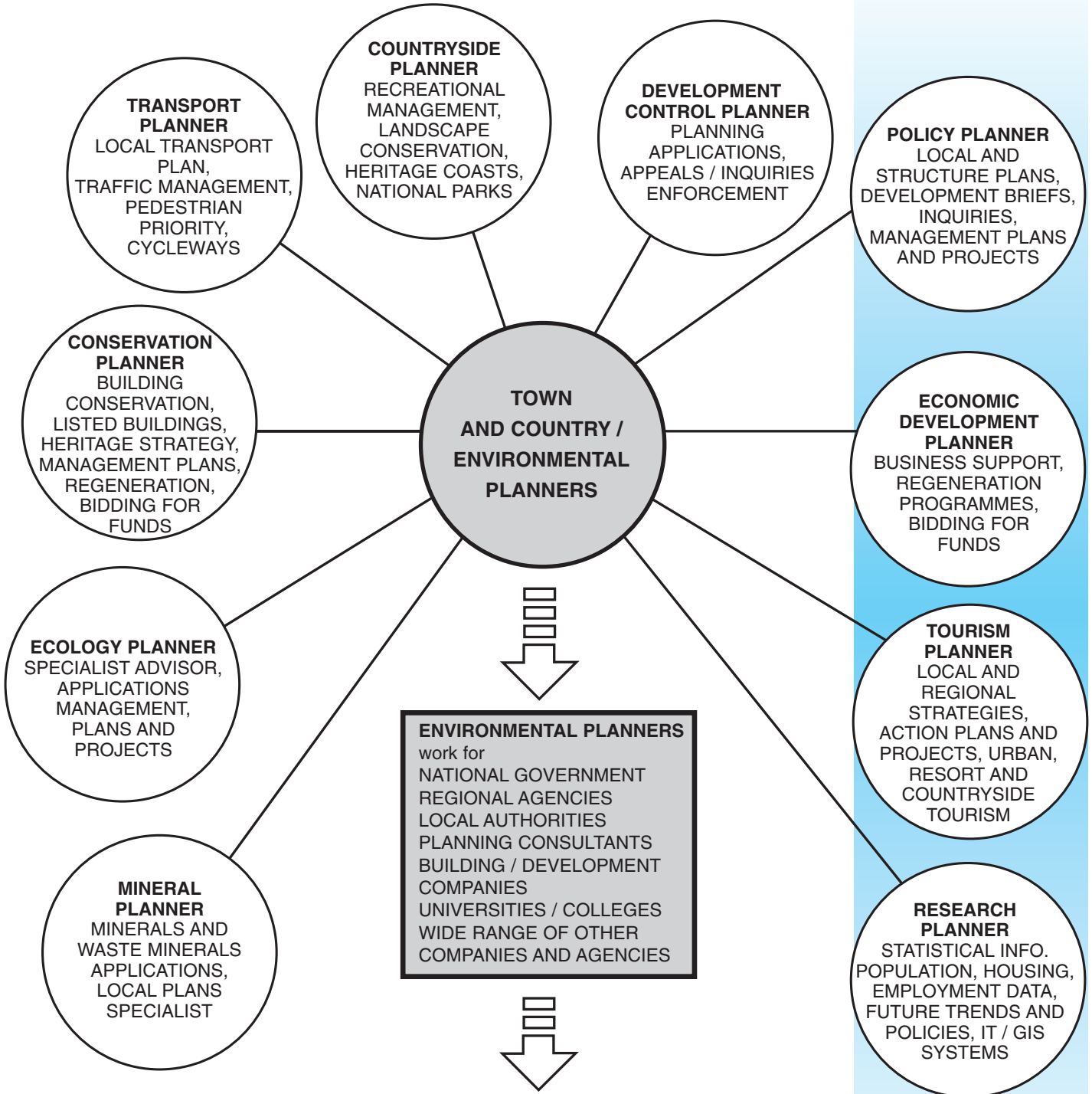
If applicants do not agree with the refusal or the conditions imposed, they can appeal to the Secretary of State for the Environment, Transport and Regions who appoints an Inspector to consider the points for and against the application, either by Written Representations, through an Informal Hearing or at a Public Inquiry, where the applicant and the Planning Authority give evidence and after which the Inspector or the Secretary of State, (in major cases), makes the final decision.

PLANNING FOR SUSTAINABILITY



The different parts of the Planning system are therefore quite involved and time consuming but do allow for the public, land owner and others to influence the decision making process. The process illustrates that planning decisions are often not clear cut, with careful analysis of information and views of different interests being required and a high degree of judgement being involved, all of which is an integral part of the work of professional planners.

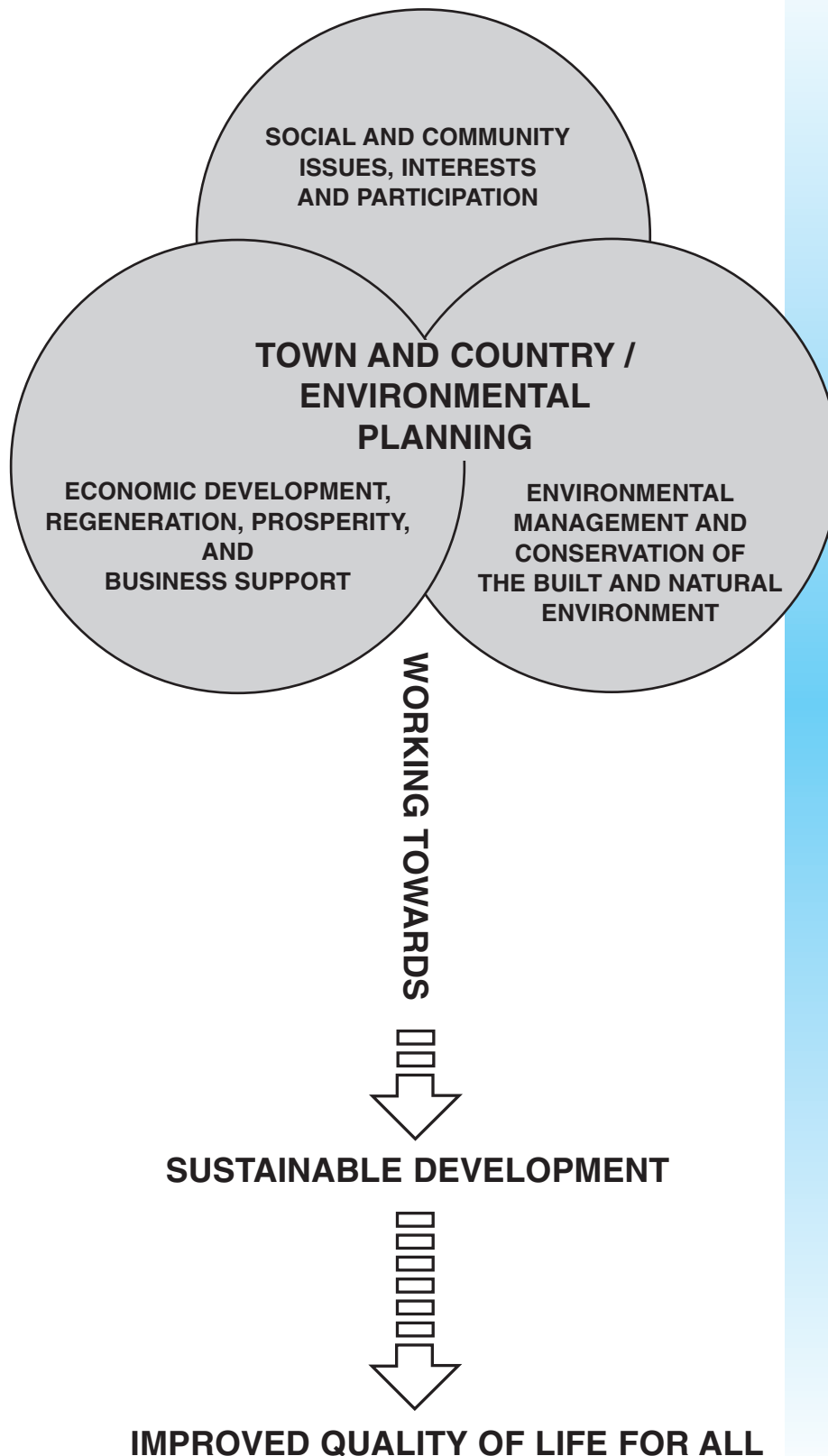
PLANNING AS A CAREER Fig 2



PLANNING FOR SUSTAINABILITY AND THE FUTURE

PLANNING AS A CAREER

PLANNING FOR SUSTAINABILITY Fig 3



PLANNING FOR SUSTAINABILITY - ENVIRONMENTAL EDUCATION IN ACTION

SUPPORTING SUSTAINABLE DEVELOPMENT THROUGH EDUCATIONAL RESOURCES - A VOLUNTARY 'CODE OF PRACTICE'

PRINCIPLES OF GOOD PRACTICE:

This Guide is considered to have been prepared in accordance with the ten principles of good practice for educational resources which support sustainable development, as recommended by the Department of the Environment, Transport and the Regions and the Council for Environmental Education. An explanation of how the 10 principles have been met is set out below and the sustainable development 'Producer's Statement' is included in Appendix 3.

1 Principles of Sustainable Development

Resources should foster understanding the principles of sustainable development and the aims of significance of Agenda 21.

The case studies in the guide address a wide range of planning, development, social, economic, community and environmental issues and aim to address the issue of sustainability and implications for Local Agenda 21, through a variety of subjects and issues, eg alternative development in the countryside, tourism pressures, social/community regeneration and the historic built environment.

2 Integrity

Any information and data provided should be accurate, current and verifiable.

The case studies have been prepared and coordinated by practising planners working for local authorities throughout the South West Region. The information is therefore accurately based on real life case study issues and actual decisions which have been made on planning and development proposals and related matters. All the information is verifiable through checking with the various authorities.

3 Balance

When purporting to give a balanced account of an issue, resources should accurately reflect the broad range of informed opinion on the subject.

This has been achieved within the guide, and in particular with regard to a number of case studies which specifically include reference to different views expressed by different individuals and interest groups, that have had an input into the decision making exercise. This aspect of the guide is further enhanced by the positive encouragement of the use of these resources for role play exercises, in order to help students discover and express their own values and opinions.

4 Values and Attitudes

Resources should help people to explore values and develop responsible attitudes in relation to their fellow citizens and the environment from local to global level.

A wide range of different issues are covered in the guide, extending from the use of natural resources and quarrying, impacts of retail development, issues associated with sustainable tourism, the reuse of historic buildings, recreation conflicts in areas of nature conservation importance etc, and all provide regionally based, up to date examples of issues being addressed within these fields. Although they are site and area specific, emphasis has been placed on highlighting to students the importance of comparing the case study with other examples of similar issues in their own locality, and this can then be extended to address wider regional, national and global issues. As the guide is targeted principally at teachers and lecturers, the opportunity is available for them to use the regionally based case studies as models for application in the wider local and global environment.

5 Knowledge and Skills

In addressing environmental and development issues, resources should help develop the knowledge, skills and competencies to enable people to participate effectively in their resolution.

As all the case studies have been prepared by practitioners throughout the South West Region, who are involved on a day to day basis in addressing environmental and development issues, the case studies are considered to be an exemplar of how to impart knowledge and skills to students to enable them to understand the decision making process that currently operates, and also to add their own views and opinions on how conflict resolution might be addressed in the future. Again the use of role play can be used to address and exemplify consensus building approaches to decision making.

6 User Centred Approach

To ensure maximum take up, resources should be easy to use and appropriate for the intended audience.

The guide is divided into 12 separate case studies, with an introductory section highlighting how the case studies and issues they address are relevant to GCSE and AS/2 level syllabuses. The method of presentation is in a loose leaf A4 format for ease of photocopying by teachers. It is therefore considered to be most appropriate for the intended users of the resources.

7 Need

Producers should be able to demonstrate that an identified need for the proposed resource.

The guide is (principally) targeted at geography teachers of GCSE and AS/2 level and also teachers and lecturers involved in a range of other subjects for example, land and environment, tourism and leisure etc, and the principal approach to the case studies and the presentation of the whole guide is based on the successful production of the Portland Geography Fieldwork Guide, which has been extremely well received by geography teachers, lecturers and examiners, and which has received an award from the Geographical Association. The guide continues to be promoted and with positive feedback being received from teachers who use the guide and its case study resources, both in the class during fieldwork. The same approach has been adopted for the South West Regional Guide which is therefore based on a proven, successful formula.

8 Development

Producers should ensure that the development of the resource is inclusive, participative and has drawn on an appropriate educational expertise.

The case studies and questions and tasks which accompany each study, have been prepared in such a way that teachers are able to use the resources for a wide range of educational and skill levels. The information is presented in a loose-leaf format to enable teachers to provide students with more or less information, as considered appropriate, between different levels and educational abilities. Again, the format for presentation has been developed in consultation with teachers and geography advisers and examiners.

9 Production

Producers should demonstrate that the production process has followed best sustainable practice wherever possible.

10 Promotion and Distribution

Producers should consider the implications of promotion and distribution from the outset, and ensure that they are effective, appropriate and accessible.

Information about the production of the guide has been circulated in newsletters to a large number of secondary schools throughout the UK. A pre-publication information leaflet highlighting the project has been produced and was made available at the Geography Association Conference in 2000, with a view to providing information to the target audience of geography teachers. A press release

relating to the project was issued in April 2000 throughout the South West Branch, and the guide has been referred to and promoted through both radio and television interviews. The guide is being produced in partnership between the South West Branch of the Royal Town Planning Institute, the University of the West of England, Faculty of the Built Environment, and Cheltenham and Gloucester Institute of Higher Education. The guide is being circulated free of charge to every secondary school and college within the South West region, that is the counties of Cornwall, Devon, Somerset, Dorset, Wiltshire, and Gloucestershire, as well as the conurbations in the Bristol, Plymouth, Torbay, Bournemouth and Poole areas. It is also being made available at a charge to schools outside the region. Copies of the guide are also being circulated to a wide range of other interests in the educational sector, from national department level through to assessment authorities and examination boards. Copies are also being sent to every local planning authority in the South West with a view to encouraging further liaison and cooperation between local planners, schools, teachers and students.