

# **RTPI EDUCATION COMMISSION**

**Final Report  
January 2003**

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## Final Report

### Executive Summary: Key Recommendations

#### *The discipline of spatial planning*

The RTPI needs to express more clearly, and with more confidence, the field of study within which we aim to develop the expertise which continues to give us the right to claim professional status. The underlying discipline is spatial planning, as set out in the *New Vision for Planning*, the essential idea of which is -

#### **Critical thinking about space and place as the basis for action or intervention**

This is an important idea, containing some key elements -

- Critical thinking – more than a fusion of ‘science and art’, and more than just rule-based processes. It must be informal as well as formal, qualitative as well as quantitative, focused on the achieving of outcomes not just procedures.
- Space – connoting locational relationships, and competing claims over locations; and the impacts and interrelationship of the sectoral on the spatial and *vice versa*. This has very practical implications for how economies and their infrastructures function; how communities achieve cohesion; environmental capacity and ecological impact; and cultural identity.
- Place - a focus on outcomes, quality, form and identity as experienced by occupants, permanent or not.
- Action or intervention - thus a deliberative process focusing on what could and should be done, and thereby inherently a process concerned with ethics and values as well as facts - an active process, which includes the possibility of deliberative *inaction*. It also implies management skills appropriate to securing results.

We believe that this is indeed a fundamental idea. It is not advanced here as a concept which in any way closes debate, but on the contrary as the definition of the field which needs to be explored; and which (a) has intellectual coherence and integrity, but (b) is capable of infinite exploration as the social, economic and environmental context for it changes.

This idea does not replace earlier concepts and constructs of 'town and country planning' - it develops them. We note that -

- it does not see planning as a purely or primarily governmental activity whose legitimacy depends on statute or regulation;
- nor does it have any in-built economic or social or environmental privilege;
- but it does see planning as an activity that is necessary and inevitable within any society with aspirations beyond subsistence;
- and which because of its richness and complexity will call for a cadre of people with expertise - i.e. knowledge, skills and competence - to facilitate it.

This idea of spatial planning needs to be at the centre of the RTPI's requirements for the education of the professional planner, and its thinking about the education of non-professionals who as users of space and place are all active participants in the field of planning. (4.17 to 4.21)

#### *Membership objectives*

The RTPI needs to implement a new membership structure that –

- offers more encouragement to individuals to be in professional membership or professional association with the RTPI, and to develop that association;
- creates potentially a larger cadre of members sharing interests in that broad field of spatial planning that overlap and interlock, and thus strengthens the mutual support that comes from membership. (4.24)

#### *Designatory competence*

A single basic professional designation - MRTPI - may no longer be adequate for public purposes, because it does not communicate enough about levels of skill and competence and fields of expertise. (4.29)

The RTPI should identify -

- more levels of attainment
- some specific special fields in which recognition of advanced knowledge or expertise is useful to the public and to practitioners (4.32)

#### *Promoting planning*

The RTPI should continue to promote planning as an educational and a career choice, focussing on -

- promoting the New Vision and spatial planning as a valuable, valued and attractive activity in contemporary society;
  - engagement with the citizenship programme in the national curriculum or its analogues to raise the profile of planning for secondary school students;
  - co-operating with planning schools to encourage undergraduates in other disciplines to choose planning as a career;
  - a new emphasis on joint environmental outreach programmes involving planning schools and planning practitioners to engage members of ethnic minorities;
  - promoting the extended membership structure to encourage progressive induction and qualification of those involved with spatial planning;
  - continued encouragement to make more and better use of planning staff at technician level.
- (5.7)

### *Policy goals*

The broad goals for the RTPI's future educational, qualifications and training policies should be -

- to recognise a duty to ensure, within its power and resources, that it specifies and validates an educational, training and qualifications framework that provides an adequate and flexible basis for the supply of an effective cadre of professional planners and technical support to meet needs in Britain
- to recognise the growing global and international context for planning and ensure that its educational framework is based on an underlying philosophy of spatial planning that provides planners educated and trained within it with skills and knowledge that form a firm basis for professional practice supporting sustainable urban development elsewhere
- to create the conditions for professional planners educated and trained elsewhere to have the means to redefine and validate their competence in a UK context
- to seek to create or foster an educational continuum that allows access to and supports progression from a number of levels, and that meets the needs of planning professionals and support staff, other professions and disciplines with an interest in planning, and the general educational needs of an interested civil society
- to continue to support (and enhance) the value of planning courses at undergraduate and postgraduate level, and as generic education
- to seek to ensure that the educational framework has the minimum barriers to entry for those who start without a firm commitment to planning; and that it attracts mid-career entrants, thus promoting maximum inclusivity, opportunity and flexibility
- to ensure that its policies support and validate the development of the skills, knowledge and competencies of practitioners throughout their working lives. (6.1)

### *Elements of planning education*

There should be three parts to planning education -

- an understanding of what spatial planning is, and the skills which underpin it
- an in-depth understanding of an area of specialism within spatial planning
- an assessment of professional competence, i.e. 'fitness to practice' (7.2)

### *RTPI's role in initial planning education*

The RTPI should provide indicative guidance rather than prescriptive course content criteria, and identify emerging areas of intellectual debate and practice that planning education should address. (7.3)

### *From inputs to outcomes*

The RTPI needs to continue the shift in its educational policy from specifying input requirements towards stressing the outputs of the planning education process in terms of the qualities required of a prospective candidate for Institute membership. (7.4)

These outcomes need to be expressed in terms of competencies that should be developed through a structured programme of acquiring theoretical and practical knowledge and a critical understanding of the issues and context for spatial planning. Guidance on curricula should thus be indicative. It should recognise as a principle the contingent nature of planning knowledge and the value of alternative specifications of 'the planner' arising from different intellectual and practical considerations. Individual schools should have the freedom to develop and justify their own approaches in line with their own articulated philosophy; their definition of the learning outcomes sought; and a clear idea of 'the type of planner' that the course will help to develop. (7.5, 7.7, 7.8)

The RTPI should continue to make it clear that the need to relate spatial planning to legal frameworks does not require a grounding in or specific reference to any of the British systems. Accreditation from the RTPI need not and should not carry connotations of educating for practice only in Britain or Ireland. (7.10)

### *Assessment of professional competence*

The RTPI should adopt a new scheme for 'Assessment of Professional Competence' (APC), key elements of which would be -

- the lead responsibility for the management of the APC process should be with the educational providers;
- the RTPI will need to manage the transition, to ensure consistent standards and the involvement of employers;

- the basic requirement should be a programme of two years' worth of structured experience;
- the structured experience needs to be active planning work, and should include a programme of lifelong learning/continuing professional development, and assignation of a mentor;
- the candidate should complete a report on how she or he has developed their knowledge and skills, which should include critical reflection on how that experience related to the educational course;
- the educational provider should report to the RTPI when the candidate has completed the agreed programme and the report;
- the process should be an integral part of the RTPI accreditation procedures. (7.14)

#### *Lifelong learning and advanced certificates*

The RTPI should adopt a more structured and progressive approach to lifelong learning. (7.16)

The RTPI should accredit providers of certificated lifelong learning material (7.18)

The RTPI should introduce 'advanced certificates' that declare the holder to be a person with particular knowledge and expertise in a recognised field of spatial planning (7.19)

Not all lifelong learning needs to be or should be directed at the acquisition of advanced qualifications, or that all of it should be certificated. We endorse the existing principle that members of the RTPI should be required to produce their own Professional Development Plan (PDP) which should cover fields in which the individual works but also other areas of spatial planning where they wish to extend their knowledge and skills. (7.23)

Lifelong learning should provide a mid-career route to membership of the RTPI, and the RTPI should investigate in detail -

- the opportunities for more flexible course opportunities including day-release courses, and the scope for more bursaries to support students;
- the scope for expanding distance-learning provision;
- the prospects of introducing a qualifying planning elective into masters or other courses that are attractive to mid-career students, notably MBAs (7.25, 726)

The need to certify that a member of the RTPI does possess the necessary knowledge, skills and expertise to practise through the APC should not be a once-in-a-lifetime requirement. We recommend that -

- every six years every full member should be required to submit their PDP/CPD records

- a specified part of this should relate to the law and practice of the country where the member is primarily active. (7.34, 7.35)

#### *A partnership approach to accreditation*

The RTPI should initiate a fundamental shift in its approach to accreditation, building on the strength of the relationships that the RTPI has developed with universities to make the accreditation process less regulatory and more constructive. (7.37)

The basis of accreditation in future should be agreements or contracts for partnerships, involving the universities (or other forms of provider), the RTPI and representatives of employers. (7.38)

The RTPI should continue to support education leading to qualification through both undergraduate and postgraduate courses. (7.45)

#### *Masters level benchmark*

The educational benchmark for qualification for full membership of the RTPI should be a Masters level qualification. (7.46)

#### *Undergraduate courses*

At undergraduate level the 3+1 format should be continued with either -

- A four year full-time integral 'MPlan'; or
- A three year spatial planning degree, followed by a one year (f.t.e.) Masters course
  - except in Scotland, where we recommend that -
- undergraduate planning education should continue to be the equivalent of four years' study to Honours level.

In all cases the key components must be the core discipline of spatial planning and a specialism. (7.47)

#### *Postgraduate courses*

Postgraduate level planning education should be based on the same principle as that for undergraduate with the equivalent of a one year (i.e. twelve-month course work) post-graduate Masters level qualification. (7.51)

#### *Provider partnerships*

The RTPI should support regional and/or national partnerships between providers to promote planning education. Joint delivery could operate locally, nationally or internationally, helping to attract students, support research and teaching specialisms, and overcome the disadvantages of

small school size. The RTPI should ensure that its accreditation process can accommodate developments in partnerships among universities and other providers. (7.55, 7.56, 7.57)

#### *New membership structures*

The RTPI should support its inclusive objectives in the *New Vision* by matching flexible educational structures with more flexible and progressive membership structures. (7.58)

#### *Technical membership*

The RTPI must continue to promote technical membership, and look for more support from government and employers. (7.60)

#### *Student membership*

Student membership should be mandatory for all students on all courses leading to RTPI qualification, and the financial responsibility for administering the financial recovery for this should be at the point of enrolment and through the educational provider, preferably in a simple arrangement as part of the cost and fee structure of the professional course. The RTPI should consider the detailed mechanism for this and review whether it could make changes to its student membership charges in the light of universal mandatory membership. (7.61)

#### *Associate membership*

The RTPI should introduce a new category of associate membership, recognised by the designatory letters AMRTPI, aimed both at professionals from cognate disciplines and anyone who wanted to move towards planning without necessarily having any relevant prior education or professional knowledge. The basis of qualification for AMRTPI would be through the study of certificated courses in specified fields, together with an element of structured experience. (7.62 *et seq*)

AMRTPI should be seen as a partial qualification in its own right, signifying a limited competence in one field of planning. But it should also be the basis for a route through to MRTPI. This should be developed on the lifelong learning platform. A candidate who had acquired AMRTPI through either form of entry should be able to apply for full membership on the basis of study through lifelong learning, a significant part of which should be certificated. (7.68, 7.69)

#### *Licentiate membership*

The RTPI should distinguish between the Student member who is still in the formal education process and someone who has the basic educational qualification (the Masters) and is completing the structured experience leading to the APC, to be called Licentiate membership. (7.70)

### *Full membership*

Chartered membership should remain the benchmark to which all other membership classes are related.

The RTPI should seek a new designation of 'C Plan MRTPI' or 'C Plan FRTPI'. This would give a clearer identification of the definitive standard, which would become more important if associate memberships is introduced.

The basic components or requirements for qualification should be education to Masters level, or its Scottish equivalent, plus structured experience leading to the APC. (7.70, 7.71)

### *Designation of advanced certificates*

Acquisition of advanced certificates should be recognised by designatory letters following MRTPI. (7.74)

### *Phasing out special entry*

The RTPI should be able to phase out the current special entry system within five years. (7.76)

### *Conversion courses*

The RTPI should advocate and recognise 'conversion' courses offered by planning schools or other providers to professional planners qualifying elsewhere who wish to hold an RTPI qualification. (7.80)

### *Academic tracks*

The RTPI should encourage academic tracks in planning careers through three measures -

- recognising work undertaken as part of a Higher Degree by research as fulfilling the requirement for a specialism in initial planning education;
- giving explicit recognition to research work and teaching which includes both planning theory and planning practice in applying the APC concept to academic members;
- giving explicit recognition to academic research as fulfilling the requirements of the PDP. (7.85)

### *Supporting research*

The RTPI should seek to encourage and support the research base supporting the concept of spatial planning. The RTPI should do more to act as the interface between the needs of practice and academe, identifying and sponsoring research requirements. (7.86)

The RTPI should advance urgently two intentions currently under discussion –

- the role of the RTPI Research and Knowledge Committee to be set up in 2003 with an agenda of developing the RTPI's research programme and contribution to research work;
- the role for a Planning Education and Research Association as an extension of the RTPI's immediate interests, bringing in a wider range of protagonists who also wish to make the case for planning research. (7.87)

### *Implementation*

We believe that the current interest in planning, evidenced by debates around its contribution to a broad range of public policy concerns, the focus on the undoubted need for a change in the culture around it and the legislative changes that have been made or are proposed, means that this is a moment of rare opportunity for the RTPI. We think that the RTPI must seize this opportunity. It must be prepared to be bold and decisive; and to show leadership. Some of our proposals may be controversial or uncomfortable, but all are designed to realise the promise and the pledge of the *New Vision*, and to strengthen the discipline and the profession. The risks of inaction are greater by far than the risks of action. (8.4)

The RTPI should consider making a clear statement about its acceptance of the principles of this report before the summer of 2003, and should draw up a comprehensive action plan by the same time. We believe that the programme that we have set out should be implemented within four years. (8.6)

The RTPI should set up a group of champions to develop specifically the membership structure, and particularly the associate membership approach. (8.7)

The RTPI should look for government or other public sector support to take early action on -

- a programme of publicly-funded bursaries to support students seeking admission to one-year postgraduate planning courses, and scholarship support towards undergraduate;
- a programme of publicly-funded bursaries to support students taking in-service courses while in local authority employment;
- funding or underwriting of the development costs of lifelong learning programmes designed to improve skills availability in areas of particular shortage. (8.8)

## 1. Introduction

### 1.1 Our terms of reference were -

Having regard to:

- the chartered object of the Institute to *advance the science and art of town planning in all its aspects for the benefit of the public*;
- the intentions set out in the Institute's working document *A New Vision for Planning*;
- probable or possible changes in the external environment relating to the role of the Institute, including the role and remit of planning; the structure and delivery of higher education; employers' requirements; globalisation of employment practices and the practices of comparable professional bodies

the Commission will consider:

- the need for change in the Institute's policies, practices and requirements relating to education, qualification and training of those who might seek or who should be encouraged to seek membership of the Institute;
- the nature of the change that may be necessary;
- how and when those changes might be implemented.

## 2. The Commission's composition and work programme

### 2.1 The members of the Commission were -

Peter Fidler (Chair)

Heather Campbell (Deputy Chair)

David Adams

Cliff Hague

Kelvin MacDonald

Kevin Murray

Terry O'Rourke

Lesley Punter

Dory Reeves

Robin Thompson

### 2.2 The Commission was assisted by a team from the University of the West of England (Jim Claydon, Vincent Nadin and Caroline Brown), and by staff from the RTPi secretariat.

### 2.3 The Commission agreed a programme of work based on -

- a call for evidence in the form of written submissions. We received a total of 122 such submissions, listed at Annex A;

- the preparation of a series of issues papers based on the evidence, prepared by the UWE team;
- consultation through a dedicated website set up for us by UWE;
- a programme of hearings held in London over three days in March 2002, at which invited participants discussed the issues with us;
- a two-day residential meeting in Birmingham in May 2002 to discuss the issues arising from the evidence and the hearings, and to consider scenarios and options for the future;
- a programme of meetings of the Commissioners, held in London over the period 2001-02, discussing issues, evidence and findings;
- the writing of a draft report as the basis for continuing discussion and examination of the findings and recommendations.

2.4 Although we have committed a good deal of time and effort to the task, we do not claim that this report has a precise specification for every detail of our recommendations. There are many issues of detail that the RTPI will need to consider. But we do believe that our recommendations should provide purposeful direction for the RTPI and its partners.

2.5 We believe that we are at a time when there is both the opportunity and the necessity for change. There is a clear and welcome refocusing of interest on planning, and what it should be doing for society. At the same time there is considerable concern that the planning profession is not strong enough in skills or in numbers to meet the demands of the new agenda.

2.6 This exercise was brought about by the RTPI's determination to show leadership, but it has brought a resonance from others who see a need for an agenda for change.

### 3. **What are the issues?**

3.1 We are conscious of a variety of highly complex, inter-related challenges that create a context for the review.

#### *Societal changes*

3.2 We face structural change in Britain as we develop an ageing population, and a population of ever-growing ethnic and cultural diversity. Equality of opportunity remains an unrealised aspiration in many respects. There is much more to be done before all structural disadvantages faced by women are removed; and overall there is little evidence that planning is seen by members of black and ethnic minorities as particularly relevant to their communities, or a profession that they might wish to join.

- 3.3 We have changing expectations of what government can and should do – we have moved from a public-sector led, post-war reconstruction, Keynesian consensus to a new and very unsettled public-private sector sharing of responsibility.
- 3.4 We have increasing community expectations coupled with disputed leadership of society. And although planning is or should be more important to the state as the spatial linkage between social, economic and environmental objectives, at the same time the old paradigm of planners as technocratic ‘state bureaucrats’ held in check or challenged by smaller number of equally qualified private sector technocrats is obviously obsolete. Whereas the Schuster report<sup>1</sup> saw planning as solely a public sector activity, we need to recognise it as shared between the state, private enterprise and civil society.

*The changing nature of planning - spatial planning*

- 3.5 There has been a continuous expansion of the constituent fields of planning- a new diversity of practices which now includes regeneration, community planning, transport planning, urban design, strategic planning, environmental planning and many more. (Annex B)
- 3.6 There is a changing relationship between planners and the planned – the metaphor of a priesthood ministering to a laity through an unchallenged established (i.e. governmentally-owned) church can no longer serve. The private sector has grown very significantly in strength and influence - reducing the relative influence of local government planning departments.
- 3.7 There is an increasing emphasis on cross-disciplinary or multi-disciplinary working in both public and private sectors, a trend that will continue. Community planning is a term that describes a range of practices; understood as meaning a less formal and more participatory approach to planning it is clearly of increasing significance. There is also a growing recognition that a restrictive land-use planning model no longer describes adequately either the activity in practice or the theorising of society's requirements for spatial action.

*Devolution within Britain*

- 3.8 Historically there has been a tendency to see planning practice within the British Isles as a monolithic activity with minor geographical differences. But from now on there will be increasing divergence in the statutory planning frameworks, which calls for recognition that while underlying principles and goals remain constant, practices and aspects of the

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<sup>1</sup> Report of the Committee on Qualifications of Planners, HMSO, London, 1950

knowledge-base will grow more diverse. This must be reflected to an appropriate extent in the educational framework of planning.

- 3.9 Linked to devolution and the new spatial perspectives which that trend encourages, there is a growing emphasis on regional and larger scale territorial structures in planning, which creates potentially new requirements for skills and knowledge.
- 3.10 Unless we wish to see a geographically-fragmented profession in future, we need to create the educational basis for 'inter-availability' - the ability of practitioners to cope with multiple legal contexts.

#### *Europe*

- 3.11 Europe, in the sense of the European Union, is an increasingly important factor in British planning practice, in terms of its implications for strategic spatial frameworks; funding and implementation programmes such as structural funds and Interreg; environmental assessment regimes; and not least as a framework for comparison of creative planning practices in urban design, regeneration and land-use transport relationships.
- 3.12 We also need to recognise the implications of freedom of movement within the EU for increasing migration of practitioners, temporary or long-term. This has at least two dimensions: first the desire of practitioners from elsewhere in Europe to come to Britain to work here; and second the desire of our practitioners to be able to work elsewhere. Any profession or professional qualification which is not seen as adequately portable is likely to be at an increasing disadvantage in attracting good quality students, for whom 'working abroad' at some stage of their career is a growing expectation.

#### *Other international issues*

- 3.13 We need to recognise that increasingly there are global issues – economic (competition, international trade, foot-loose business), environmental (global warming, climate change, non-renewable resources) and social (migration, north-south imbalances) – that have a direct bearing on planning practice at all levels and therefore require to be recognised in planning education and lifelong learning.
- 3.14 A different aspect of this is continuing and possibly increasing interest in the RTPI's role, real or potential, as a global player in its own respect. The RTPI is small in most contexts, but it remains one of the largest professional planning organisations. RTPI input is sought for

benchmarking exercises; and there is some interest in how we might support or accredit 'international' qualifications.

- 3.15 The issues for the RTPI thus relate to both the scope of planning education - its relevance to a changing world, and how far it can be the basis of a 'portable' qualification - and also what it can or should contribute to international capacity building in planning.

*For practitioners*

- 3.16 Practitioners now face rapid changes in knowledge, making it impossible for them to rely upon the skills and competencies with which they qualified, updated only through practical experience. They need to function in a continuous learning environment.
- 3.17 The competitive environment in which planners find themselves arguably calls for overt recognition of expertise (specialisms) and attainment (gradations).
- 3.18 They also have to contend with a continuing public misconception – a very limited vision - of what planning is and what planners do. Education in planning cannot only be for planners, it must also be for a wider cross-section of civil society – and government.

*For prospective students*

- 3.19 A fundamental issue for prospective students is simply identifying the option - an awareness of planning as an education and a career choice which is seen as valuable, valued and attractive.
- 3.20 An issue which affects all students, but prospective planning students no less, is affordable access – which has dimensions of cost, location, and duration. In addition to the general difficulties faced by students seeking to finance their courses, for several years now students in England considering post-graduate planning courses no longer have the possibility of grants from the Economic and Social Research Council.
- 3.21 There is similarly an issue around how attractive planning courses are perceived to be, in an educational environment in which many apparently attractive career options are represented by courses which have no related professional requirements.
- 3.22 A large question relates to the notion of what constitutes a career or a career choice in these times – to what extent young people can or should expect to remain in their initial choice of career throughout their working lives; and conversely to what extent planning education

needs to reposition and align itself to 'career curve routes', i.e. mid-career choices to move into or at least towards planning.

*For education*

3.23 The world of planning education shares many problems with the rest of the British higher education sector, and has some of its own.

3.24 We note the following as particularly relevant to planning education -

- the economic pressures on universities, which mean that courses are in competition for survival: undergraduate courses which do not attract (relatively) large numbers of students, or students with the best grades, are at a disadvantage. Most undergraduate planning courses in Britain fall in these categories;
- cost of provision - the economics of planning courses do not compare well with more popular options in the social sciences or humanities, which attract large student numbers and do not normally involve field work or practical work;
- a continued reduction in resources available to planning schools in real terms over two or more decades which has left them stretched thin in teaching resources;
- a perception that the quality of students attracted to undergraduate courses is falling as a result of competition with courses that may have a less vocational orientation, a better image and be less demanding;
- an increasing importance attached to research quality in old and new universities alike, which is vitally important in ensuring that planning like other disciplines has strong academic base, but which sometimes competes with teaching for resources of time;
- the trend to amalgamate schools and departments within larger university organisations for reasons of economy may have been necessary for survival, but in some cases has made it difficult to promote a strong message about planning as a distinct discipline;
- the increasing prevalence of other forms of monitoring and quality control, through both QAA (for example) and procedures introduced by universities themselves, that have brought into question the role and operation of RTPI accreditation;
- shortage of quality applicants for academic planning posts at all levels with the required ability to deliver excellence in both teaching and research.

*For the RTPI*

3.25 The RTPI is challenged, of course, by its membership, its partners and its competitors; but this has probably always been the case. Nevertheless there are some key areas of difficulty and opportunity evident at present.

- 3.26 The difficulties include an endemic identification of planning with narrow regulatory practices - process rather than outcomes, a 'drabbing down' of what planning is or should be.
- 3.27 Another difficulty lies in maintaining the claim to 'own' or define planning – which presents the dangers of either (a) monopolising a smaller and less relevant part of the action, or (b) failing to track and respond to the trend of societal or consumer demand for planning practices. In either case, the RTPI is threatened with loss of influence if it fails to retain the allegiance of the majority of those identified with planning practices.
- 3.28 The RTPI has launched its *New Vision* programme, to which we refer later. This is a foundation document: it represents the basis for RTPI action on a broad front, and it has powerful implications for education, qualifications and training.
- 3.29 The RTPI also acknowledges the need to develop and communicate a coherent understanding of how the notion of sustainable development relates to planning practices. This is an integral part of the *New Vision*.

#### *Future trends*

- 3.30 There are some fairly simple assumptions that we can make about trends relating to our agenda over a twenty year horizon -
- There will be an even greater diffusion of planning practices
  - There will be more international or global interaction of theory, practice and practitioners
  - Disciplinary boundaries will continue to become more porous
  - There will be greater fragmentation of careers
  - The educational market will be ever more market-driven
  - There will be less sympathy for the claims of professions.
- 3.31 On this last point it perhaps helps us to focus if we reflect on one of the extended aphorisms in John Gray's recent iconoclastic work, *Straw Dogs* –

Bourgeois life was based on the institution of the *career* – a lifelong pathway through working life. Today professions and occupations are disappearing. Soon they will be as remote and archaic as the ranks and estates of medieval times.<sup>2</sup>

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<sup>2</sup> John Gray, *Straw Dogs*, Granta Books, London, 2002

If we do not accept that, it must be on the basis that we can articulate a credible and understandable vision of what planning can deliver that responds to society's perception of, and – in some dialogue - formulation of, its actual needs.

#### 4. **What are the objectives?**

##### *The RTPI's locus*

- 4.1 The RTPI's *locus* has two dimensions - a qualification and a responsibility.
- 4.2 The RTPI's qualification is that as a professional body, it is currently -
  - the definitive planning institute for England, Wales, Scotland and Northern Ireland;
  - one of the two planning institutes in the Republic of Ireland;
  - the largest planning institute within the European Council of Town Planners (ECTP) ;
  - one of the largest members of the Commonwealth Association of Planners (CAP)<sup>3</sup>;
  - with a membership of its own in approximately 90 countries around the world; and
  - not an organisation in decline, in terms of the crudest indicator, membership numbers - but not in any way complacent about this.
- 4.3 The RTPI's responsibility is in its primary duty and *raison d'être* to promote the science and art of town planning for the benefit of the public, rather than to seek its own growth or survival or promote the interests of existing members.
- 4.4 The Terms of Reference directed the Commission to thinking about education in relation to the RTPI and its membership. But we see at least five objectives in planning education -
  1. Professional and technical education leading to the qualification and recognition of practitioners (including the requirements of continuing professional development).
  2. The education of the educators and researchers supporting this first objective, who will generally not have been practitioners for the majority of their careers.
  3. As a possible generic education that brings value to students who do not become practitioners, at least in the sense of progressing to an RTPI qualification in planning.
  4. As a component of other educational courses and the curriculum of other professional qualifications, so that a knowledge and understanding of spatial planning informs other activities.

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<sup>3</sup> see Annex D

5. The education of a broader public, who need to be supported so that they can engage effectively in planning and not have it imposed upon them.

4.5 We have taken the view that in responding to the Terms of Reference the Commission needed to take a broad view of its remit, recognising that -

- the economics of the provision of planning education needs to take a view on objective 3 above; and
- the thrust of the *New Vision* is to encourage a clear agenda of inclusivity -the broader association of people involved in planning – which we see in effect as a function of objectives 3, 4 and 5 above.

#### *Planning as a profession*

4.6 At this stage we need to define some terms - what does it mean to be a 'professional' planner? Or, what does it mean to be 'MRTPI'? What is it that the RTPI is certificating - what does the public expect from such a person? There are issues here of both knowledge, skills and competence; and of discipline and regulation.

4.7 Starting with a simple and austere definition -

Professionalisation means disciplinary autonomy. A field of study (or any line of work) is a profession when its practitioners are answerable for the content of their work only to fellow practitioners and not to persons outside the field.<sup>4</sup>

Applying that test of knowledge content to planning in Britain to-day an objective observer would perhaps conclude that it passes, but not without some difficulty or objection; and that the level of difficulty or objection is significantly higher than it might have been 20 years ago.<sup>5</sup>

4.8 One empirical proof of this is that the activity of planning is allowed much less autonomy than in the past. In both local government and private practice the silos are breaking down. This may be driven primarily by managerial or economic reasons, but it reflects and supports the growing perception that (a) professions are not priesthoods - knowledge is more widely available, and claims of authority are up for challenge; and (b) disciplinary boundaries are generally more porous: knowledge sets will overlap, and it is increasingly difficult for a profession to define the uniqueness of its knowledge. These are two key insights of the *New Vision*.

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<sup>4</sup> Louis Menand, *The Metaphysical Club*, Flamingo, London 2002. Menand is writing of the process by which natural sciences in the United States established themselves independently of theological oversight

4.9 This is not a process that is likely to be reversed; nor is it unique to planning.

4.10 Another empirical proof might be the public, and sometimes professional, confusion or doubt about the role of 'town planners' - planners qualified by the RTPI - in relation to the role played by members of RICS, transport planners, regeneration professionals and urban designers; and the calls for a new profession of 'urbanist'.

*International perspective*

4.11 We need to recognise also that in global terms the status of professional planning varies greatly -

- in developed countries or territories such as Australia, New Zealand, Malaysia, Singapore, Hong Kong where the professional body is derived from the RTPI the profession has broadly similar status to the UK - i.e., it has been recognised historically as separate and distinct even if under varying degrees of pressure.
- in the United States the profession is in fact growing strongly - from 10,000 in 1991 to 15,000 in 2001 despite what is seen conventionally as a more restrictive regulatory environment based on modification or limitation of property rights.
- whereas in many developing countries in sub-Saharan Africa the role of planning is being reviewed rapidly, recognising that the need to manage processes of intense informal urbanisation cannot depend on the type of regulatory frameworks used in more developed countries.
- and in much of Europe planning has never achieved the same degree of recognition as a separate discipline or profession as it has in Britain, and is still seen as a sub-set of engineering or architecture as a professional activity concerned with plan-making, and an essentially administrative function in terms of applying development regulations.

4.12 It is important in this context to note the problems in many European countries where there is a significant and divisive distinction between urbanists and strategic (sometimes misleadingly in this context called spatial) planners and the educational and knowledge disciplines that support them.

4.13 What should we or can we conclude from this variation? Probably the only legitimate inference is that there is no pre-ordained path nor any natural evolutionary path for planning. Planning as a professional activity will prosper if and only if the knowledge, skills and competencies that it denotes are seen as relevant and essential to the social, economic and

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<sup>5</sup> But possibly not 40 years ago, when there was still a debate about the relationship between planning and the professions such as architecture and engineering from which it was seen to have emerged

environmental circumstances of the place/society concerned. The needs of sustainable development, competitiveness, inclusion and customer focus define that relevance.

- 4.14 The divisions and definitions of professions are not to be found in the natural world: they are a construct. The RTPI's Royal Charter took 'the science and art of town planning' as something that did not need to be, perhaps could not be, explained with any precision, but which presumably could be demonstrated to similar or better effect. 'Town planning' is itself clearly a term of art: in its literal sense it is quite misleading, implying a restriction to urban matters and a focus on relatively local scales. But however much we may like to think that this term of art is understood widely, there is quite clearly widespread confusion.

*Identifying the disciplinary field - the notion of spatial planning*

- 4.15 The RTPI needs to express more clearly, and with more confidence, the field of study within which it aims to develop the expertise which continues to give its members the right to claim professional status.
- 4.16 We believe this to be much more than the operation of any statutory land-use system, or the broader historical concepts of town and country, or urban and regional planning, although it certainly embraces all of these .
- 4.17 The underlying discipline is both deeper and broader: it is spatial planning, as set out in the *New Vision for Planning*, the essential idea of which is -

**Critical thinking about space and place as the basis for action or intervention**

- the purpose which the RTPI has tried to express in its corporate identity of 'making of place, mediation of space'.

- 4.18 This is an important idea, containing some key elements -
- **Critical thinking** – more than a fusion of 'science and art', and more than just rule-based processes. It must be informal as well as formal, qualitative as well as quantitative, focused on the achieving of outcomes not just procedures.
  - **Space** – connoting locational relationships, and competing claims over locations; and the impacts and interrelationship of the sectoral on the spatial and *vice versa*. This has very practical implications for how economies and their infrastructures function; how communities achieve cohesion; environmental capacity and ecological impact; and cultural identity.

- **Place** - a focus on outcomes, quality, form and identity as experienced by occupants, permanent or not.
- **Action or intervention** - thus a deliberative process focusing on what could and should be done, and thereby inherently a process concerned with ethics and values as well as facts - an active process, which includes the possibility of deliberative *inaction*. It also implies management skills appropriate to securing results.

4.19 We believe that this is indeed a fundamental idea. It is not advanced here as a concept which in any way closes debate, but on the contrary as the definition of the field which needs to be explored; and which (a) has intellectual coherence and integrity, but (b) is capable of infinite exploration as the social, economic and environmental context for it changes.

4.20 This idea does not replace earlier concepts and constructs of 'town and country planning' - it develops them. We note that -

- it does not see planning as a purely or primarily governmental activity whose legitimacy depends on statute or regulation;
- nor does it have any in-built economic or social or environmental privilege;
- but it does see planning as an activity that is necessary and inevitable within any society with aspirations beyond subsistence;
- and which because of its richness and complexity will call for a cadre of people with expertise - i.e. knowledge, skills and competence - to facilitate it.

**4.21 This idea needs to be at the centre of the RTPI's requirements for the education of the professional, and its thinking about the education of non-professionals who as users of space and place are all active participants in the field of planning.**

*The RTPI as a membership organisation*

4.22 This idea also has very important implications for how the RTPI organises itself as a membership body. It is fundamental to the nature of the RTPI that it is a membership body – that is, that to a large extent it fulfils its work by drawing into its association those involved in planning who then develop knowledge, skills and competence as a collegiate activity.

4.23 Historically the RTPI has seen this as being primarily, indeed almost exclusively, a question of the maintenance of a professional cadre, with a small technical cadre as a minor theme. The recent merger with ROOM has extended the scope of the RTPI through the formation of new ROOM@RTPI associations for members for both professionals and people with no professional aspirations.

4.24 We are clear that the RTPI needs now to go further than this, and implement a new membership structure that –

- offers more encouragement to individuals to be in professional membership or professional association with the RTPI, and to develop that association;
- creates potentially a larger cadre of members sharing interests in that broad field of spatial planning that overlap and interlock, and thus strengthens the mutual support that comes from membership.

4.25 These ideas, and in particular the nature of associate membership, are developed later in the report. But the first issue which we address is the future of the staple professional qualification offered by the RTPI.

*Designating competence - the notion of a professional qualification in planning*

4.26 Our characterisation of the notion of spatial planning as set out in the *New Vision* does not amount to an attempt to reinvent planning so as to try to start with a clean sheet of paper. We are recognising that planning practices and expectations of planning practices have developed over many years. So defining and designating competence is not a simple matter.

4.27 We need to think about the designation of competence primarily in terms of *what it tells the public*, and what the public expects and needs to be told. In the eyes of the public any professional designation is a 'trust' or quality control symbol signifying that -

- this person has studied and trained and practised in the subject in appropriate depth and detail;
- this person is subject to regulation through a code of conduct that specifies standards of professional ethics;
- *ergo*, this person is competent and to be trusted.

4.28 In fact the assurance is limited or conditional. The level of attainment and expertise that is warranted can only be a minimum rather than a common standard.

4.29 We think that a single basic professional designation - MRTPI - may no longer be adequate for public purposes - i.e., it simply may not communicate enough about levels of skill and competence and fields of expertise.

4.30 A range of options exists for the RTPI. The RTPI could use a system of qualification to denote-

- levels of attainment

- specialisms
- geographical application (e.g. differentiating between England and Scotland and their diverging jurisdictions )
- academic or practitioner.

4.31 If it tried to do *all* these things then the system would become so complex as to increase rather than manage confusion. Some things are arguably better conveyed in context - e.g. academic/practitioner distinction - or covered by professional regulation - e.g. a requirement to study 'local law and practice' relating to the jurisdiction - rather than packed into designation.

4.32 So we conclude that in the interests of effective professional designation the RTPI should be prepared to identify -

- more levels of attainment
- a range of specific special fields in which recognition of advanced knowledge or expertise is useful to the public and to practitioners.

## 5. **Supply and Demand**

5.1 We recognise that historically examinations of planning education have given a great deal of attention to questions of supply and demand. There is always a danger that purely quantitative assessments of likely graduate output can overshadow issues of graduate quality.

5.2 At present there is a general perception that there is a lack of sufficient, and sufficiently skilled, planners to meet demand in the British Isles – i.e., in all the constituent parts of the United Kingdom and in Ireland. We certainly start from the position that the challenges of urban and rural change are such that we clearly do need more good people who can contribute.<sup>6</sup> But we need to establish some powerful reservations about its relevance to our task, or the potential influence of the RTPI in this field.

5.3 In this context, key considerations are that -

- the market is to some extent cyclical, and the cycle can have a long frequency - there is a demographic bulge in the current professional cadre (see Annex D);

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<sup>6</sup> If we put this in a global context, then there is a major shortage of planners relative to world development needs.

- retention is at least as important as recruitment - and particularly as it affects women. Although at recruitment level there is now rough parity between female and male planners, more women are likely to be lost through not returning to planning after career breaks;
- the objectives of planning education providers in recruiting to planning courses should not be limited to making every graduate a practising planner and a member of the RTPI, since this ignores the value of planning as a generic education;
- the basis for a university decision about whether to retain, close or develop planning education is now integrated closely with that university's corporate and investment strategy – to the point where the fact that a university is perceived by the RTPI to be performing well as education provider is no certain guide to the future for planning education there;
- the development of a globalising market means that the relationship between domestic supply and demand is complicated immensely by unquantifiable questions of who might emigrate – RTPI members seeking work in mainland Europe, for example - and who might immigrate – planners from central Europe seeking work in Britain, for example. The domestic market for professional planners is even less of a closed system than it has been historically;
- similarly the market for planning education is not confined to domestic recruitment. Almost all planning schools in Britain and Ireland are interested in recruiting students from other countries to supplement domestic demand, particularly at postgraduate level.

5.4 So the RTPI and its education and membership policies are not and cannot be the chief determinant of matching supply to demand – they are only one factor, and the RTPI does nobody a service by pretending to or accepting a greater responsibility than it can have.

5.5 To a much greater extent this is in the hands of government(s), because they have more effect than any other party on how planning is practised and how planning is perceived. If government(s) in the United Kingdom support the *New Vision* and promote spatial planning as a central societal activity, which ought to be in the mainstream of central and local government work, then (and only then) will we have enough of the brightest and the best.

5.6 But we do accept that the object of RTPI educational and membership strategies must be to ensure that there is an adequate and sufficiently flexible basis of supply so that demand *can* be met. This requires a focus on both people – potential and qualified planners – and providers.

5.7 We acknowledge that over the years the RTPI has actually done a good deal to promote planning as an educational and a career choice. We think that the focus of future strategies needs to be –

- promoting the *New Vision* and spatial planning as a valuable, valued and attractive activity in contemporary society;
- engagement with the citizenship programme in the national curriculum or its analogues to raise the profile of planning for secondary school students considering undergraduate course options. We would hope that central government would support the production of course material for this;
- co-operation with universities offering postgraduate planning courses to develop material that encourages undergraduates in other disciplines to choose planning as a career;
- a new emphasis on joint environmental outreach programmes involving universities and planning practitioners to engage members of ethnic minorities in their communities so as to stimulate their young people to see planning as a worthwhile career choice. Under-representation of black and ethnic minorities in planning remains an acute problem, as in many other professions;
- a new emphasis on strategies to encourage women taking career breaks to retain professional 'currency' so as to make it easier for them to return to professional work when they wish to do so;
- promotion of the extended membership structure that we advocate, so as to encourage the progressive induction and qualification of those involved with spatial planning;
- continued encouragement to make more and better use of planning staff at technician level. One key measure to ensure the availability of professionally-qualified staff for professional-level activities must be to stop using them on tasks which are more effectively done by technical staff or administrators.

5.8 These measures should maximise the encouragement for people to seek planning education and qualification. They need to be seen as part of a strategy that also involves our proposals in section 7 of this report aimed at promoting a ladder of attainment and ensuring that there are no unnecessary institutional barriers to supply. The general principle here must be – *fewer barriers to entry; higher standards of qualification and achievement.*

## 6. **Broad Goals**

6.1 The Commission sees the following broad goals for the RTPI's future educational, qualifications and training policies -

- The RTPI should recognise a duty to ensure, within its power and resources, that it specifies and validates an educational, training and qualifications framework that provides

an adequate and flexible basis for the supply of an effective cadre of professional planners and technical support to meet needs in Britain.

- The RTPI should recognise the growing global and international context for planning and ensure that its educational framework is based on an underlying philosophy of spatial planning that provides planners educated and trained within it with skills and knowledge that form a firm basis for professional practice supporting sustainable urban development elsewhere.
- The RTPI should create the conditions for professional planners educated and trained elsewhere to have the means to redefine and validate their competence in a UK context.
- The RTPI should seek to create or foster an educational continuum that allows access to and supports progression from a number of levels, and that meets the needs of planning professionals and support staff, other professions and disciplines with an interest in planning, and the general educational needs of an interested civil society.
- The RTPI should continue to support (and enhance) the value of planning courses at undergraduate and postgraduate level, and as generic education.
- The RTPI should seek to ensure that the educational framework has the minimum barriers to entry for those who start without a firm commitment to planning; and that it attracts mid-career entrants, thus promoting maximum inclusivity, opportunity and flexibility.
- The RTPI should ensure that its policies support and validate the development of the skills, knowledge and competencies of practitioners throughout their working lives.

### **Specific Objectives**

- 6.2 These broad goals should translate into the following sets of objectives -
- enhancing the quality of education and practice.
  - supporting an effective and affordable system of provision.
  - promoting a flexible and inclusive profession.
  - supporting a resilient and vibrant academic community.

### **Time-scale for achievement**

- 6.3 We think that the strategy to achieve these objectives needs to be based on the principle of 'radical evolution' rather than 'radical change', conscious of the pressures on the education system in general, universities in particular, and on practitioners and academics alike.
- 6.4 What is of most importance is a clear sense of where we are going, and of who needs to sign up to the agenda. We accept that there is a great deal of follow-through work to be done after our report, in partnership with universities and other providers; government; and key groups within the RTPI.

6.5 The proposals that follow are fundamental in their import. We must together manage change in ways which allow adjustment by providers, practitioners and the RTPI alike.

6.6 But we must also recognise the urgency and impatience by some stakeholders. In particular we are conscious of the references to our work in the recent Policy Paper issued by the Deputy Prime Minister, particularly in relation to lifelong learning<sup>7</sup>; and the initiative within the Office of the Deputy Prime Minister on *Changing the Culture*, which relates to many aspects of our work. We endorse the need for change. We cannot achieve the upgrading of practice and the development of capacity for effective spatial planning unless we transform planning education. So we need as a profession to be seen to understand this sense of urgency and opportunity, and to start to effect some change soon.

## 7. How do we want to get there?

### ***Quality of education and practice***

7.1 We believe that the underlying principle in initial professional education leading to RTPI qualification should be the development and demonstration of -

- breadth of knowledge
- depth of knowledge
- ability to apply knowledge in practice, i.e. skills and competencies for effective delivery.

These should be tested at the point of application for membership. They also need to be recurrent themes in the practice of lifelong learning, which we address in paragraph 7.16 *et seq.*

### *The elements of planning education*

7.2 We believe that the application of this principle leads to a three-part specification -

- *an understanding of what spatial planning is, and the skills which underpin it* - based on both a grasp of the theory of the relationships between social, economic and environmental issues, within political and cultural contexts; and on the ability to think critically about how that theory translates into spatial action (the making of place and the mediation of space). We believe that this understanding has global applicability, whatever the different cultural and economic circumstances.

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<sup>7</sup> *Sustainable Communities - Delivering through Planning*, ODPM July 2002

- *an in-depth understanding of an area of specialism within spatial planning.* By specialism we mean a particular area of knowledge within spatial planning. We see this as essential for two reasons. First, educationally we think that it is necessary for the student to acquire and demonstrate the ability to master a subject through research, project work and application to detail. Second, since there are so many component fields to spatial planning we think it is important that students should have some choice about the emphasis and options of different courses which suit their interests and likely career orientation. Specialisms are an important part of promoting diversity in planning education. We do not think it appropriate for the RTPI to specify what qualifies as a specialism. 'Regeneration', 'development management' , 'urban design' and 'planning research' are examples of the *scale* of the categories implied.
- *an assessment of professional competence, i.e. 'fitness to practice',* reflecting the ability to apply the knowledge and skills acquired through initial education and continuing studies, demonstrated through structured experience and assessed reflection in the workplace.

*The RTPI's role in the content of initial planning education*

7.3 Building on this, we see the RTPI's essential role as providing indicative guidance rather than prescriptive course content criteria, and identifying emerging areas of intellectual debate and practice that planning education should address.

*Shifting attention from inputs to outcomes*

7.4 The RTPI needs to continue the shift in its policy for initial professional education from specifying input requirements towards stressing the outputs of the planning education process in terms of the qualities required of a prospective candidate for Institute membership.

7.5 These outcomes need to be expressed in terms of competencies that should be developed through a structured programme of acquiring theoretical and practical knowledge and a critical understanding of the issues and context for spatial planning. We see this as being linked very directly to the understanding of the *New Vision's* concept of spatial planning, and its orientation towards action.

7.6 We have considered and rejected the option of the Institute requiring specific (and generally higher) standards at the point of student entry to planning courses. This takes no account of value added during education or the need for an inclusive approach drawing applicants from more diverse backgrounds.

*The indicative guidance*

- 7.7 Given the emphasis on outputs, guidance on curricula should be indicative. It should recognise as a principle the contingent nature of planning knowledge and the value of alternative specifications of 'the planner' arising from different intellectual and practical considerations. But all of those alternative specifications should make reference to -
- social science as an analytical framework;
  - design and the realisation of place
  - economic issues relating to development
  - environmental challenges
  - legal frameworks.
- 7.8 Universities offering initial professional planning education should have the freedom to develop and justify their own approaches in line with their own articulated philosophy; their definition of the learning outcomes sought; and a clear idea of 'the type of planner' that the course will help to develop.
- 7.9 At the same time the RTPI must ensure that courses do recognise the broader scope of spatial planning. There needs to be explicit recognition of its many interfaces with other disciplines, not just in the built environment. A key tenet should be that planners are not educated to operate alone, and that they recognise from the outset that there will always be other disciplines with whom they will need, and should want, to work. This needs to go beyond rhetoric: courses should address the cultural issues of identity for planners.
- 7.10 The RTPI should continue to make it clear that the need to relate spatial planning to legal frameworks does not require a grounding in or specific reference to any of the British systems. Universities should have the option of offering courses that address the concept of planning in alternatively a global, developed world or European context, although with a reference to the local context. Accreditation from the RTPI need not and should not carry connotations of educating for practice only in Britain or Ireland.
- 7.11 The RTPI should encourage universities in the case of initial professional education and other providers involved in lifelong learning and continuing professional development to experiment with different learning approaches, such as problem-based learning.

*The assessment of professional competence*

- 7.12 The RTPI needs to develop a significantly more rigorous approach to the assessment of professional competence. We know from the evidence presented to us; from comparisons

with the requirements of other professional bodies; and from much anecdotal evidence that the current post-educational qualification regime is not seen as adding much value: 'Two years' surviving behind a desk' was one harsh characterisation.

7.13 A more rigorous approach is in the interests of the public; the student; the employer; and ultimately the educational provider.

7.14 The RTPI should adopt a new scheme for the 'Assessment of Professional Competence' (APC). The key elements in this scheme should be as follows -

- The lead responsibility for the management of the APC process should be with the educational providers. But it should be possible for providers to organise this service on a consortium or contracting basis, so that not every university or provider need be involved directly in the assessment process. This would be a radical change, and the provider should expect to receive some funding to support this activity, preferably through the course fee<sup>8</sup>. This needs to be investigated in detail.
- The RTPI will need to be involved closely in the transition to this approach. It will need to ensure that there is a clear specification for the operation of the process, and that all those involved in the assessment apply consistent standards and observe the same thresholds; and that the employers provide appropriate feedback into the scheme.
- The basic requirement should be a programme of two years' worth of structured experience (i.e. not necessarily two years' elapsed time). This programme would need to be agreed with the individual's employer(s), so that they express their commitment to supporting it.
- The structured experience needs to be active spatial planning work with not more than a necessary proportion of administrative tasks. It should also include a programme of lifelong learning/continuing professional development, and assignation of a mentor. For people moving into academic planning work the structured experience may be built around research work.
- The two years should start with the candidate's first employment after attaining the academic qualification. At the end the candidate should complete a report on the range of planning work covered during the two years and how she or he has developed their knowledge and skills.
- This report should include critical reflection on how that experience relates to the educational course.
- The educational provider should report to the RTPI when the candidate has completed the agreed programme and report to their satisfaction.

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<sup>8</sup> See our proposals for accreditation contracts in paras 7.37 to 7.44

- The process should be an integral part of the RTPI accreditation procedures, and the RTPI would reserve the right to sample the reports, and to examine individuals in cases of doubt.

7.15 As we explain later (paras 7.70 and 7.71), we believe that a member who has completed the other educational requirements and is a candidate for the APC should be identified clearly as a Licentiate member of the RTPI.

#### *Lifelong learning*

7.16 We see a need for a more structured and progressive approach to lifelong learning. By lifelong learning we mean in this context a larger and more ambitious scheme than 'continuing professional development' (CPD) as it is currently understood.

7.17 Lifelong learning must become more important to the RTPI in four respects -

- As the means by which professional competence is maintained and improved consistently during the practitioner's or academic's working life.
- As a route to professional or technical qualification for mid-career entrants.
- As the basis for qualifying for 'associate membership' of the RTPI, a form of pre-professional or cognate professional recognition and association (see paras 7.60 et sq).
- As part of an educational activity directed at people outside the profession.

7.18 If it is to fulfil the first three of those roles, then we believe that implies that a significant amount of lifelong learning material must be certificated (credit bearing). This requires that the RTPI should accredit providers of lifelong learning material, only some of which may be university planning schools. An alternative or complementary approach would be for the RTPI itself to commission and franchise lifelong learning programmes.

#### *Advanced certificates through lifelong learning*

7.19 As part of this more rigorous approach we consider that the RTPI should introduce 'advanced certificates' that declare the holder to be a person with particular knowledge and expertise in a recognised field of spatial planning - such as (and these are only examples) -

- urban design
- regeneration practices
- community planning
- development management
- development economics
- land-use transport planning

- strategic planning
  - planning research
  - management
- and more.

7.20 Consistent with the broad doctrine we have already set out, acquiring such certification should depend upon the individual -

- successfully completing a specified number of credit-bearing modules in the field; and
- submitting a reflective report showing their practical experience in the area, and how their knowledge has been applied.

7.21 The RTPI would need to specify or approve the structure of courses leading to advanced certificates.

7.22 We believe that this approach has clear competitive advantage for practitioners, whether in the public, private or voluntary sectors. The delivery and assessment of the educational modules would be particularly well-suited to a distance-learning approach, although this certainly does not have to be the only mode.

*The RTPI's specification of lifelong learning requirements*

7.23 But we do not believe that all lifelong learning needs to be or should be directed at the acquisition of advanced qualifications, or that all of it should be certificated. We endorse the existing principle that members of the RTPI should be required to produce their own Professional Development Plan (PDP) which should cover fields in which the individual works but also other areas of spatial planning where they wish to extend their knowledge and skills. Pushing the boundaries of one's knowledge and understanding is an essential attribute of effective lifelong learning, and the RTPI's doctrine should emphasise this.

7.24 We recommend the following model for the RTPI's future lifelong learning strategy to meet both basic and advanced certificate requirements. The benchmark figures in this model are indicative.

- Every member should still be required to complete a PDP.
- The basis of the member's commitment should still be a minimum of 50 hours over 24 months;
- of which at least 25% averaged over six years (based on the provider's assessment of study time needed) should be certificated material.

### *Lifelong learning and mid-career entry*

7.25 Lifelong learning should provide a mid-career route to membership of the RTPI, with opportunities for candidates to demonstrate the three elements that we have already described above – an understanding of spatial planning, the study of a specialism and supervision through to the demonstration of fitness to practise. The Masters level benchmark should apply here equally, but the developing practices of open education and distance learning provide more opportunities to acquire it.

7.26 There are three areas here which we should specifically like the RTPI to investigate in detail -

- The opportunities for more flexible course opportunities, and the scope for more bursaries to support students. We are aware that there are some very successful part-time courses now in operation which employers use to encourage entry into the profession, particularly in the public sector. This is key to achieving the flexibility in provision that is needed.
- Specifically in this regard, the scope for expanding distance-learning provision. The existing Joint Distance Learning Consortium has acquired useful expertise in planning education provision, and is now beginning to expand its market. But there may be scope for other providers to support such provision, solely or in syndicates, including the possibility of providers outside Britain.
- The prospects of introducing a qualifying planning elective into Masters or other courses that are attractive to mid-career students, notably MBAs. We understand that exploratory discussions about such a possibility are currently underway.

7.27 We also believe that the RTPI should develop the idea of partial qualification leading to associate membership as a means to encourage people into the field of planning. We set out detailed proposals for this in paragraphs 7.60 onwards.

### *Accrediting lifelong learning providers*

7.28 We believe that the success of a more ambitious lifelong learning strategy will depend to a significant extent on the RTPI's ability to create the framework for working with providers. We see this being based upon -

- Accrediting lifelong learning providers, who may be both universities and other educational/training providers -
- Who will commit themselves, individually or as syndicates, to the production of modular material -
- Which can be taken with or without assessment to support advanced certificates; qualification as full or associate member; or to support general lifelong learning requirements -

- And achieving overall a balance of 'staples' and advanced material.

7.29 We think that the assessment of courses by those taking them should be an integral part of accreditation.

*Lifelong learning accounts and mentoring*

7.30 Re-focusing the objectives of and opportunities through lifelong learning is only part of the equation.

7.31 There also needs to be more support available to members, and this provides an opportunity for the RTPI to develop a closer relationship with individual members. There may be opportunities for ongoing partnership arrangements between individual members and the RTPI, facilitated by the educational providers.

7.32 We think that the RTPI should see mutual lifelong learning support as a primary objective for the associations and networks (sector groups) that it is establishing, and that this should be reinforced by the recruitment of mentors within the groups; and the creation of websites for these groups fostering virtual communities, and 'virtual mentors'.

7.33 At some future stage the RTPI should be looking at the possibility of setting up on-line lifelong learning accounts for members on its website, so that –

- Members can update their PDPs continuously with minimal effort –
- And possibly be prompted if they do not remember to do so –
- But they should be able if they wish to be notified of mentors or lifelong learning opportunities relating to their interests.

*The need for continuing demonstration of professional competence*

7.34 We consider that the need to certify that a member of the RTPI does possess the necessary knowledge, skills and expertise to practise through the APC should not be a once-in-a-lifetime requirement. The public has the right to expect that holding the qualification implies current competence.

7.35 The requirement to include an element of certificated material in the fulfilment of the Professional Development Plan meets this in part. We think this should go further. We recommend that -

- Every six years every full member should be required to submit their PDP/CPD records

- A specified part of this should relate to the law and practice of the country where the member was primarily active.

***Effective and affordable system of provision***

7.36 We need to relate these specific objectives to a broader view about education structures and provision.

*A partnership approach to accreditation*

7.37 We think that it is timely and necessary for the RTPI to initiate a fundamental shift in its approach to accreditation, recognising both the great changes that have taken place in the way in which British universities are now required to operate and the strength of the relationships that the RTPI has managed to develop with universities over time. There is now generally a significant level of mutual understanding and trust: it should be possible to build on that to make the accreditation process less regulatory and more constructive.

7.38 We believe that the basis of accreditation in future should be agreements or contracts for partnerships. This is a novel approach which will require development of the detail in discussion between the RTPI and potential partners. We see the key elements of the scheme as these –

- The partnership should be a form of agreement involving the university (or, over time, possibly other forms of provider), the RTPI and representatives of employers.
- The duration of the agreement should be five years, with provision to roll it forward annually.
- The agreement should include a clear statement of the provider's educational focus<sup>9</sup>, its strategy for development and the investment to be made in that.
- The agreement should reflect specific undertakings by the provider with regards to research capability and outputs, development of teaching methods and engagement with professional practice.
- The agreement should commit the provider to giving appropriate support to students through student membership and preparation for the Assessment of Professional Competence (APC) (our intentions here are set out in section 7, para 7.14 et seq).
- The agreement should cover the provider's commitment to support continuing professional development and the provision of modules for advanced certificates (our intentions here are set out in section 7, para 7.19 et seq).
- The agreement should include at least an outline of the provider's marketing strategy, and the commitment made by the RTPI to support general marketing.

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<sup>9</sup> The issues covered in para 7.7 et seq

- 7.39 We refer to 'the provider', but this need not be a single university provider. It might involve a consortium of universities and/or other forms of provider.
- 7.40 Each agreement should be administered by a panel or board on which the RTPI, the provider and the employers would be represented. Their task should be to satisfy themselves that the contract terms are being kept, and that the provider is achieving satisfactory standards in terms of student performance in educational results and presentation for the APC. Where there are problems the panel should offer advice to the provider or RTPI as appropriate.
- 7.41 The agreement would relate to the provider not the course. Any new or revised course developed by the provider that the panel agreed covered the three basic elements of planning education (para 7.2) would qualify from the outset, thus increasing the flexibility of the provider to respond to changing market conditions.
- 7.42 We believe that this approach has several potential advantages over current practice –
- It should offer the provider and the provider's students greater certainty about the continuity of accreditation.
  - It should thereby improve the basis for the provider's investment in staffing and research.
  - It should improve the basis of student support through to qualification.
  - It should increase flexibility in the development of courses.
  - It should give employers as 'end users' a larger role and greater confidence in the process
  - It should reduce, over the long run, the administrative effort required from both the RTPI and the provider.
- 7.43 We recognise that this model could not be applied to a new provider, and it is certainly not our intention to create barriers to entry for new providers. Where a new provider seeks accreditation we think that the initial arrangement should continue to be based on the accreditation of specific courses, much as at present, but that the intention should be to achieve partnership status after, say, five years. To that end we think the RTPI should 'partner' the provider from the outset, helping to develop the frameworks that will enable full partnership agreements.
- 7.44 We are looking for a more constructive engagement all round, with no weakening of standards. But we believe that partnerships based on a clear contractual framework will encourage providers to maintain and improve their performance with the support of the RTPI.

*Undergraduate and post-graduate level initial professional education*

- 7.45 We consider that the RTPI should continue to support education leading to qualification through both undergraduate and postgraduate courses. This is consistent with -
- Our concept of a flexible learning continuum
  - Our advocacy of diversity in planning courses, recognising the legitimately differing emphasis of different courses, and the different types of planner that should emerge from them
  - Our belief in the value of spatial planning as a generic education at undergraduate level
  - The desirability, as part of the necessity of relating spatial planning to other disciplines, of having shared elements of courses at both undergraduate and postgraduate level
  - The opportunities in particular for shared foundation or first year courses, particularly in relatively high cost areas relating to design, at undergraduate level
  - The need to allow universities maximum flexibility in their marketing and the structuring of their departments.

*Course structures*

- 7.46 We believe that the educational benchmark for qualification for full membership of the RTPI should be a Masters level qualification.

*(a) undergraduate*

- 7.47 We recommend that at undergraduate level the 3+1 format should be continued with either -
- A four year full-time integral 'MPlan'; *or*
  - A three year spatial planning degree, followed by a one year (f.t.e.) Masters course
    - except in Scotland, where we recommend that -
  - undergraduate planning education should continue to be the equivalent of four years' study to Honours level<sup>10</sup>.

In all cases the key components must be the core discipline of spatial planning and a specialism.

- 7.48 Despite our support for a Masters benchmark, we believe that it is important that there should be both three- and four-year full time options. We recognise the financial difficulties faced by students. We believe students need the flexibility of opting for three-year courses with the option of completing the Masters later.

7.49 We have expressed the benchmarks as full time models. We want to see the maximum flexibility and choice in course structure, so we advocate strongly the development of part-time, in-service or blocked time courses, and of distance learning courses as appropriate equivalent delivery mechanisms.

7.50 We recognise the increasing interest in dual degrees or shared foundation years at undergraduate level, and welcome this. These add educational breadth, and can be particularly useful in developing, for example, design skills.

*(b) postgraduate*

7.51 Postgraduate level planning education should be based on the same principle as that for undergraduate, with the equivalent of a one year (i.e. twelve-month f.t.e.) post-graduate Masters level qualification, which should include a significant element of project or thesis work to fulfil the requirement for a specialism.

7.52 We have considered at length whether entry to postgraduate courses should be made dependent on the student's first degree being in a 'cognate discipline'. We have decided against this, our primary considerations being -

- There is no evidence to suggest that students from what might be cognate disciplines perform better than others from more disparate fields.
- It would be both difficult and contentious to seek to define and maintain a register of what the RTPI considered to be a cognate discipline.
- We think that it is consistent with our emphasis on allowing universities flexibility and concentrating on outcomes that the choice of students, and the setting of any pre-qualification requirements for starting a course, should rest with them.

*The need for partnership approaches*

7.53 We think that the initial professional planning education market at present suffers from excessive fragmentation in which -

- Some schools are weak overall in terms of numbers, staffing, research base and institutional support.
- Some schools have strengths in particular areas offset by weaknesses elsewhere.

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<sup>10</sup> We note that the QAA framework for qualifications of higher education in Scotland accepts that in some universities this qualification is traditionally awarded as MA (Honours) rather than a Bachelors degree with honours

- 7.54 There is a limit to what the RTPI can do, and we are opposed to any idea that the RTPI should intervene directly to reduce the number of universities offering accredited courses. In the short to medium term at least this would certainly militate against the extra supply or capacity that is needed<sup>11</sup>. We see an urgent need to improve student recruitment to undergraduate planning courses.
- 7.55 The RTPI should support regional and/or national partnerships between providers to promote planning education. Our underlying rationale is the economy of scale that would be achieved by pooling resources (particularly among small providers). Such a pooling of resources might be encouraged through a revised accreditation contract.
- 7.56 A further development of partnership among planning schools might involve the joint development and delivery of courses. Joint delivery could operate locally, nationally or internationally, helping to attract students, support research and teaching specialisms, and overcome the disadvantages of limited size and capacity.
- 7.57 The institutional barriers to this type of partnership may appear significant, but the RTPI should ensure that its accreditation process can accommodate such developments.

### **Flexible and inclusive definition of profession**

#### *Membership structures*

- 7.58 We think that the RTPI needs to support its inclusive objectives in the *New Vision* by matching the flexible educational structures that we advocate with more flexible and progressive membership structures.
- 7.59 We recommend the following revised classes or categories of membership.
- (a) Technical membership*
- 7.60 We think that there is still a wholly inadequate appreciation of the extent to which properly trained and qualified technical members (TechRTPI) can provide cost-effective support to planning professionals, and release resources of highly-trained professionals to concentrate on the most demanding or creative tasks. The introduction and development of this membership class has been a limited success to date, but the RTPI must continue to promote it, and look for more support from government and employers.

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<sup>11</sup> see Section 5

*(b) Student membership*

7.61 There has been a long-running debate about the value of Student membership, and access to it (i.e. who pays). We think that preparation for professional status and responsibilities is an integral part of planning education and training. Student membership should be mandatory for all students on all courses leading to RTPI qualification. The responsibility for administering the financial recovery for this should be at the point of enrolment and through the educational provider, preferably in a simple arrangement as part of the cost and fee structure of the course. The RTPI should consider the detailed mechanism for this and review whether it could make changes to its student membership charges in the light of universal mandatory membership.

*(c) Associate membership*

7.62 The RTPI should, as soon as its new charter permits, introduce a new category of associate membership, recognised by the designatory letters AMRTPI.

7.63 This class of membership should be aimed at two separate categories of entrants who share the desire to develop and demonstrate a degree of knowledge, understanding and competencies in specified fields of spatial planning, following a similar categorisation to the example we give in paragraph 7.19; and who might also ultimately be candidates for progression to full MRTPI status.

7.64 The first category would be professionals from other disciplines related to planning or the built environment. We do not offer a comprehensive list, but the obvious inclusions would be, for example, members of ARBUK, RIBA, RICS, ICE, ILT and LI. Members of these professions should be regarded *ipso facto* as having the necessary educational attainment. Applicants should be expected to provide proof of their professional good standing, evidence of their continuing professional development and a statement of their experience and its relationship to their interest and involvement in spatial planning.

7.65 The second category would be anyone who wanted to move towards planning without necessarily having any relevant prior education or professional knowledge.

7.66 The basis of the second category's qualification for AMRTPI would be through the study of certificated courses in the same specified fields of spatial planning<sup>12</sup>, together with an element of structured experience in those fields. The certificated courses would need to be the equivalent of first degree level in terms of intellectual attainment, and would need to

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<sup>12</sup> see paras 7.16 and 7.63

include a foundation course in spatial planning. Applicants would need to demonstrate that they were working within the broad field of spatial planning. As with the APC, we would expect the provider to supervise a programme of structured experience and lifelong learning for two years after completion of the course, leading to the submission of a report by the candidate which would lead to the award of the qualification.

7.67 Maintaining AMRTPI status should be subject to the same lifelong learning requirements as MRTPI. We do not think that the number of hours required should be reduced.

7.68 We think that AMRTPI should be seen as a partial qualification in its own right, signifying a limited competence in one field of planning. But it should also be the basis for a route through to MRTPI.

7.69 We think that this route should be developed on the lifelong learning platform. The current provisions for special entry should disappear within, say, five years. A candidate who had acquired AMRTPI through either form of entry should be able to apply for full membership on the basis of further study through lifelong learning, a significant part of which should be certificated. Every candidate for MRTPI must at some stage have studied the core discipline of spatial planning - so for those who had entered as professionals from allied fields this would need to be part of their lifelong learning curriculum.

*(d) Licentiate membership*

7.70 We think there is value - for the public, and for the individual - in distinguishing between the Student member who is still in the formal education process 'pre-graduation' and someone who has achieved the required educational qualification (the Masters qualification) and who is completing the structured experience leading to the APC - a form of 'provisional licence'. We would designate this as Licentiate membership – a form of 'provisional licence'.

7.71 We think that membership of this class should be time limited, so that a candidate holding a Masters is required to progress to APC and full membership within four years of graduation. Any extension to that period should be at the discretion of the RTPI. If not granted then the individual would face reversion to Student membership.

*(e) Full membership*

7.72 Full (i.e. chartered) membership should remain the benchmark to which all other membership classes are related. We do recommend, however, that the RTPI should seek a new designation of MRTPI Chartered Planner that could be represented as 'C Plan MRTPI'

or 'C Plan FRTPI', following the practice of the engineering profession. This would give a clearer identification of the definitive standard, which would become more important if associate membership is introduced.

7.73 As we have set out earlier, the basic components or requirements for qualification should be education to Masters level, or its Scottish equivalent, plus structured experience leading to the APC.

*(f) Advanced certificates*

7.74 Although technically this should not constitute a class of membership, we think that acquisition of advanced certificates should be recognised by designatory letters following MRTPI.

7.75 The RTPI has already looked at the question of whether there should be a future for the class of Fellow (FRTPI). Views on this are clearly split. We do not offer any views on this, except to say that (a) we do not think it appropriate to link it directly to the Advanced certificates that we advocate, and (b) we are not convinced that in terms of public trust FRTPI represents a significant advance under current conditions over MRTPI.

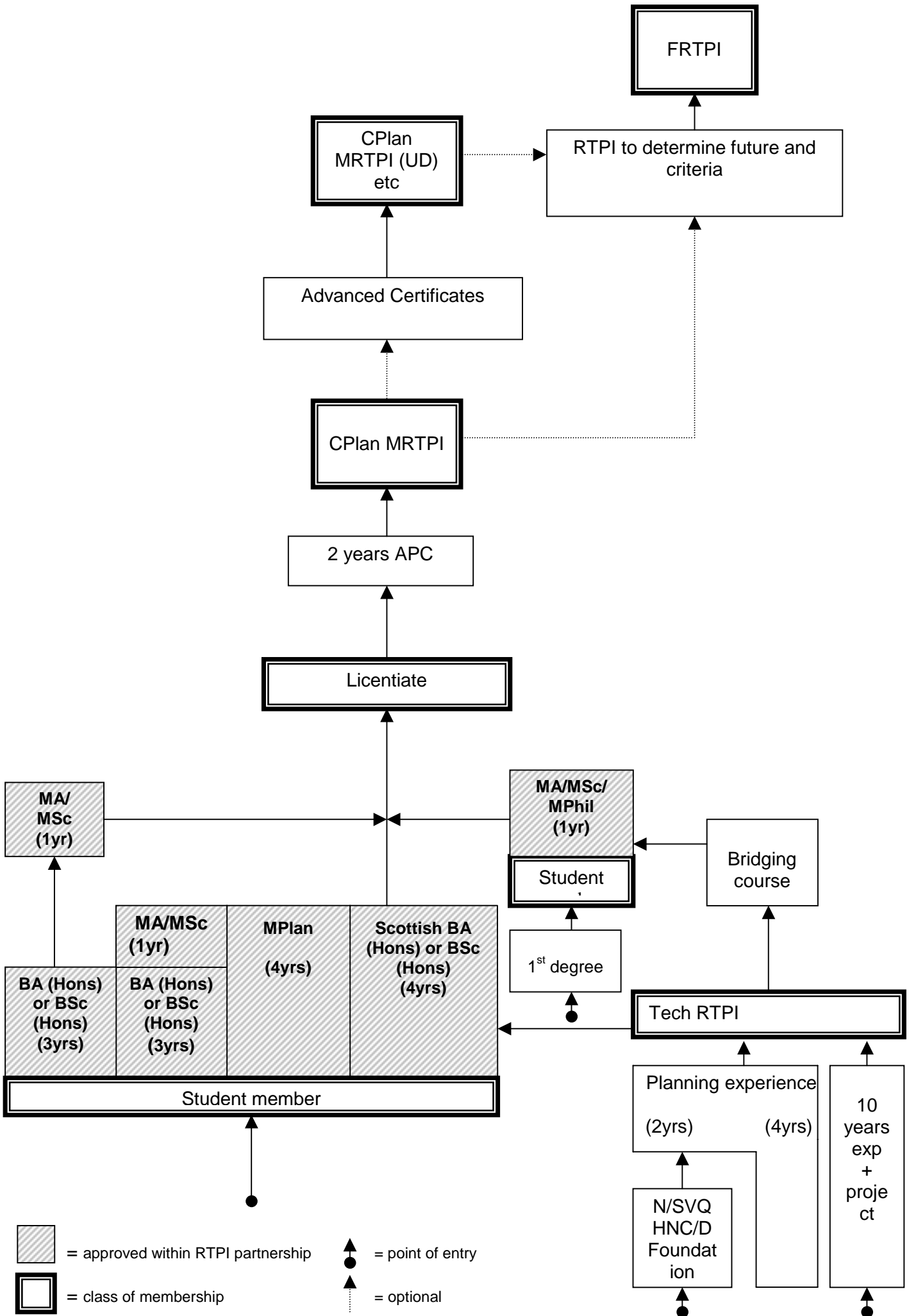
*(g) Special entry*

7.76 Given these flexible arrangements, we believe that the RTPI should be able to phase out the current special entry system within five years. Consistent with our emphasis on flexibility, however, we think the RTPI needs to have arrangements for considering where candidates for entry at whatever level deserve partial exemption on the basis of prior attainment.

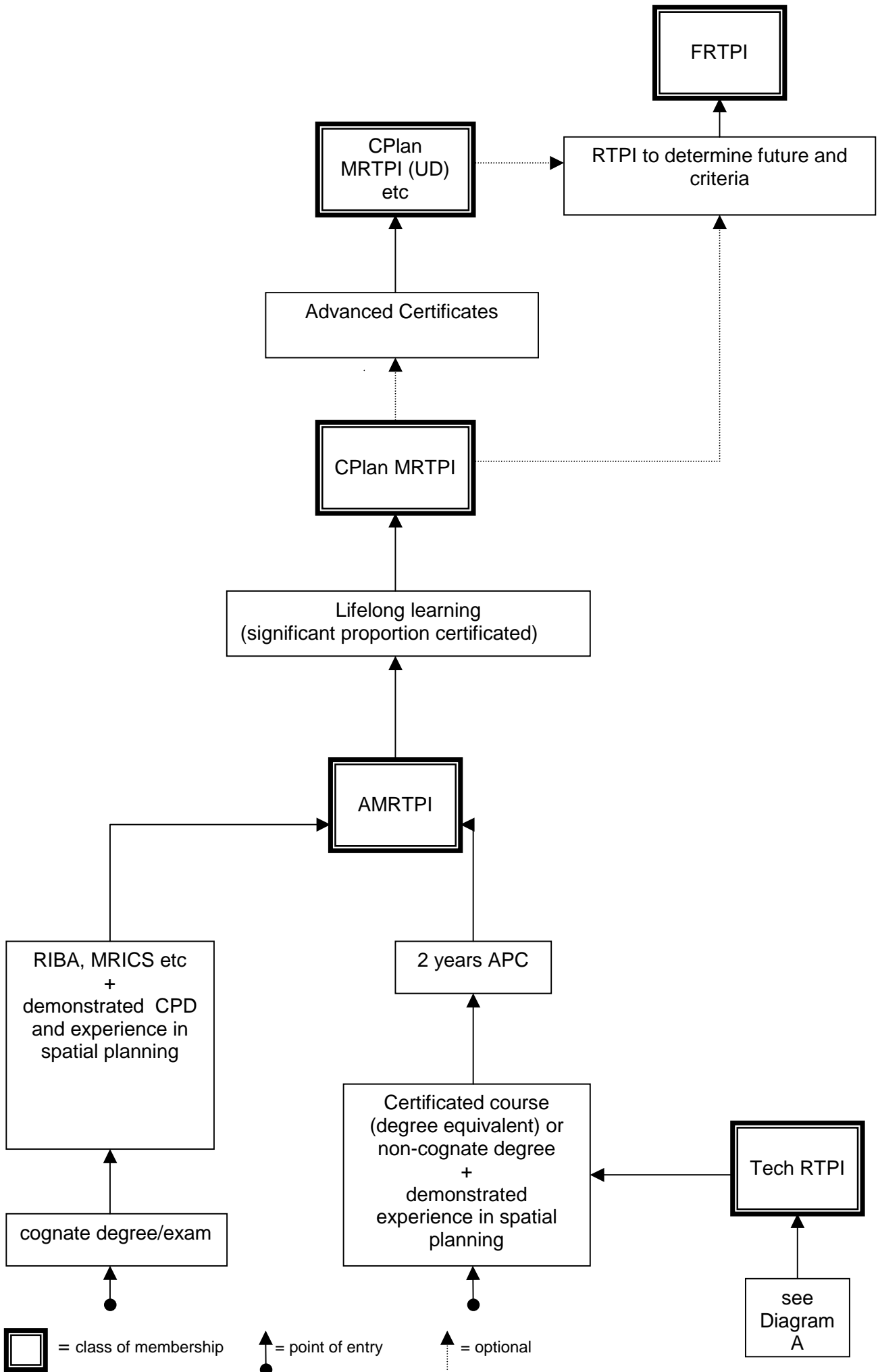
*The continuum*

A key concept here is the idea of a learning continuum. This is illustrated in graphic form below.

**Diagram A**  
**Pathways through Initial Planning Education**



**Diagram B**  
**Pathways through Associate Membership**



This is linked to our thoughts in the next section about how the RTPI's *New Vision* intentions to develop its community through new forms of association should work in practice and be supported by education policy.

7.77 The flexibility of this structure makes it difficult to describe *all* the ways in which it might be used. Key ideas in this approach are -

- The scope for credit-unit transfers - for example, a qualified technician who completed the foundation course should receive exemptions in the basic education level.
- The modules relating to associate members might be inter-available with some or all of the modules leading to the advanced certificate.
- The advanced certificate modules should be available in certificated (assessed) or uncertificated form to support the requirements of the individual's PDP.
- All certificated courses - the technician level, basic level and advanced levels - should be developed with a view to the use of some of their modules by other disciplines.
- Acquisition of modules from the associate member and advanced certificate levels should count for some credits at basic level.
- In distance learning form, with modules relating to non-British planning context and planning law and practice, both the technician level courses and basic courses may have a market overseas.

#### *The globalising profession*

7.79 We need to have routes whereby professional planners qualifying outside this country can become MRTPI. We note that planners from within the EU are free to travel to Britain for work, and have the right to be recognised as professional planners on the basis of their qualification and examined expertise. Obviously we are not seeking to curtail that right; but for them and for others, including those seeking permanent or semi-permanent employment in a country where MRTPI has strong recognition, there should be prepared channels which assist them to membership.

7.80 We think that the RTPI should advocate and recognise 'conversion' courses offered by universities or other providers which would be based around the same key elements -

- The applicant should be a member of a constituent member of either ECTP or CAP, or a member of AICP.
- The conversion course should comprise two modules - (a) an understanding of spatial planning and (b) local law and practice.
- The candidate should undertake two years structured work experience, but starting from their acceptance onto the course.

- They should be subject to the Assessment of Professional Competence (APC) like other practitioners.

***Resilient and vibrant academic community***

- 7.81 The broad thrust of the proposals set out here should, we believe, assist in fostering a more vibrant academic community - by strengthening the options of existing universities or other providers, and by encouraging the involvement of more education providers in contributing to accredited planning education.
- 7.82 They also provide an opportunity and requirement to establish stronger partnerships among universities and other providers, employers and the RTPI in the education of planners.
- 7.83 But we recognise that more needs to be done. The linkage between the academic community within the RTPI and the practitioner community is not fully rehearsed. .
- 7.84 The RTPI rightly wants the providers of planning courses to include a significant number of members of the institute, but there is a perception among planning academics that barriers to entry for academics are high, and that the RTPI does not value them or offer them enough.
- 7.85 We recommend three measures to ensure that the RTPI makes proper provision for academic tracks in planning careers -
- Work undertaken as part of a Higher Degree by research MPhil or MPhil should be recognised as fulfilling the requirement for a specialism in initial planning education
  - the APC as applied to academic members should give explicit recognition to research work and teaching which includes both planning theory and planning practice
  - academic research should similarly be recognised explicitly as fulfilling the requirements of the PDP.
- 7.86 There is also a clear need for the RTPI to exert itself to encourage and support the research base supporting the concept of spatial planning, the corollary to our observation in paragraph 4.19. The RTPI should have a much more ambitious idea of its role as the interface between the needs of practice and academe, identifying and sponsoring research requirements.
- 7.87 We relate this to two intentions currently under discussion within the RTPI, which we recommend should be advanced urgently –
- The role of the RTPI Research and Knowledge Committee to be set up in 2003 with an agenda of developing the RTPI's research programme and contribution to research work.

- The role for a Planning Education and Research Association as an extension of the RTPI's immediate interests, bringing in a wider range of protagonists who also wish to make the case for planning research.

7.88 This broader platform of RTPI activity should also be a way to encourage academics in related disciplines working with or in association with planning education to see value in the work of the RTPI, and to seek associate membership.

## 8. **Implementation: Time-scales and resource implications**

8.1 We recognise that the totality of this report amounts to a radical agenda, and one which both the RTPI's membership and its educational partners should find challenging.

8.2 We recognise also that the recommendations have the potential for significant but as yet uncosted resource implications for the RTPI. The management of the transition in itself will put a greater load on a small team dealing with education, training and membership. The long-term implications of our proposals for new categories of membership and greater emphasis on lifelong learning is likely to require a sustained commitment of additional investment resources, which has the potential to generate significant benefit and indeed revenue. The RTPI will need to consider the resource implications and how this fits into its overall scheme of priorities for resource allocation.

8.3 We recognise also that there are many issues of detail that need to be worked through or refined.

8.4 But we believe that the current interest in planning, evidenced by debates about its contribution to a broad range of public policy concerns, the focus on the undoubted need for a change in the culture around it and the legislative changes that have been made or are proposed, means that this is a moment of rare opportunity for the RTPI. We think that the RTPI must seize this opportunity. Some of our proposals may be controversial or uncomfortable, but all are designed to realise the promise and the pledge of the *New Vision*, and to strengthen the discipline and the profession. The risks of inaction are greater by far than the risks of action. We believe that the RTPI's clear and decisive engagement to seize this opportunity is both the necessary course of action and the one through which its leadership of the *New Vision* can best be exercised.

- 8.5 We recommend that the RTPI should consider our recommendations at the earliest opportunity; consider the need for an early clear statement about the acceptance of the principles; and set a time-scale for their implementation.
- 8.6 We recommend that the RTPI should make that clear statement before the summer of 2003, and should draw up a comprehensive action plan by the same time. The universities schools in particular need early certainty about the direction of change, and with other prospective providers need to be involved in discussions on implementation. Early action needs to focus on negotiating the new partnership arrangements through a few pilot schemes, and the new educational guidelines. We believe that the programme that we have set out should be implemented within four years.
- 8.7 We recommend also that the RTPI set up a group of champions to develop specifically the membership structure, and particularly the associate membership approach: this will need to be promoted actively and not left in the small print.
- 8.8 There are certain areas of delivery where the RTPI needs to make rapid progress for the benefit of all, and where it should be looking for government or other public sector support. In particular we recommend -
- A programme of publicly-funded bursaries to support students seeking admission to one-year postgraduate planning courses, and scholarship support towards undergraduate courses. (These should be available on a regional basis within England, and perhaps supported jointly by government and the Regional Development Agencies.) There should be particular encouragement for black and minority ethnic students to apply for these bursaries.
  - A programme of publicly-funded bursaries to support students taking in-service courses while in local authority employment. These again should be available on a regional basis in England, and the costs should be shared with the local authorities concerned. This would encourage local authorities to take early action to counter recruiting difficulties.
  - Some funding or underwriting of the development costs of lifelong learning programmes designed to improve skills availability in areas of particular shortage. Urban design and strategic spatial planning might be two obvious examples. The development of these programmes should take as a premise the intention to certificate them.
- 8.9 This level of support for initial training would be consistent with approaches adopted by government to support other under-recruited professions such as social work.

**Annex A - List of evidence received**

**Annex B - Sample RTPI members' planning activity**

**Annex C - Number of professional planners worldwide**

**Annex D - Age analysis of RTPI members**

**Annex E - Case studies**

**Annex F - Analysis of change in corporate and student member totals to December 2002**

**Annex G - Gender and ethnic breakdown (where declared) of newly elected Members**

## Annex A List of evidence received

Title	First name	Last name	Organisation
	Francis	Amos	
Prof	Paul	Brenikov	
	Berna	Grist	
	Pat	Hardcastle	
Prof	Robert	Lane	
Mr	Mike	Mathieson	
Mr	Ron	Tate	
Mr	Simon	Williams	
Mr	David	Cockhead	Aberdeen City Council
Mr	Alan	Smith	Alan Smith Planning and Management Consultant
Mr	James	Chaffer	Alder King
Mr	Tony	Hall	Anglia Polytechnic University
Ms	Pippa	Cheetham	Aylesbury Vale District Council
Dr	Elizabeth	Brookfield	British Institute of Architectural Technologists
Mr	Roy	Thomas	Calderdale Metropolitan Borough Council
Mr	John	Punter	Cardiff University
Prof	Chris	Webster	Cardiff University
	Chris	Yewlett	Cardiff University
Mr	Roger	Keller	Chartered Institute of Housing
Mr	Martin	Winn	Chartered Institute of Housing
Prof	Greg	Lloyd	CHOPS
Mr	Brian	King-Fisher	City of Nottingham
Mr	Graham	King	City of Westminster
Mr	Jon	Rouse	Commission for Architecture and the Built Environment (CABE)
Mr	Gavin	Kennedy	Communities Scotland
Mr	Colin	Davies	Cotswold District Council
Mr	Tim	Pope/Carol Thomas	Disabled Persons Transport Advisory Committee (DPTAC)
Mr	Ken	Burley	Doncaster MBC
Mr	Alan	Gray	DTLR, Planning Directorate
Mr	Jeff	Channing	DTLR, Planning Reform Team
Ms	Sarah	Henderson	East Sussex County Council
Ms	Marilyn	Higgins	Edinburgh College of Art/Heriot-Watt University
Mr	Jeremy	Raemaekers	Edinburgh College of Art/Heriot-Watt University
Mr	Edward	Landor	Edmund Kirby
Mr	John	Harper	ELWA (Education and Learning Wales)
Mr	Michael	Coupe	English Heritage
Ms	Annie	Hall	Environment Agency for England and Wales
Ms	Victoria	Hinchliff	Environment Directorate
Mr	Phil	Sooben	ESRC

<b>Title</b>	<b>First name</b>	<b>Last name</b>	<b>Organisation</b>
Mr	Bruce	Stiftel	Florida State University
Ms	Susan	Clayton	Future Creaton
Mr	David	Beardmore	G L Hearn
Mr	Ian	Manson	Glasgow City Council
Mr	Robert	Walker	Glasgow College of Building and Printing
Prof	Anthony	Yeh	Hong Kong University
Mr	Andrew	Whitaker	House Builders Federation
Dr	L Ya	Herzberg	Institute for Town Planning
Mr	Tony	Blackman	Kent County Council
Mr	Paul	Swann	Learning to Work: Working to Learn
Mr	David	Whitney	Leeds Metropolitan University
Prof	Roger	Zetter	LINK (Linking Teaching with Research and Consultancy in Planning, Estate Management and Construction)
Mr	David	Alexander	Liverpool John Moores University
Prof	Chris	Couch	Liverpool John Moores University
Mr	Andy	Thornley	London School of Economics
Mr	John	Knight	Macclesfield
Ms	Cath	Ranson	National Assembly for Wales
Ms	Jean	Murray	National Search and Rescue Secretariat, Government of Canada
Mr	Steve	Crocker	Neighbourhood Renewal Unit
Mr	Neil	Boughey	North Lincs
Prof	Roger	Zetter	Oxford Brookes University
Mr	Peter	Thorpe	Peter Thorpe Consulting
Ms	Rosemary	Wachira	Physical Planning Department
Mr	Martin	Pfirrmann/André Bruns	Planet
Ms	Rachel	Bland	Planners Network UK Steering Committee
Ms	Christina	Mannering	Planning Executive Association
Mr	Keith	Durrant	Planning Inspectorate
Mr	Martyn	Edwards	Planning Officers Society for Wales
Dr	Bill	Neill	Queen's University Belfast
Ms	Emily	Richmond	Ramblers' Association
Ms	Wendy	Shillam	RIBA
Mr	Neil	Sinden	ROOM, the National Council for Housing and Planning
Mr	Neil	Head	Royal Australian Planning Institute
Ms	Louise	Waring	Royal Town Planning Institute
Mr	Mark	Southgate	RSPB
Mr	Graham	Stephens	RTPI - SW Branch
Mr	Lyn	Owen	RTPI Cymru (Wales Branch)
Mr	Franklin	Riley	RTPI Race Panel
Mr	Mark	Walton	RTPI Young Planners Panel
Dr	Campbell	Gemmell	Scottish Environment Protection Agency (SEPA)
Mr	Jim	MacKinnon	Scottish Executive

Title	First name	Last name	Organisation
Mr	Roger	Crofts	Scottish Natural Heritage
Prof	Ted	Kitchen	Sheffield Hallam University
Dr	Bob	Jarvis	South Bank University
Ms	Sue	Percy	South Bank University
Mr	Peter	Fordham	South West Water Limited
Prof	Dieter	Frick	SRL
Mr	Andrew	Marsay	Symonds Group Limited
Dr	Peter	Ache	Technical University Hamburg
Ms	Annabella	Fitch Hutton	The British Connection Inc.
Mr	Miles	Price	The British Land Company PLC
Ms	Helen	Chambers	The Institute of Logistics and Transport
Mr	Jonathan	Ling	The Institution of Electrical Engineers
Prof	Greg	Lloyd	The University of Dundee
Prof	Tony	Crook	The University of Sheffield
Mr	Andy	Karski	Tibbalds TM2
Mr	Keith	Mitchell	Transport Planning Society
	Viv	Green	Trevor Roberts Associates
Prof Sir & Dr	Peter Matthew	Hall & Carmona	University College London
Dr	Mark	Tewdwr-Jones	University College London
	Derry	O'Connell	University College, Dublin
Ms	Ann-Michelle	Slater	University of Aberdeen
Mr	Colin	Wood	University of Central England
Ms	Veronica	Coatham	University of Central England, Birmingham
Prof dr	Klaus	Kunzmann	University of Dortmund
Mr	Alan	Townsend	University of Durham
Mr	Malcolm	Harrison	University of Leeds
Mr	Peter	Mackie	University of Leeds
Prof	Peter	Batey	University of Liverpool
Mr	Tim	Shaw	University of Newcastle Upon Tyne
Prof	Barrie	Needham	University of Nijmegen
Ms	Elaine	Paterson	University of Northumbria
Prof	Tanner	Oc	University of Nottingham
Mr	Robert	Marshall	University of Sheffield
Ms	Janet	Askew	University of the West of England
Mr	Hugh	Barton	University of the West of England
Dr	Clara	Greed	University of the West of England
Mr	Tony	Hathway	University of the West of England
Prof	John	Muller	University of the Witwatersrand, Johannesburg
Mr	Tim	Edmundson	University of Westminster
Mr	Sebastian	Tombs	Urban Design Alliance in Scotland
Dr	Bob	Jarvis	Urban Design Group's Education Panel
Prof dr	Tadeusz	Zipser	Wydział Architektury Politechniki Wrocławskiej

## Annex B - Sample RTP1 members - Areas of Planning Activity

	Major Function 1997		Major Function 2001		Minor Function 1997		Minor Function 2001	
	%	rank	%	rank	%	rank	%	rank
Best Value	Not a category in this survey		19.3	14	Not a category in this survey		18.2	15=
Coastal planning	2.0	29	2.6	33=	7.7	27	7.3	34
Commercial development planning	5.7	24	Not a category in this survey		13.1	21=	Not a category in this survey	
Community planning	Not a category in this survey		12.0	22	Not a category in this survey		18.2	15=
Conservation of built environment	21.8	9	19.7	12	23.4	4	27.0	3
Conservation of natural environment	14.6	13	15.3	20	21.5	9	22.8	10
Countryside and rural issues	21.4	10	18.2	15=	22.5	6=	21.3	12=
Derelict land	7.4	21	Not a category in this survey		16.4	17	Not a category in this survey	
Development control	40.0	2	33.5	2	14.9	18	17.3	19
Economic development and urban regeneration	23.2	6	20.9	10	20.5	12	23.9	8
Enforcement	18.8	11	13.5	21	17.0	16	16.8	21
Environmental appraisal and assessment	13.0	15	15.8	17=	22.4	8	23.0	9
Environmental protection	11.0	17	9.8	24	18.3	15	20.6	14
European issues	5.8	23	5.1	28	13.1	21=	10.4	33
Housing	Not a category in this survey		21.3	9	Not a category in this survey		16.9	20
Information technology inc. GIS	9.3	19	15.8	17=	21.3	10	25.1	5=
Land acquisition and reclamation	Not a category in this survey		8.0	26	Not a category in this survey		10.7	29=
Land use and transport issues	15.8	12	18.2	15=	22.5	6=	28.1	2
Leisure recreation and tourism	10.7	18	8.6	25	23.7	3	21.3	12=
Management	40.4	1	43.4	1	14.7	19	13.3	25
Minerals and waste management	7.2	22	5.5	27	11.4	25	10.7	29=
Other	7.8	20	Not a category in this survey		30	1.6	Not a category in this survey	
Plan making	29.1	3	27.5	7	13.1	21=	15.1	23

Planning and archaeology	4.6	26	4.0	31	19.6	14	22.0	11
Planning for equal opportunities	2.3	28	4.4	29=	8.8	26	12.0	28
Planning for real	3.8	27	2.7	32	6.0	29	9.5	33
Planning for sustainable development	24.8	5	28.6	6	25.7	1	24.8	7
Planning law	28.3	4	29.2	4=	18.9	5	26.8	4
Project implementation	22.7	7	20.8	11	13.6	20	12.9	26
Project management	Not a category in this survey		33.3	3	Not a category in this survey		16.2	22
Property development	Not a category in this survey		15.7	19	Not a category in this survey		12.6	27
Research	22.5	8	24.8	8	25.0	2	29.9	1
Retail planning	11.2	16	10.9	23	21.0	11	17.5	18
Strategic Planning	Not a category in this survey		29.2	4=	Not a category in this survey		17.9	17
Town Centre management	5.3	25	4.4	29=	12.8	24	14.4	24
Urban design	14	14	19.5	13	19.7	13	25.1	5
Water and resource management	1.3	30	2.6	33=	6.9	28	10.7	29=

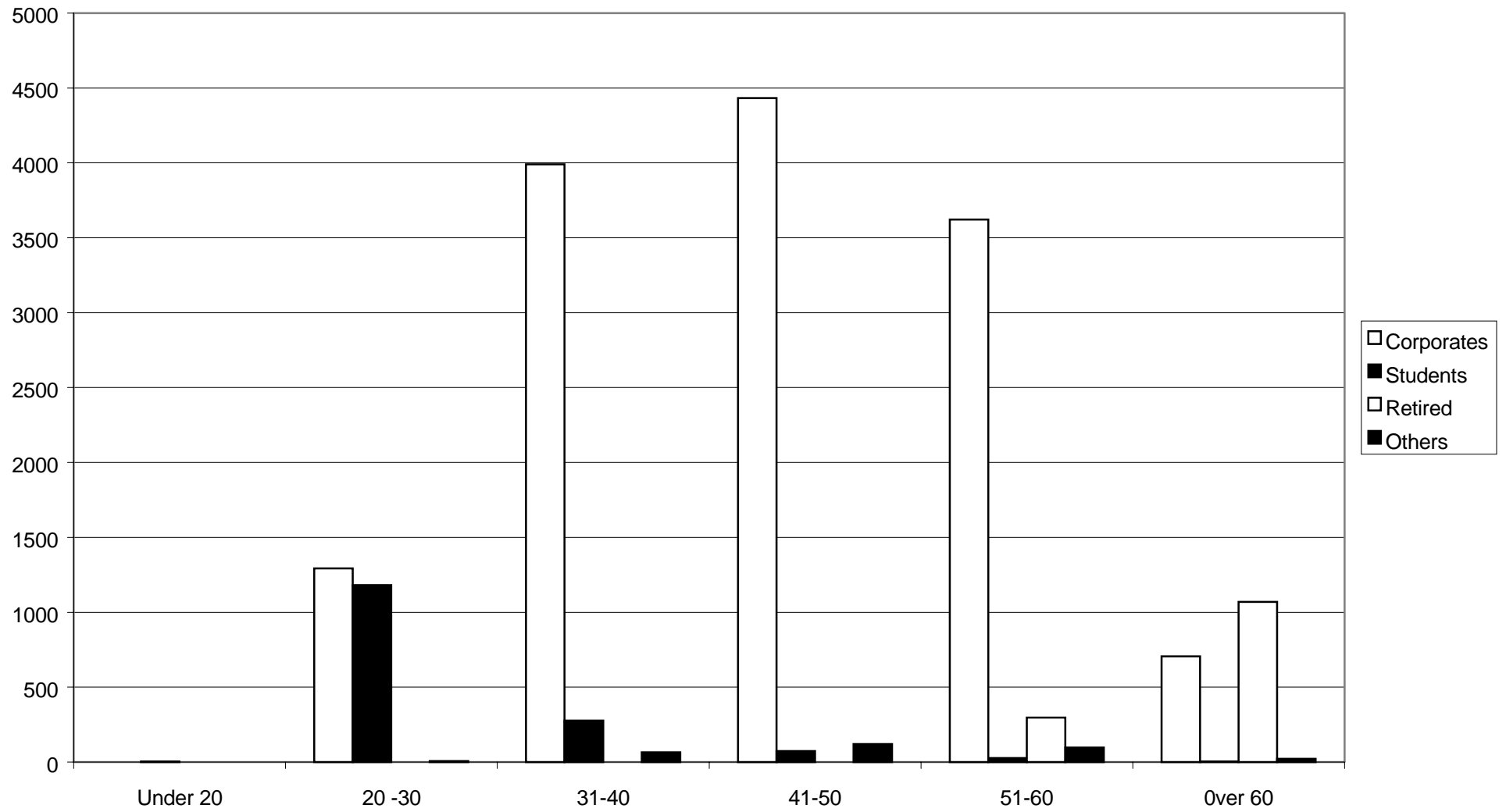
## Annex C – Comparative numbers of professional planners

### PLANNING ASSOCIATIONS – Membership numbers 2002

<b>COUNTRY</b>	<b>Name</b>	<b>Number of members</b>
AUSTRALIA	Planning Institute of Australia	3360
BANGLADESH	<i>Bangladesh Institute of Planners</i>	100
BELGIUM	Chambre des Urbanistes de Belgique	100
BELGIUM	Vlaamse Vereniging voor Ruimte en Planning	184
BERMUDA	Bermuda Association of Town Planners	50
CANADA	Canadian Institute of Planners	5000
CYPRUS	Cyprus Association of Town Planners	50
CZECH REPUBLIC	Asociace pro urbanismus a územní plánování České republiky	186
DENMARK	Foreningen af Byplanlæggere	411
FRANCE	Société Française des Urbanistes	300
GERMANY	Vereinigung für Stadt-, Regional- und Landesplanung	1860
GREECE	Greek Planners Association	50
INDIA	Institute of Town Planners, India	3600
IRELAND	Irish Planning Institute	381
ITALY	Associazione Nazionale degli Urbanisti e dei Pianificatori Territoriali e Ambientali	100
ITALY	Istituto Nazionale di Urbanistica	1223
JAMAICA	Jamaica Institute of Planners	42
KENYA	Kenya Institute of Planners	50
MALAYSIA	Malaysian Institute of Planners	388
MALTA	Malta Chamber of Planners	21
NETHERLANDS	Beroepsvereniging van Nederlandse Stedebouwkundigen en Planologen	790
NEW ZEALAND	New Zealand Planning Institute	564
POLAND	Towarzystwo Urbanistów Polskich	2000
PORTUGAL	Associação de Urbanistas Portugueses	150

SINGAPORE	Singapore Institute of Planners	81
SOUTH AFRICA	South African Council for Town & Regional Planners	966
SPAIN	Asociación Española de Técnicos Urbanistas	170
SRI LANKA	Institute of Town Planners Sri Lanka	150
TRINIDAD & TOBAGO	Trinidad & Tobago Society of Planners	30
UGANDA	Uganda Institute of Physical Planners	29
UNITED KINGDOM	Royal Town Planning Institute	14500
USA	American Planning Association/American Institute of Certified Planners	30000/13500
ZIMBABWE	Zimbabwe Institute of Regional & Urban Planners	70
<b>TOTAL</b>		66956

### Age Analysis of RTPI Membership August 2001



## **Annex E**

### **Case Studies**

#### *Lisa*

Lisa passed the NVQ level 3 in town planning support and with sufficient planning experience then became Tech RTPI. She then worked for several years in the planning department before deciding to undertake the bridging course in planning. Lisa then went on to study for an MA in planning through distance learning. After completing this Lisa became a Licentiate member of the RTPI. After all this hard work Lisa decided to take a career break and went travelling for a year. On returning to the UK, Lisa contacted the providers of her distance learning course and they assisted her in the successful completion of the assessment of professional competence enabling full membership of the RTPI. Lisa is now employed as a DC officer at the local council and once she has gained more in depth knowledge is aiming to take the Advanced Certificate in Development Control so that she can become CPlan MRTPI (DC).

#### *Paul*

Having qualified as an architect, and a member of RIBA, Paul felt that it would be beneficial to have associate membership of the RTPI. Paul submitted his CPD record with a statement which verified his good professional standing and outlined his interest and involvement in spatial planning. On the basis of this he was admitted as AMRTPI. He is in contact with the local university who offer certificated CPD events where he may possibly undertake the required lifelong learning to become a full member of the RTPI.

#### *Rebecca*

Rebecca always wanted to be a town planner. Having obtained the necessary A levels Rebecca went to university for four years to study planning which included in depth study relating to Urban Design. As a result of this Rebecca obtained an MPlan and Licentiate membership of the RTPI. She then completed, with the assistance of her university, the element of structured experience to become CPlan MRTPI. Following a number of years working in the public and private sectors as an Urban Designer Rebecca studied for the Advanced Certificate in Urban Design to become CPlan MRTPI (UD).

#### *Sunita*

Sunita left school after sixth form and went to work for her local district council. Through a day release scheme Sunita completed a course on land-use transport planning. This included a Foundation Course on spatial planning. The planning department decided to sponsor Sunita to become an Associate member of the RTPI. The work she did at the council counted towards her structured practice element and she was able to pass the APC. Following this Sunita was awarded Associate membership of the RTPI. However, Sunita was keen to become a full member of the RTPI so ensured that she undertook a programme of life long learning, a proportion of which was provided by an accredited provider and was therefore certificated.

#### *Frank*

Frank studied economics at undergraduate level. As part of this course he studied some elements of the development process and once he had graduated he decided to study planning as a postgraduate. In one year he studied the key components of spatial planning and carried out some in depth research in development finance. Paul carried out his structured experience and became a full member of the RTPI. He went to work in the private sector and after a number of years he successfully passed the development finance Advanced Certificate to become CPlan MRTPI (DF).

## *Anthony*

Anthony studied planning in Australia and decided after working in Sydney for a number of years that he would like to work in the UK. He started working at one of the London Boroughs as a DC officer managing a challenging case load. As an active member of the Planning Institute of Australia, Anthony was keen to get involved with the RTPI. His employer agreed to assist Anthony in becoming a full member of the RTPI though supporting him in his two year assessment of professional competence. At the same time Anthony also completed a conversion course comprising a section on spatial planning and local law and practice therefore allowing him to become a full member of the RTPI.

**Annex F - ANALYSIS OF CHANGE IN CORPORATE AND STUDENT MEMBER TOTALS TO DECEMBER 2002**  
CORPORATES STUDENTS

Date	Opening Totals	New Elections (+reinstatements)	Losses: Dec eased Resig ned Retired  Struck-Off	Closing Totals	Net Increase	Opening Totals	New Elections (+reinstatements)	Losses:Dec'd Resigned Struck-Off  T/Fs to M	Closing Totals	Net Increase (Decrease)
1970	4237	286	99	4424	187	3292	624	394	3522	230
1971	4424	294	124	4594	170	3522	572	270	3824	302
1972	4594	371	162	4803	209	3824	798	798	3824	0
1973	4803	689	89	5408	605	3824	708	634	3898	74
1974	5408	731	172	5967	559	3898	925	897	3926	28
1975	5967	433	204	6196	229	3926	1132	439	4619	693
1976	6196	424	166	6464	268	4619	800	593	4826	207
1977	6464	523	342	6645	181	4826	638	945	4519	-307
1978	6645	648	302 e)	6991	346	4519	733	976	4276	-243
1979 e)	7136	649	191 e)	7594	458	4276	873	865	4284	8
1980	7594	658	210	8042	448	4284	733	1105	3912	-372
1981	8042	608	213	8437	395	3912	662	894	3680	-232
1982	8437	519	226	8730	293	3680	446	758	3368	-312
1983	8730	512	174	9068	338	3368	545	804	3109	-259
1984	9068	621	190	9499	431	3109 a)	841	781	3169	60
1985	9499	570	172	9897	398	3169	574	792	2951	-218
1986	9897	476	255	10118	221	2951	482	638	2795	-156
1987	10118	556	216	10468	350	2795	879	753	2921	126
1988	10468	607	199	10876	408	2921	873	681	3113	192
1989	10876 c)	665	164	11377	501	3113	472	654	2931	-182
1990	11377 c)	845	150	12072	695	2931	787	710	3008	77
1991	12072 c)	813	219	12666	594	3008	942	827	3123	115
1992	12666	618	252	13032	366	3123	865	849	3139	16
1993	13032	561	262	13331	299	3139	823	889	3073	-66
1994	13331	554 d)	530	13355	24	3073 b)	952	833	3192	119
1995	13355	540	301	13594	239	3192	275	876	2591	-601
1996	13594	541	343	13792	198	2591	285	670	2206	-385
1997	13792	489	423	13858	66	2206	561	616	2151	-55
1998	13858	563	428	13993	135	2151	431	566	2016	-135
1999	13993	476	389	14080	87	2016	396	526	1886	-130
2000	14080	567	360	14287	207	1886	331	539	1678	-208
2001	14287	550	380	14457	170	1678	373	452	1599	-78
2002	14457	555	375	14637	180	1599	336	429	1506	-93

a) Introduction of Free Studentship b) Final Year of Free Studentship c) Introduction of Special Entry arrangements  
d) Includes 1) 150+ additional transfers to Retired list following eligibility changes and 2) loss of approx 70 overseas members following discount reduction e) Includes Semi-Retired w.e.f.1/1/79

Annex G - Gender and ethnic breakdown (where declared) of newly elected Members

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Female	282	226	239	207	224	182	188	233	196	209	216
Male	497	370	306	325	297	336	276	297	260	336	303
White (EU/UK)	735	530	518	483	371	447	402	472	413	500	482
White Other	1	3	1	3	2	1	3	4	3	2	4
Black (African)	9	4	7	4	2	2	6	1	1	4	3
Afro/Carib	1	5	0	2	2	2	2	4	1	2	4
Asian	20	19	13	10	6	20	25	22	15	4	10
Chinese*	4	-	-	6	23	3	-	-	0	25	7
Black Other	0	1	2	4	0	0	1	4	4	2	4

Key: \* - separate category introduced in 1999; previously included within the 'Asian' category though sometimes candidates declared they were 'Chinese'.