

Unit 24: Planning Procedures in Construction

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

All development in the UK is controlled through the administration by local authorities of the Town and Country Planning Act. All applications are subjected to scrutiny by the local council, and occasionally, in the event of an appeal, through the responsible government office. Such applications are checked against the authority's development plans, which represent a collection of targets and aims based on relevant planning information, collected and analysed by the town planners.

This unit provides a sound knowledge base for those following construction programmes, those employed in property, design and management, and, of course, anyone considering a career in town planning or development.

The unit looks at the legal framework which administers the planning process, including the various types of application, the requirements of an application including the forms, Structure Plans, Local Plans, Unitary Development Plans (UDPs), the use of General Development Orders and the Use Classes Order, Conditions, Appeals, Public Enquiries, Enforcement and Objections. It also considers functional and aesthetic issues of developments and land use and landscape issues, and outlines the importance of environmental protection.

For successful planning, information must be collected and analysed. This unit also considers the different data sets that are used, and effective analytical methods that help the planner in decision making with regards to intended developments.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the statutory framework for controlling development
- 2 Be able to identify and describe the various plans, programmes and policies within which development control operates
- 3 Understand the functional and aesthetic requirements of different types of development
- 4 Be able to evaluate the information needs of the planning process for development plan and control and carry out simple data collection
- 5 Be able to communicate effectively by means of written reports and graphic presentations.

Unit content

1 Understand the statutory framework for controlling development

Development: as defined in the Town and Country Acts, Development Orders, circulars and other relevant legislation

Planning applications: administrative processes; role of the planning authority; conditions; objections; rights of appeal; enforcement of control

Environmental protection: conservation areas; listed buildings; tree preservation areas; National Parks; National Trust; English Heritage; Areas of Outstanding Natural Beauty; Environmental Impact Analysis

The role and responsibilities of town planners: public and private initiatives within the public and private sector in relation to politicians, developers and other professional advisers

2 Be able to identify and describe the various plans, programmes and policies within which development control operates

Development plans: structure, Local and Unitary Plans; General Development Order; Use Classes order; Planning Policy Guidelines (PPGs); programmes for housing, transportation and other regeneration initiatives; guidance notes at national and regional level

Planning policy: formulation; public consultation within the context of the statutory process for the adoption of plans at all levels

3 Understand the functional and aesthetic requirements of different types of development

Functional requirements: of eg housing, industry, leisure, recreation and communications; within anthropometric and ergonomic principles

Visual design: of buildings with regard to, eg form, shape, line, pattern, texture and colour

Form and perception: of the natural and built-up area; the awareness of urban design concepts of scale and enclosure; appreciation while moving through an area eg serial vision, townscape notation

4 Be able to evaluate the information needs of the planning process for development plan and control and carry out simple data collection

Survey methodology: for collecting information on, eg physical site characteristics, land use, property condition, traffic and parking, other socio-economic data; in support of development control, environmental design and policy formulation

Survey techniques: design of survey forms; collation and analysis of data from original and published sources

5 Be able to communicate effectively by means of written reports and graphic presentations

Report writing: for committee; technical assessments; public relations

Graphic design: for technical reports; exhibition panels; electronic presentations

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describes the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 complete the administrative requirements for a planning application	M1 abstract and interpret policies and site specific proposals from a wide variety of plans, programmes and guidance notes	D1 evaluate the merits of alternative proposals for redevelopments
P2 outline the planning system including formulation of statutory development plans and explain their context within government guidance at national and local levels	M2 analyse functional requirements from anthropometric and ergonomic principles	D2 evaluate townscape and landscape quality in the local environment.
P3 identify the functional requirements of different types of development and the visual components of urban and landscape design	M3 design a survey, collect and analyse the relevant data required to support a planning application.	
P4 identify the variety of data required to be collected to support developments		
P5 produce basic written reports suitable for presentation at committee meetings, public inquiries or other written representations.		

Essential guidance for tutors

Delivery

Tutors delivering this unit have opportunities to use a wide range of techniques. Lectures, discussions, seminar presentations, site visits, supervised practicals, research using the internet and/or library resources and the use of personal and/or industrial experience are all suitable. Delivery should stimulate, motivate, educate and enthuse learners. Visiting expert speakers could add to the relevance of the subject.

The learning outcomes are linked and form a logical, consistent and progressive structure, starting with the policies and plans issued by the various government authorities, then applying them to developments and the work situation. This could be achieved by taking a simulated scheme through all the relevant stages of the planning process.

Teaching and learning strategies designed to support delivery of the learning outcomes should take an integrated learner-centred approach. This would involve learners in collecting data, consulting policies, making decisions and suggesting alternatives. Study trips to large developments would help provide real examples of the processes in action.

Examples should be used continually to support the delivery process and should always reflect real life and standard practices. For example, simulation exercises such as investigating the possibilities of placing a new development in a local open space require adherence to the Unitary Development Plan (UDP)/local plan and PPGs, an environmental impact analysis, various surveys and the resulting analysis. Alternative schemes should be considered and discussed through a simulated public enquiry. Reports will need to be compiled to support the work at its various stages.

Wherever possible, links should be forged with the planning authorities and in particular the local council, as this will provide an opportunity for learners to relate to areas with which they are familiar, and to use this to inform their study of the design of the external environment.

All the documents required for the planning process can now be accessed through the relevant local authority websites, along with planning guidance notes relevant to specific areas. Government policies can be found on the website for the Office of the Deputy Prime Minister www.odpm.gov.uk.

Group activities are permissible, but tutors will need to ensure that individual learners are provided with equal experiential and assessment opportunities.

Health, safety and welfare issues are paramount and should be strictly reinforced through close supervision of all workshops and activity areas, and risk assessments must be undertaken prior to practical activities. Centres are advised to read the *Delivery approach* section on page 24, and *Annexe G: Provision and Use of Work Equipment Regulations 1998 (PUWER)*.

Assessment

Evidence for this unit may be gathered from a variety of sources, including well-planned investigative assignments, case studies or reports of practical assignments.

There are many suitable forms of assessment that could be employed, and tutors are encouraged to consider and adopt these where appropriate. Some examples of possible assessment approaches are suggested below. However, these are not intended to be prescriptive or restrictive, and are provided as an illustration of the alternative forms of assessment evidence that would be acceptable. General guidance on the design of suitable assignments is available on page 19 of this specification.

Some criteria can be assessed directly by the tutor during practical activities. If this approach is used suitable evidence would be observation records or witness statements. Guidance on the use of these is provided on the Edexcel website.

Evidence for learning outcomes can be achieved through well-planned assignments and projects. These will usually be undertaken individually but it is possible to introduce elements of teamwork in the collection or collation of data or simulations of the planning process such as public consultation or inquiry. Where available, evidence from the workplace can be incorporated provided that is appropriate and authenticated as the learner's own work. Integrative assignments will help to link this unit with other units. The volume of evidence required for each assessment should take into account the overall number of assessments being contemplated and the design of the overall teaching programme.

The structure of the unit suggests that the grading criteria may be fully addressed by using three assignments. The first assessment would cover learning outcomes 1 and 2 (P1, P2, M1 and D1) the second would cover the learning outcome 3 (P3, M2 and D2) and the third would cover learning outcomes 4 and 5 (P4, P5 and M3).

To achieve a pass grade learners must meet the five pass criteria listed in the grading grid.

For P1, learners must be able to complete the administrative requirements for a planning application. They must use the correct areas involved and determine the correct fees payable. Evidence for this criterion could be provided in the form of a report including planning forms and supporting data and calculations.

For P2, learners must be able to outline the planning system including formulation of statutory development plans and explain their context within government guidance at national and local levels. They must describe the planning system currently in use, indicating the influence of the government's planning policy guidance, through County Council Structure Plans and Unitary Development Plan (UDPs), to local plans and Action Area plans, and how these affect planning applications. Evidence for this criterion could be provided in the form of a report or through oral questioning.

For P3, learners must be able to identify the functional requirements of different types of development and the visual components of urban and landscape design. This will be through incorporation into their proposed development. The evidence can be achieved through application of the theory to a simulated development project.

For P4, learners must identify the variety of data required to be collected to support development. Examples of suitable evidence approaches are the same as for P2.

For P5, learners must be able to produce basic written reports suitable for presentation at committee meetings, public enquiries or other written representations. The evidence must be in the form of a report of a high-enough standard to be used professionally.

To achieve a merit grade learners must meet all of the pass grade criteria **and** the three merit grade criteria.

For M1, learners must show ability to abstract and interpret policies and site-specific proposals from a wide variety of plans, programmes and guidance notes, in using relevant local plans and PPGs by abstracting the relevant clauses through application to their simulated development. Examples of suitable evidence approaches are as for P2.

For M2, learners need to analyse functional requirements from anthropometric and ergonomic principles. These must be in relation to their proposed development. The evidence should be submitted as a report supported by data and diagrams.

For M3, learners must design a survey, collect and analyse the relevant data required to support a planning application. This will involve the design of a suitable survey/data collection technique to be used, and the analysis through sampling, with results presented using spreadsheet graphs and tables. Examples include a land use study or traffic volumes. The evidence should be submitted as a report supported by data and diagrams.

To achieve a distinction grade learners must meet all of the pass and merit grade criteria **and** the two distinction grade criteria.

For D1, learners must be able to evaluate the merits of alternative proposals for redevelopments. These must be in line with the local plans and PPGs, explaining why their proposal is acceptable. The evidence must be in the form of a report of a high-enough standard to be used professionally.

For D2, learners must evaluate townscape and landscape quality in the local environment. They must be able to explain why their scheme is suitable and give adequate reasons for the rejection of the alternative proposals. Examples of suitable evidence approaches are as for D1.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

The learning outcomes in this unit are closely linked with, for example, *Unit 2: Construction and the Environment*, together with similar units at Higher National and degree level.

This unit may have links to the Edexcel Level 3 Technical and Professional NVQs for Construction and the Built Environment. Updated information on this, and a summary mapping of the unit to the CIC Occupational Standards, is available from Edexcel. See *Annexe D: National Occupational Standards/mapping with NVQs*.

The unit provides opportunities to gain Level 3 key skills in application of number, communication, information and communication technology and problem solving. Opportunities for satisfying requirements for Wider Curriculum Mapping are summarised in *Annexe F: Wider curriculum mapping*.

Essential resources

Resources should include access to PPGs, local and structure plans, Unitary Development Plan (UDPs) and application forms. As much of this information is now available through local and national government websites, access to the internet is essential. A bank of photographs of examples of all aspects of development and style would be advantageous.

Equipment such as noise/environmental meters and tapes could be useful, but not essential. Digital cameras are, however, essential. In general, instruments and items of equipment are available at a realistic cost and centres will not need to buy the very best equipment available in order to achieve the learning outcomes.

Spreadsheets will be useful in the teaching and learning strategies designed to address learning outcomes 4 and 5 and this implies the need for learner access to an ICT resource. The use of industry-recognised software would be advantageous where available, but is not deemed essential.

Health, safety and welfare issues must be considered at all times and risk assessments should be undertaken for all site visits used in the delivery or assessment of the unit. Suitable development sites may require permission from the owner, especially if the learners require to visit the site for research.

Indicative reading for learners

Textbooks

Greed C – *Introducing Planning Continuum Studies in Geography* (Continuum International Publishing Group Athlone, 2000) ISBN 048500612X

Greed C – *Introducing Urban Design: Interventions and Responses* (Longman, 1998) ISBN 0582285348

Morgan and Nott – *Development Control: Law, Policy and Practice* (Butterworths Law, 1995) ISBN 0406050031

Needham B – *Planning, Law and Economics (RTPI)* (Routledge, an imprint of Taylor & Francis Books Ltd, 2005) ISBN 0415343747

Roberts and Greed – *Approaching Urban Design: The Design Process* (Longman, 2001) ISBN 0582303001

Smith-Morris E – *British Town Planning and Urban Design: Principles and Policy* (Longman, 1997) ISBN 0582234964

Speer R, Dade M and Cheal M – *How to Get Planning Permission* (Stonepound Books, 2003) ISBN 095334892X

Thomas K – *Development Control* (Routledge, an imprint of Taylor & Francis Books Ltd, 1997) ISBN 185728626X

Websites

www.aecportico.co.uk	AEC Portico – links to architecture, engineering and construction books, journals, information sources, addresses and forthcoming events
www.ajplus.co.uk	Architects’ Journal – Publication online
www.bexley.gov.uk/service/planning/index.html	Bexley Council Planning Department
www.bexley.gov.uk/service/planning/udp_review.html	Example of a Unitary Development Plan UDP (Bexley Council)
www.humphreys.co.uk/private_solicitors/planning_1.htm	Planning Law explained
www.lambeth.gov.uk/Services/HousingPlanning/Planning	Lambeth Council Planning Department
www.newbuilder.co.uk	GreenPro Online – internet library and archive of eco-building products, case-studies and research
www.odpm.gov.uk	Office of the Deputy Prime Minister
www.odpm.gov.uk/index.asp?id=1143104	Planning Policy Guidance
www.planningportal.gov.uk	Information about the Planning System
www.webdirectory.com	Environmental Organisation Web Directory
www.wwf.org.uk/sustainablehomes	WWF Building Towards Sustainability, a campaign to build one million sustainable homes – for information about the campaign
www.wwf.org.uk/sustainablehomes/reports.asp	for performance and progress amongst the UK’s leading house-builders

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Application of number Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> evaluating the need for information to support decision making in development control and planning formulation and designing and performing simple data collection exercises the analysis through sampling of collected data, with results presented using spreadsheet graphs and tables. 	<p>N3.1 Plan an activity and get relevant information from relevant sources.</p> <p>N3.2 Use your information to carry out multi-stage calculations to do with:</p> <ul style="list-style-type: none"> a amounts or sizes b scales or proportion c handling statistics d using formulae.
Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> involved with a public enquiry simulation abstracting information from the relevant local plans and PPGs through application to their simulated development compiling basic reports suitable for presentation at committee meetings, public inquiries or other written representations. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Information and communication technology Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> investigating the planning process through local authority web pages, including downloading of relevant application forms using spreadsheets to analyse collected data compiling basic reports suitable for presentation at committee meetings, public inquiries or other written representations. 	<p>ICT3.1 Search for information using different sources, and multiple search criteria in at least one case.</p> <p>ICT3.2 Enter and develop the information and derive new information.</p> <p>ICT3.3 Present combined information such as text with image, text with number, image with number.</p>
Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> analysing the environmental impact of a development suggesting methods of protecting the environment from the development. 	<p>PS3.1 Identify a problem and identify different ways of tackling it.</p> <p>PS3.2 Plan and implement at least one way of solving the problem.</p>