

London Energy Partnership Planners Training Project

(Version 4)

1 A Briefing for Replication

- 1.1 This briefing paper covers the development of the Planners Education Project. The London Energy Partnership (LEP) is overseeing Phase 1 and Phase 2 is being taken forward by the LDA, with continued involvement of the LEP. Phase 2 is still underway and being developed so this report covers the activity up to August 2008. When the second phase training is complete a review will be included in a revised version of this report.

2 Introduction

- 2.1 The Planners Training project developed out of a need (perceived and real), to better equip the Local Authority planning workforce in London with the knowledge and understanding to deal with issues and trends around climate change, renewable energy, associated policy and the additional and increasing information developers have had to submit with their planning applications. This skills capacity work is aimed at both current and future planning workforce needs.

3 Phase 1

3.1 LEP Learning Materials for Planners

- 3.1.1 Phase 1 of the project was funded by the Department of Trade and Industry, the Greater London Authority and the London Boroughs of Haringey, Islington and Merton. The project involved the development of a series of training modules for universities to use in their undergraduate teachings and to offer as Continuing Personal Development (CPD) to local authorities planning departments for their current staff. The Centre for Sustainable Energy (CSE) was commissioned by the London Energy Partnership to produce the learning resource. The course content covers low and zero-energy

design and renewable energy for planners alongside the policy landscape necessary to implement these measures.

- 3.1.2 The project was specifically aimed to ensure planning staff working for London Boroughs are as up-to-date and as confident as possible in their engagement with developers. This will ensure that low-carbon developments across the capital become a reality. The resource currently reflects and embeds planning policy and development issues specific to London but can be tailored to suit the needs of other regions in the UK.
- 3.1.3 The modules were developed in conjunction with the Universities of Westminster and Kingston, South Bank University and University College London (these being the four institutions that offer RTPI accredited degree and postgraduate courses in planning) and the RTPI and the TCPA themselves.
- 3.1.4 The project included:
 - Development of full materials at degree-level (suitable for undergraduate and postgraduate courses)
 - Development of a CPD course made up of approximately six half-day sessions (at the discretion of the trainer)
 - Training of both CPD trainers and university lecturers to enable them to deliver the technical elements of the courses with confidence
 - Stakeholder consultation at all stages of the work.

3.2 Methodology

3.2.1 Current offer review

- 3.2.1.1 CSE started the process by looking at materials already available for the education and training of planners, either as stand-alone training events in renewable energy, energy efficiency or related topics or as 'modules' within existing CPD or university undergraduate or post-graduate programmes. CSE scoped out currently available materials and courses for planning undergraduates and CPD learners with reference to renewables, efficiency and low/zero carbon building and found only fragmentary offerings.

3.2.2 Setting Up the Core Group

- 3.2.2.1 The approach taken to the project involved the early creation of a core steering group including representatives of the Universities, London Boroughs, Planning Institutes (RTPI and TCPA), London Energy Partnership and other stakeholders. This group provided feedback and input at all stages of the scoping and development of the materials. The core group was formed who have been consulted

at regular stages through the project and who have commented upon the content and scope of the resource. (Members of the Core Group can be found in Appendix 1)

3.2.2.2 In partnership with the core group, CSE examined the detail of the current undergraduate and postgraduate planning courses available within London, and the current CPD courses, seminars and conference elements that are relevant to sustainable and renewable energy. The useful key elements of these courses were mapped identifying overlaps and omissions, from a sustainable energy point of view and the group designed the LEP resource accordingly.

3.2.2.3 The first drafts of the materials were produced after consultation with the core group. The resource was also presented for specific comment upon delivery methodology and suitability to the universities. Taking these comments into consideration a final draft was produced and the design finalised.

3.2.3 Training Materials Design and Structure

3.2.3.1 The course examines the environmental impacts of energy use in buildings, and in particular offers a perspective on the role of planners and the planning system in relation to those impacts. It examines:

- sustainable energy and climate change
- low carbon design and sustainable energy technologies
- the issues and considerations for planners and the planning system.

3.2.3.2 The course is divided a number of sections and each of these deals with a different theme. The overall aim of this course is to ensure that qualifying and existing planners and development control officers develop an understanding of the issues of energy use in buildings and have an appreciation of how planners and the planning system can influence this such that, over their lifetime, buildings use as little energy as possible. In this context, the course aims to equip those studying planning and related disciplines at undergraduate and postgraduate levels with the evidence and the tools with which to make decisions and judgements on complex planning issues.

3.2.3.3 The course will do this by firstly giving students an understanding of:

- The consequences of the use of energy in the built environment, in particular the environmental impact;
- How designers, developers, architects and others are addressing these concerns through the use of low and zero carbon design and sustainable energy technologies; and,

- What influence planners and the planning system can have in addressing these issues, particularly in urban settings like London.
- 3.2.3.4 As a secondary aim the course develops intellectual and imaginative powers, problem solving skills, the ability to see relationships within the subject areas learned and the ability to comprehend the broader perspective. The teaching programme stimulates an inquiring, analytical and creative approach and encourages independent judgement.
- 3.2.3.5 Lastly, the course aims to build the confidence of students in using and finding for themselves an 'evidence base' such that qualifying and existing planners and development control officers are equipped with the tools and knowledge with which to make decisions and judgements on complex planning issues.
- 3.2.3.6 The training resource has been designed in a 'modular' format, so each section consists of a series of shorter topics. Some of these topics are relevant to all audiences, and others are relevant only to specific roles/departments. This allows tutors the option to put together bespoke courses for differing student groups / years / programmes - by selecting the appropriate sections and topics. There is some variation in length between the different topics; this therefore means that each course may also vary in length and is designed to be expanded or contracted as the tutor sees fit.
- 3.2.3.7 Appendix 2 illustrates in more depth the course content for Phase 1. The content consists of PowerPoint slides, handouts, exercises, illustrations, case studies and accompanying tutor notes (outlining the objectives and timings of each 'topic') and pre-and-post topic reading suggestions. An overview is provided at the start of each set of tutor notes to provide a guide to the contents of the section/topic. Where any additional work needs to be done prior to delivering the topic (e.g. local research/inserting local information), this is noted at the beginning of the notes. Throughout the tutor notes, additional background information is also included to help aid understanding of certain points and to provide the tutor with additional knowledge. Sources of information relating to the content are provided throughout the notes and slides in order for further research to be done if the tutor wishes. The resource is available as a series of digital files either on CD or sent electronically. (A paper version would be available if necessary).
- 3.2.3.8 There is some overlap in content between the different modules. This means that some of the exercises and handouts appear in more than one module. The tutor may prefer to alter them, particularly by including local information, or introduce some of their own.

3.2.4 The Process

- 3.2.4.1 CSE developed outline learning plans for the universities and CPD providers to comment upon. The initial university learning plan called for 40 hours of guided learning with 12 hours contact, the CPD plan for 4 x 3 hour contact sessions with a further (approximately) 12 hours guided learning. The learning plans were distributed for comment to all four Universities, the CPD providers, boroughs and other relevant stakeholders and comments were subsequently taken in to account in the next iteration of the design process. The resource was widely commented upon by the stakeholder group. It was agreed that the resource should:
- Include differences between heat/cool technologies
 - Link to wider sustainable context
 - Feature the heat island effect
 - Include the Planning Framework for Sustainable Energy
 - Provide an understanding of low carbon building design concepts and technologies
 - To feature Case Studies and Exercises - based on Borough experience
 - Examine energy from waste
 - Examine mixed use and area systems
- 3.2.4.2 The Universities asked for this to be provided in both paper and electronic format - the tutor then being able to slot various parts of the learning into current (non energy related) planning modules within the graduate and post-graduate courses. The Universities thought the best way to embed the programme would be for it to be 'championed' within the various Universities and they agreed to undertake this. CSE provided a briefing to the champions in order for them to comfortably disseminate the resource across their respective colleagues and to embed it within their learning resources for planners.
- 3.2.4.3 Having had feedback from LEP, the GLA and the universities, CSE proceeded to build a final draft of the resource. The process has shown that the size (and complexity) of the programme was to some extent underestimated by all concerned. This is mainly due to the complex nature of the resource and the amount of 'ground' that it has to cover. While future users of the materials in other regions will be able to avoid much of this, it is recommended that a wider ranging project group is formed to review the content as amend as appropriate.
- 3.2.4.4 Delivery partners and those in the project group tended to have knowledge of either the planning process or energy, but not both. There was therefore a need for the resource to reflect the desire to have supporting information, especially in the 'energy' rather than the 'planning' aspects of the resource. For university users the

resource also had to show linkages and reflect the likelihood that these users may not deliver the content in linear fashion as they were likely to spread the various parts of the resource throughout their own (planning based) programmes of learning.

- 3.2.4.5 The needs of both universities and CPD deliverers were for an encompassing resource that, whilst covering the whole breadth of the subject in relatively complex detail (including the background knowledge for deliverers) is deliverable in segments. The need of universities is for a resource that does not follow a linear delivery pattern but can be used occasionally throughout the year for post-graduates and throughout the whole degree for undergraduates. CPD delivery is a more linear pattern either in day, half-day or evening sessions.

3.3 Dissemination

3.3.1 Initial delivery

- 3.3.1.1 CSE provided a briefing to University 'champions' in order for them to comfortably disseminate the resource across their respective colleagues and to embed it within their learning resources for planners.
- 3.3.1.2 The actual delivery of the resource, to the boroughs, universities, professional bodies, and all other stakeholders took place in October 2007. The programme was delivered as a suite of modules over a two-day pilot. LEP identified the attendees for this course, including potential future delivery partners in the Universities, the RTPI, TCPA and representatives of the boroughs and private training providers.
- 3.3.1.3 The resource was found to fit the demands of the LEP and the London boroughs and was easily usable by the universities, although it was reiterated that the universities were unlikely to deliver the resource as a single module but would take the various parts of the resource and embed them within existing programmes/modules. Initial feedback from some of the universities suggests that some of the modules are being used where appropriate, which was the intention of the modular format. Staff illness has also prevented the further use of the modules at one of the universities in question.
- 3.3.1.4 Tutors at the universities found during the CPD delivery of the resource that it was well received and covered all the aspects that the client groups requested and thought necessary. The content thoroughly covered all necessary aspects of energy efficiency and renewables in relation to planning applications and was thought to be pitched at the correct level of technicality and understanding.

The tutors were able to differentiate for participants with varying prior knowledge and technical understanding.

- 3.3.1.5 The resource is, by nature and design, London-centric. Its examples, case studies and to an extent the general content are for use by planning officers operating within (or intending to operate within) London. However the resource lends itself to “provincialisation” and stakeholders may want to explore making the resource more generalised for universities outside of the capital. Although for CPD purposes the London-centric content does not detract from the resource, it may be that the use of case studies and examples from outside that capital would make the resource more encompassing and could be investigated further.

4 Phase 2

4.1 LDA training for planners in London

- 4.1.1 In July 2007 the LDA, working with the LEP put out a tender for organisations to quote on a project to deliver in-house training on energy efficiency and climate change issues to up to 300 local authority planners in at least 25 boroughs. Using training materials from university/CPD modules developed by the CSE on behalf of the LEP, the bidder was required to develop and adapt training materials appropriate to London planners. The tender also included a requirement to pilot the training sessions to 50 planners in no fewer than 3 boroughs.

- 4.1.2 CEN won the tender in August 2007 on the basis that they sought additional planning expertise from external partners. To this end, the Town and Country Planning Association (TCPA) and Building Design Partnership (BDP) became involved in the initial stages of the project. Special features of CEN’s bid included guarantees of high levels of attendance (75 planners at the pilots, and a target of 400 for the training sessions) and going beyond the tender requirements by providing site visits and in-depth workshops for an “energy champion” from each borough.

4.2 Developing the materials

- 4.2.1 The brief was to take the training materials produced by the CSE and the LEP in Phase 1 and adapt them as a day-long seminar suited to the needs of the target audience of local authority planners in London. These courses were in six sections and covered the following areas in considerable detail: energy and climate change, policy and legislation (EU, national, regional, local), sustainable design and construction, decentralised energy and CHP, renewable

energy technologies, new build, retrofitting and conservation, development control and monitoring.

- 4.2.2 CEN also proposed to develop workshops as part of the training course, focussing on assessment of available low and zero carbon technologies and key arguments in negotiating sustainability issues with developers.

4.3 Initial adaptation of materials

- 4.3.1 Initially, it had been envisaged that this would require only a few days work, although it became apparent early on that a significant amount of work would be required to create an appropriate and useful training course from the source material. For this CEN developed a framework which covered the following broad areas:

4.3.1.1 The context:

- Energy sources
- Energy use and
- The energy challenge

4.3.1.2 Understanding the opportunities:

- Passive design and energy efficiency
- Decentralised heat and power
- Low and zero carbon technologies
 - *Workshop: assessing the feasibility of renewable energy technologies on a hypothetical development*

4.3.1.3 The policy background:

- National, regional and local policy
- Development control practice
 - *Workshop: negotiating with developers*

- 4.3.2 The slides and workshop materials drew on a number of sources including the existing CSE materials, materials previously developed by CEN for training courses on similar topics, critical advice from partner organisations BDP and the TCPA, research on a wide range of topics from sources such as technology installers, the Building Research Establishment, government and policy website and housing associations. Other materials, such as reading lists and glossaries were also developed. The materials were then reviewed by the LDA and LEP and several alterations were made prior to testing them in practice through five pilot training sessions.

4.4 Pilot sessions and feedback

- 4.4.1 The training courses were piloted in five boroughs¹ and a session was also run for planners from the GLA and LDA. Feedback was

¹ Tower Hamlets, Merton, Lambeth, Richmond and Barking and Dagenham

obtained at each session, and collated into a feedback report. Numerous comments were made, although the general tone of the feedback was positive. Key points included:

- More reference should be made to real-life case studies, especially in the workshops
- Planner's priorities are to understand general principles that can be backed up with tools and case studies in order to help them feel more confident in negotiating with developers.
- Details of design features and technologies are considered less important than an impartial overview that allows a planner to easily compare different technologies and their efficacy in different situations.
- Group discussion is the most useful medium for learning and more time should therefore be factored in to accommodate it.

4.4.2 With these in mind CEN made substantial alterations to the slides, workshops and other materials, addressing the comments raised during the pilot. These changes were approved by the LDA and LEP, with input from the GLA. The current form of the course, after developmental alteration is as follows:

4.4.2.1 Chapter 1: The Context

- Energy sources
- Energy use and
- The energy challenge

4.4.2.2 Chapter 2: The Policy Background

- National, regional and local policy

4.4.2.3 Chapter 3: Low and Zero Carbon Development (Understanding the Opportunities)

- Passive design and energy efficiency
- Decentralised heat and power
- Low and zero carbon technologies
 - *This section is interwoven with a multi-part workshop that guides planners through a process to assess a developers' energy statement, equipping them with the knowledge and confidence to negotiate with the developer.*

4.4.2.4 Chapter 4: Low and Zero Carbon Development (How Can Planning Make it Happen?)

- Development control practice

4.5 Design and delivery

4.5.1 The training period began in May 2008 and will be complete around the end of the financial year. The process of materials design, content development and course promotion to Local Authorities has

been overseen by a small working group of the LDA, CEN and the LEP. The LEP is using funding from the EST to enhance the promotion and marketing of the Planners Training Course. LDA, as direct funders of the Planners Training in London are formally overseeing the process and have set the targets by which CEN will be judged.

- 4.5.2 Further learnings from the training will be made available as rollout occurs. There will be a system of feedback from each session and techniques for further qualitative follow up are being developed. A newsletter to planners will form part of the continuing engagement process. This will include case studies to disseminate the learnings from the course and illustrate how the knowledge gained is used in the working environment.

4.6 Lessons drawn so far

- 4.6.1 Many of the lessons learnt during the programme so far have already been turned to constructive use and incorporated into the final training course materials and in the mid course materials update. More broadly speaking, a few key points drawn from the programme particularly in light of the possibility that there may be an interest in replicating the training outside London:

- There is a wide disparity between London Boroughs in terms of their understanding of and attitude towards sustainable energy. This disparity is likely to be even greater among boroughs outside London.
- In general, boroughs have reacted positively to the offer of training and have been keen to organise a course. This is likely to be the case outside London.
- One of the most time-consuming part of programme so far has been the development of the materials especially incorporating changes in response to feedbacks from the pilots. The scale of this work would need to be considered carefully before attempting to undertake a programme like this again.
- It is vital to be able to evaluate the success of the project as a whole This will require detailed feedback to be elicited after each course (verbal and written) but, equally importantly, a way of assessing the ongoing impact of the course will be developed. This will take into account the expected outcomes of the course and consider the most appropriate way of measuring them.

4.7 How the Borough Planners Training Course can be replicated outside London

- 4.7.1 In its current state, the format of the course and, to an extent its content, is uniquely tailored to London. The core section, which

outlines the range of design features and technologies available, is firmly structured around the energy policies in section 4A of the Further Alterations to the London Plan. Most of the case studies presented are taken from London. Moreover, many of the planning considerations enumerated for the technologies arise from a specifically London perspective. It is therefore evident that the course, in its present condition, could not simply be taken and presented outside London without the alteration or removal of the more London-specific content. Replication of the course outside London could in work in one of two ways:

- Bespoke training for a specific local authority as required
- Training programme for a whole region

4.7.2 The course has very a clear structure that uses planning policy as framework on which to “hang” details on design and technology and in order to replicate the course successfully, it would be necessary to preserve this structure by modifying it to suit the new audience. While this would be possible on a borough-by-borough basis, the change needed before each training course would be significant and time-consuming. It would be more efficient to work towards training all the local authorities in a region (e.g. Southeast), and base the policy framework of the course on a regional plan (e.g. Kent and Medway Structure Plan) and, where appropriate, use region-specific case studies. It would be more effective to run a programme of this nature in conjunction with regional development agencies in terms of RDA level buy-in, coherence of materials with regional strategies and funding of the delivery mechanism itself.

5 Conclusions

5.1 Both phases of the project have clearly demonstrated the power of working in partnership for both the content development and project delivery. With a rapidly developing landscape for Local Authorities and their planning departments to deal with the presence of a training programme specifically designed to increase the skills capacity in the field of energy is welcome. The London Energy Partnership would encourage other regional stakeholders and groups to use the materials developed for their own training programmes for planning departments. The LEP would also welcome approaches by universities and CPD providers as to how the wider set of materials developed in Phase 1 can be disseminated and used in training provision across the country.

5.2 For further enquiries about the project and use of materials please contact Simon Evans at the London Energy Partnership on 020 7983 4766 or simon.evans@london.gov.uk

6 Appendices

6.1 Appendix 1

6.1.1 Membership of the Core Group:

- Richard Dunning, Centre for Sustainable Energy
- Adrian Smith, Planning Consultant
- Martin Holley, Centre for Sustainable Energy
- Suzanne LeMiere, London Energy Partnership/GLA
- Hilary May, London Energy Partnership
- Sue Percy, RTPi
- Rob Shaw, TCPA
- Tim Edmundson, University of Westminster
- Yvonne Rydin, University College London.
- Ruth Richards, London South Bank University
- Amanda Lewis, Kingston University.
- David Taylor-Valiant, Greater London Authority
- Tom Carpen, Greater London Authority
- Tim Brooks, Greater London Authority
- Will Lockheed, Government Office London
- Susanna Strandell, Government Office London
- Lucy Padfield, Islington Borough Council
- Steve Cardis, Merton Borough Council
- Sule Nisancioglu, Haringey Borough Council
- Selected London Boroughs

6.2 Appendix 2

6.3 Course Content for Phase 1

Section One: Energy, Environment and Policy

Topic (i) - Introduction to Energy Use in the UK

Topic overview

This topic begins by looking at the various forms of energy commonly available in the UK and the ways in which they are used. It then explores the UK energy mix and introduces the broader socio-environmental impacts of energy use such as climate change, pollution and energy security in a global context. The basic concepts of power and energy are covered and the link between energy consumption and carbon dioxide (CO₂) emissions is examined. The topic also looks at energy use within buildings and the related CO₂ emissions.

Topic (ii) - Climate Change

Topic overview

This topic introduces the general principles of climate change and its causes. It looks at the issue of global warming and explores the evidence base linking climate change with human activities. The current and future impacts of climate change are examined and the relationship between adaptation and mitigation is also explored. Examples of strategic initiatives to combat climate change are given at the international, national and local levels.

Topic (iii) - Sustainable Energy in the Wider Context

Topic overview

This topic introduces the concept of sustainable development and outlines the basic approach taken by the UK. It then looks at sustainable energy in the context of sustainable development and examines the role of 'healthy' buildings.

Topic (iv) - Low carbon solutions for electricity, heating and cooling - an introduction

Topic overview

This topic introduces the concept of low carbon energy and the scope of relevant technologies. It then briefly describes these technologies under the headings of electricity, heating/cooling and combined generation technologies.

Topic (v) - Policy and legislation for sustainable energy - an introduction

Topic overview

This topic provides a brief overview of sustainable energy/climate change policy and legislation that is implemented at the international, European Union, national, regional and local levels.

Topic (vi) - Planning for sustainable energy - an introduction

Topic overview

This topic provides a brief overview of the planning tiers and responsibilities, and the planning instruments embedded within the planning framework through which sustainable energy can be addressed. It also identifies the spatial planning mechanisms in common use at the various levels.

Section Two: Low carbon technologies

Topic (i) - Energy efficiency technologies (and how they work)

Topic overview

This topic begins by looking at the various forms of energy efficiency technologies commonly available in the UK and the ways in which they are used. It first looks at the techniques associated with passive energy utilisation then at technologies associated with using energy efficiently within buildings.

Topic (ii) - Renewable energy technologies (and how they work)

Topic overview

This topic examines the different types of renewable energy technologies and their suitability to deployment in the urban context.

Topic (iii) - Low and zero carbon energy technologies (and how they work)

Topic overview

This topic discusses the type of fuels and systems which generate CHP/CCHP (widely known as distributed generation, or DG), and the typical places they are used.

Section Three: Low Carbon Design

Topic (i) - Low Carbon Design - an introduction

Topic overview

This topic provides a brief overview of low carbon design by explaining the overall concept and introducing some definitions. The various benefits of low carbon design are put forward along with the main drivers within policy and through other initiatives. The fundamentals of low carbon design are also considered by reference to the Energy Hierarchy in London as stated in the Mayor's Climate Change Action Plan.

Topic (ii) - Life Cycle Carbon Emissions of Buildings

Topic overview

This topic provides a brief overview of the two ways in which buildings emit carbon through energy use - that of embodied and operational energy. It

compares one against the other in terms of the life cycle carbon emissions of buildings and looks at the relative magnitude of additional embodied energy resulting from low carbon measures when compared to the savings achieved during building operation.

Topic (iii) - Overview of Standards for Low Carbon Design

Topic overview

This topic provides a brief overview of the Building Regulations as they apply to the conservation of fuel and power in buildings. It also looks at other relevant standards relating to low carbon design that are applicable to buildings and what may develop in the future.

Topic (iv) - Low Carbon Design in Spatial Planning - the London Plan example

Topic overview

This topic provides a brief overview of the London Plan and the 2006 review. It highlights the areas relating to climate change mitigation that will influence low carbon design.

Section Four (a): Large- and Medium-Scale Low Carbon Developments

Topic (i) - Introduction and some definitions

Topic overview

Topic 4(a) looks at the factors to consider when drawing up sustainable energy options for large- and medium-scale low carbon developments. However, before this can be done it is important to set the context for this by introducing and defining the key policies, principles and targets which give the drivers for how sustainable energy options are considered.

This topic introduces the London Plan and the policies it sets out for improving the use of energy in developments. It then looks at the Mayor's Energy Strategy and the policies, and principles this sets out. Next the London Plan Supplementary Planning Guidance is examined and the standards this sets out for developments are introduced. Then, the definition of major development is considered. Finally, definitions for zero and low carbon developments are looked at.

Topic (ii) - Energy supply

Topic overview

This topic looks at the factors to consider when drawing up sustainable energy options for large- and medium-scale low carbon developments. It begins by introducing and defining the key concepts to consider. It explores the characteristics of a development or site which may be suited to low or zero carbon developments. It then looks at the choice of technologies and covers general issues relating to community energy networks, combined heat and power, energy efficiency and renewables.

Section Four (b): Small-scale Low Carbon Developments

Topic (i) - Introduction and definitions

Topic overview

Topic 4(b) looks at the factors to consider when drawing up sustainable energy options for small-scale low carbon developments. However, before this can be done it is important to define what is meant by small-scale and to set in context the key principles and targets which give the drivers for how sustainable energy options are considered.

This topic briefly considers the definition of small-scale development and concludes that while there is no formal definition of what small-scale means a workable definition can be arrived at. This topic also briefly looks at scales of development in local policies and the standards for energy that apply to these developments. In particular the energy and carbon dioxide emissions category of the Code for Sustainable Homes is examined.

Topic (ii) - Energy supply

Topic overview

This topic looks at the factors to consider when drawing up sustainable energy options for small-scale low carbon developments. It begins by introducing and defining the key concepts to consider. It then explores the characteristics of a development or site which may be suited to low or zero carbon developments. It then looks at the choice of technologies and covers general issues relating to energy efficiency and renewables.

Section Five: Planning for Sustainable Energy

Topic (i) - Planning Policy Context and the Importance of Policy Integration

Topic Overview

This module describes how each level of planning policy and activity can influence the delivery of sustainable energy and explores issues around the extent of policy integration.

Topic (ii) - Planning Policy Framework 2007: A New Agenda for Sustainable Energy

Topic Overview

This module describes the new agenda for action on planning for sustainable energy set out in PPS1 and PPS1 Supplement on Climate Change. Planning Officers are required to become far more proactive in assessing their area's potential for renewable energy and for the application of low carbon technologies, as well as assessing proposals put to them by developers. This module uses a number of exercises to simulate the challenges that planners will face in dealing with this new agenda.

Topic (iii) - Energy as part of Integrated Policy in London

Topic Overview

This module describes planning policy for sustainable energy in London with reference to The London Plan, (including the Further Alterations), and plans in Merton and Croydon. Reference is also made to Milton Keynes and carbon offsetting.

Topic (iv) - Use of Supplementary Planning Documents in London

Topic Overview

This module describes examples of Supplementary Planning Guidance, SPG and Supplementary Planning Documents, SPD, that are coming forward in the London area to assist in the implementation of policies on sustainable energy. There is considerable overlap between the content of these documents. The London Renewables renewable energy "Toolkit" while not SPG/SPD is highly relevant and is referred to in SPG. The Toolkit is considered in greater detail in Section 6 Topic (ii).

Topic (v) - Impact on Cultural Heritage - Considerations for Listed Buildings, Conservation Areas and other Designations

Topic Overview

This module describes the planning policy framework in respect of Listed Buildings, Conservation Areas, Archaeology and other Nationally Designated Areas.

Section Six: Delivery of Sustainable Energy through Planning

Topic (i) - Key Planning Processes

Topic Overview

This module describes development plan preparation and delivery and how sustainable energy policy is becoming an increasingly important topic. The majority of the module is focused on practical ways in which the planning development control process can help deliver sustainable energy.

Topic (ii) - Toolkits

Topic Overview

This module reviews the preparation of Renewable Energy Toolkits with reference to the London and Kirklees Toolkits. An Exercise will enable students to get to grips with the use of a Toolkit.