Creating our futures

ECTP-CEU

European Council of Spatial Planners
Conseil européen des Urbanistes

GUIDELINES
ON PROFESSIONAL COMPETENCES IN SPATIAL PLANNING

including
THE PRINCIPLES OF PROFESSIONAL CONDUCT

OCTOBER 2017

CONTENTS

1.   PREAMBLE - SPATIAL PLANNING

1.1   The objectives of the ECTP-CEU, as defined in its Statutes, are:

•   to collect, study and promulgate information related to the exercise of the profession of the planners in the Member States of the Council of Europe and across their Institutes and Associations;

•   the defence of the rights of planners; and

•   research into a definition of their professional obligations.

The ECTP-CEU works towards these objectives regardless of any political, linguistic or philosophical consideration. Its Charter of European Planning and the Charter on Participatory Democracy in Spatial Planning set out a common basis for spatial planning across Europe.

1.2   Spatial Planning embraces all forms of transformative urban and rural activities[1]. At the heart of the work of the spatial planner is the diagnosis of, and prescriptions for, the current and future problems experienced by communities across Europe - whether this is in our great metropoles or isolated rural settlements. Planning therefore produces long-term visions, strategic policies, and local plans or programmes of action to secure the future well-being of our communities, and which safeguard the ecosystems upon which they all depend.

1.3   Planning operates in all social contexts and on several inter-related spatial levels – the local, the urban, the metropolitan, the regional, the national and the international. Spatial planning is concerned with the promotion, guidance and control of new development, the renewal of existing communities and the protection of the continuously changing physical environment. It is undertaken in the interest of the common good whilst respecting the rights of all individuals. In order to undertake these vital tasks, it is important to ensure the professional competences required by any professional planner, whatever organisation he or she is working within.

1.4   The future wellbeing of Europe therefore requires an effective and high-quality planning profession which is qualified to meet the societal, cultural, economic and environmental challenges that Europe faces. The responsibility for the setting of professional standards in any country lies with the member associations of each country. However, it is desirable that there is a degree of consistency and compatibility at its core in order:

•   to enable the international movement of exchange of students, research and practice is to flourish: and

•   to sustain the status and standards of spatial planning as a distinct profession.

The ECTP-CEU has therefore issued these Guidelines, which update its 1995 guidance.

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1   Spatial Planning encompasses activities known variously as Town Planning, Town and Country Planning, Urban and Regional Planning, Environmental and Landscape Planning, Land Use Planning, Physical Planning Urban Design and Marine Spatial Planning. It is also recognised that other terms are used, for example Urbanistica, reflecting the range of legal and cultural traditions across Europe.

1.5   In view of the variation across Europe in the status of professional education and in the ways professional qualifications are recognised, these Guidelines set out the minimum range of competences in which all planners (however general or specialised) should be trained and with which they should be familiar. It balances the need for general guidance with its application locally. Therefore, this framework of planning competences applies across the diversity of cultures, languages and educational systems across Europe.

1.6   The Guidelines are advisory to, and supportive of the ECTP-CEU member associations, and are to be applied locally. It is open to any association to identify additional training needs and to require additional learning outcomes for membership of their associations. These Guidelines cover the full range of activities in which the planning profession is engaged. The Guidelines set out the full range of competences that all planners should acquire and maintain, whatever their field of activity, whether in plan-making or plan implementation.

1.7   It is also recognised that spatial planning in all its forms, is a distinct profession with its own areas of expertise in territorial development processes distinguishing it from other professions. This is reflected in the five core commitments that planners have and which are embodied in the Charter of European Planning. These go beyond just the technocratic requirements of research and analysis, and include the fields of advocacy and mediation. At its core however is the ability to envision, evaluate and promote potential future options for urban, spatial and territorial development.

1.8   The Guidelines are based on eight core competences and apply to the following four fields of activity necessary for maintaining professional standards (which are each considered in detail in the following sections of these Guidelines):

•   Initial Professional development through training in core planning skills and competences;

•   Validated professional experience in the application of the competences to practice as a spatial planner;

•   Principles of Professional Conduct setting the standards of conduct required of a planner;

•   Life-long Learning (LLL) ensuring a personal commitment to continuous professional development (CPD) to ensure professional skills and competences are kept up to date.

2.   INITIAL PLANNING EDUCATION

2.1   Planning in Europe has developed in a great variety of institutional settings and involves many disciplinary backgrounds. The activity of spatial planning is the work of practitioners, whether in preparing policies and programmes for action, or design and for implementing projects. Whatever the context within which planners operate planning, their ultimate goal is to ensure the sustainable development of communities and of the ecosystems that support them.

2.2   Initial planning education is therefore essential. University-based recognised planning courses are the most common, and are the preferred forms of training. This is seen as combining scientific and creative conceptual thinking with practical approaches in resolving the relationship between society and environment at various territorial levels. It also allows the search, development and advancement of new opportunities for the promotion of sustainable development.

2.3   Planners therefore must have a range of core competences and a commitment to ethical standards of conduct.
These, in particular, require understanding, knowledge and skills of the following:
*   the economic, social and environmental spatial context for planning decisions
*   the political and legal frameworks within which decisions are taken
*   the ability to initiate and implement plans and policies
*   analytical, design and communications skills to inform choices, including the application of research knowledge; and
*   the ethical challenges, including the need for inclusive approaches and reflective learning; and
*   the ability to collaborate and in co-working.

2.4   Research undertaken by the ECTP-CEU[2] has shown, that while it is difficult to compare with precision the syllabi in different institutions across Europe, the conceptual framework, as presented in these guidelines, allows for a simple, relatively quick, and easily implemented approach to characterising qualifications attained by planning professionals in educational institutions in different European countries. The objective of the research was also the preparation of a "protocol' that can be used by ECTP-CEU to determine whether a person can be regarded as a 'professional planner". The research explored the scope for such a protocol by examining each of 23 exemplar courses across Europe using the framework provided by the menu of skills and competences described in these guidelines. The assessment exercise indicated a number of typologies which could prove useful for ECTP-CEU member organisations in identifying countries where the members of other organisations would have generally similar educational qualifications. The assessment explored the practical basis for the development of such a protocol, pending additional research and consultation with ECTP-CEU member organisations.

2   This was undertaken by a working group chaired by Henk van der Kamp (web link http://www.ectp-ceu.eu/images/stories/Reco/ECTP-CEU_Qual_Reco_StageII-Final-Report2.pdf (refer page 52)

2.5   As a result of this research the ECTP-CEU has identified this framework of guidance based on three primary needs and the related eight core competences, illustrated in Diagrams in Appendix:

•   Critical thinking and understanding of the rationale of planning and its theoretical and legal basis, including the desirability of legitimacy of and conditions for purposeful planning interventions:

>   **Core Competence 1: The Rationale of Planning**

•   An understanding of the spatial systems which shape society and the environment based on an understanding of spatial relationships, for example, how economies and their infrastructures function; or how communities achieve cultural cohesion and social inclusion; or how to measure environmental capacity and ecological impacts or assess the quality, form and identity of places. These understandings are critical to the preparation and advancement of planning interventions and the assessment of their impacts:

>   **Core Competence 2: Socio-economic systems**
>   **Core Competence 3: The Built Environment**
>   **Core Competence 4: Environmental systems**

•   Technical and creative competences needed to engage in planning practice. This requires competences related to strategic management and territorial (regional, local, multi-level) governance. These skills include survey, analysis, and independent research, which are sensitive to the spatial effects over time, and the ability to produce planning solutions which achieve quality outcomes, through informal as well as regulatory processes:

>   **Core Competence 5: Planning Techniques**
>   **Core Competence 6: Planning Instruments**
>   **Core Competence 7: Planning 'Products'**
>   **Core Competence 8: Independent Research**

2.6   Schedule 1 provides a set of criteria and a more detailed breakdown of the scope of these competences.

3.   VALIDATED PROFESSIONAL EXPERIENCE

3.1   In addition to their formal training, planners must be able to demonstrate the ability to apply the learning outcomes of this initial training in practice. They need to show that they can exercise independent professional judgement to make decisions or influence outcomes.

3.2   Professional practical experience can be demonstrated in a wide range of working environments including paid employment or in a voluntary capacity, over a substantial period relating to a range of planning activities. These include substantial full- or part-time paid or voluntary experience at home or abroad.

3.3   Schedule 2 provides illustrative examples of typical means of demonstrating professional competence in practice. It is for individual member associations to determine the most appropriate means of validating the experience of potential members of their association.

4.   PROFESSIONAL CONDUCT

4.1   The ECTP-CEU expects the highest standards of practice and ethics by the members of its associations. Central to this is their commitment to undertake their professional work for the benefit of the public. To achieve this, it requires maintained high standards of competence and conduct by professionals, in a way that inspires trust and confidence in the profession based on ensuring:

- Competence, honesty and integrity
- Independent professional judgement
- Due care and diligence
- Equality and respect
- Professional behaviour

Schedule 3 sets out for guidance the ECTP-CEU Code of Conduct to which all member associations subscribe.

5. CONTINUOUS PROFESSIONAL DEVELOPMENT

5.1   Continuous Professional Development (CPD) is the core responsibility of all planners to undertake career-long learning in order to maintain professional competence. CPD is the ongoing maintenance, improvement and development of the knowledge, skills and personal qualities required in professional life. It is the process through which planning professionals maintain and develop their expertise. It also provides confidence to clients and the public that the professional standards of planners are kept up to date with the development of knowledge, thinking and skills as they evolve in planning.

5.2   Each individual planner is personally responsible for maintaining and updating his/her professional competence. However, in order to support individual planners in maintaining and developing their expertise, the member associations of ECTP-CEU are committed to promoting opportunities for and validation of the Continuing Professional Development (CPD) of their individual members.

5.3   An essential part of CPD is to keep up-to-date the Core Competences set out in these Guidelines and which are acquired in initial training (refer Schedule1). In addition, the development of personal skills is an important part of Continuing Professional Development. Schedule 4 sets out an illustrative schedule of skills that planners might seek to develop during their professional career as part of a personal development plan.

6.   LEARNING PATHWAYS

6.1   There is a range of Pathways in terms of the form and the supplier of professional training by which planners can acquire and maintain their professional competences. It is for each member association of the ECTP-CEU to determine what are the appropriate pathways to qualification, experience and CPD, and how these are validated and accredited. The following guidance sets out the principles that should be taken into account by member associations in undertaking their assessment of what is appropriate.

Learning Pathways for Initial Education

6.2   Competences can be acquired through a range of pathways. It is considered that planning course at Bachelors or Masters level is normally the most appropriate way in which to attain the core planning competences, where they can be supplemented with specialist training as appropriate. This can be through either full time or part time to Bachelors or Masters level as defined in the Bologna Agreement on educational qualifications. Initial training can be acquired through a range of pathways. These include undergraduate and postgraduate courses, doctoral research, in-work training and supervised experience. Where national laws make specific provisions, the professional doctorate can be recognised as initial preparation, as it is the only degree awarding real professional competencies.

6.3   University-based recognised planning courses are the most common and preferred pathways. All core competences need to be integral to any planning course to provide the range of theoretical knowledge and practical skills required by a planner. The balance of any course is a matter for the educational institution itself. Variations will arise from the range of courses and the integrated nature of planning. It is however essential that the delivery of each of the individual core competences is identifiable and demonstrated in a substantive form (e.g. in the course outline).

6.4   There is a wide range of courses in terms of their size (in ECTS) or course content. Planning courses may be part of a combined programme (e.g. with architecture or estate management) or specialist programme within a related discipline (e.g. urban design, regeneration, environmental management or transportation planning). Specialist programmes however should always deliver the full range of learning outcomes required for planning.

6.5   There are many disciplines related to planning which benefit from having introductory planning modules to make other professionals aware of the scope and need for planning. It is therefore recognised that related disciplines may have elements of planning within them, and these ECTP-CEU Guidelines will also be helpful in framing such studies, if they are to provide the full range of professional competences required for planning.

Learning Pathways for Continuous Professional development

6.6   CPD should be undertaken by each planner as a continuous and validated activity as set out by the member institute or association, in terms of timescales, form and content of CPD. Employers or managers are also encouraged to support their staff in meeting CPD requirements. CPD policy requirements should be kept under review to ensure its accessibility, currency, relevance and workability. The ECTP-CEU recommends that national associations develop and offer CPD opportunities for their members.

6.7   CPD includes a wide range of learning activities related to enhancing professional knowledge and skills. It is for the individual planner to judge whether an activity has improved his / her competence as a professional planner. However, CPD activities must generally be:

*   of significant intellectual or practical content dealing primarily with planning related matters; or
*   relevant to a practitioner's immediate or long-term requirements in relation to the practitioner's professional development; and
*   conducted by persons or bodies that have suitable qualifications.

6.8   CPD can be delivered through a diverse range of pathways. They generally, but not exclusively, fall within the following four categories:

*   learning events, training, fieldtrips, seminars, conferences, workshops, and courses to develop knowledge, skills and values;
*   contributions to the Profession;
*   self-directed Learning, for example, including structured reading, lecturing, research mentoring and coaching; or
*   non-planning related courses in personal development in order to develop knowledge, skills and values.

7.   APPLICATION OF THE GUIDELINES

7.1   The ECTP-CEU membership extends across the area of the Council of Europe (CoE). These Guidelines therefore apply to planning organisations in all 47-member states of continental Europe.

7.2   As planning education varies so much over Europe, reflecting each country's background in planning practice, any statement on the core European planning education must pay due respect to these variances. These Guidelines provide a set of common core outcomes which all planning courses should deliver (regarding the scope and depth of core fields of study to be covered).

7.3   The Bologna system with ECTSs for higher education, which has been adopted by all European countries, provides a basis for a consistent approach across Europe. The ECTP-CEU therefore expects planning courses to fulfil 240 ECTS for a Bachelor programme and 120 ECTS for a Master programme.

7.4   These Guidelines set out a framework of planning competences which has transferability within the diversity of cultures, languages and educational systems across Europe. The use of these Guidelines will therefore promote high professional standards and the exchange of experience and learning throughout Europe, and are supportive of the free movement of labour within the EU.

Role of Associations

7.5   The application of the Guidelines is the responsibility of each member association. It does not confer any automatic recognition by an association of another association. Its application is also without prejudice to any additional requirements that individual associations may require of those seeking membership. It is, however, considered that each member association should have a category of membership which is only open to persons who have achieved the educational competences consistent with these guidelines.

7.6   The Guidelines recognise that no individual planner can claim expertise across the full range of planning skills. Individual planners are encouraged to develop substantial and genuine expertise in specific fields of planning. However, an understanding of the full range of competences is required of all professional planners. Therefore, specialisation in one or more of the eight core competences does not remove the need to have full understanding of others. As a result, all eight should form a significant and identifiable part of spatial planning courses.

7.7   Member associations will have regard to these Guidelines in their activities, for example, in the consideration of membership requirements, or in the promotion of planning education and training. They will also want to have regard to any additional local requirements which are considered reasonable and necessary to ensure professional competences (e.g. knowledge of local legal and administrative systems), as long as they do not prevent free movement of labour.

7.8   Member associations should apply these Guidelines in the consideration of membership requirements and the promotion of planning education and training in their respective countries. It is expected that each member association can demonstrate how the educational qualifications that are recognised for full membership meet the eight core competence requirements.

7.9   In principle, therefore, individual associations should adopt procedures and regulations which are based on equity and transparency. These should treat professionals even-handedly irrespective of whether they are a local or international candidate for membership. This approach by members will promote the movement of people and services without needing ad hoc protocols, and will reduce the burden on planning schools of having to devise and deliver training and tests.

7.10   The Guidelines will help associations in pursuing mutual recognition bi-laterally or multilaterally. Although, it is the responsibility of individual member associations to initiate and undertake such activity, the ECTP-CEU will assist in facilitating, advising on or mediating in any negotiation; if it is requested, which is feasible and appropriate. This will be based upon any direct costs being borne by the respective associations involved.

Collaboration with AESOP

7.11   The ECTP-CEU will seek strategic partnerships with other organisations which have responsibility for the quality and content of professional planning courses, in order to strengthen the link between the needs of academic learning and planning practice. In this regard, the ECTP-CEU has a particular partnership with the Association of European Schools of Planning (AESOP), as the umbrella body of planning schools in Europe, The ECTP-CEU will therefore undertake continuing liaison with AESOP on how these Guidelines can be best disseminated and used in the promotion of planning education across Europe. Furthermore, while it is noted that AESOP carries out its own quality assessment of planning education, it is in the interest of relevant and consistent planning education standards across Europe that AESOP collaborates with ECTP-CEU as the representative body of planning practitioners across Europe.
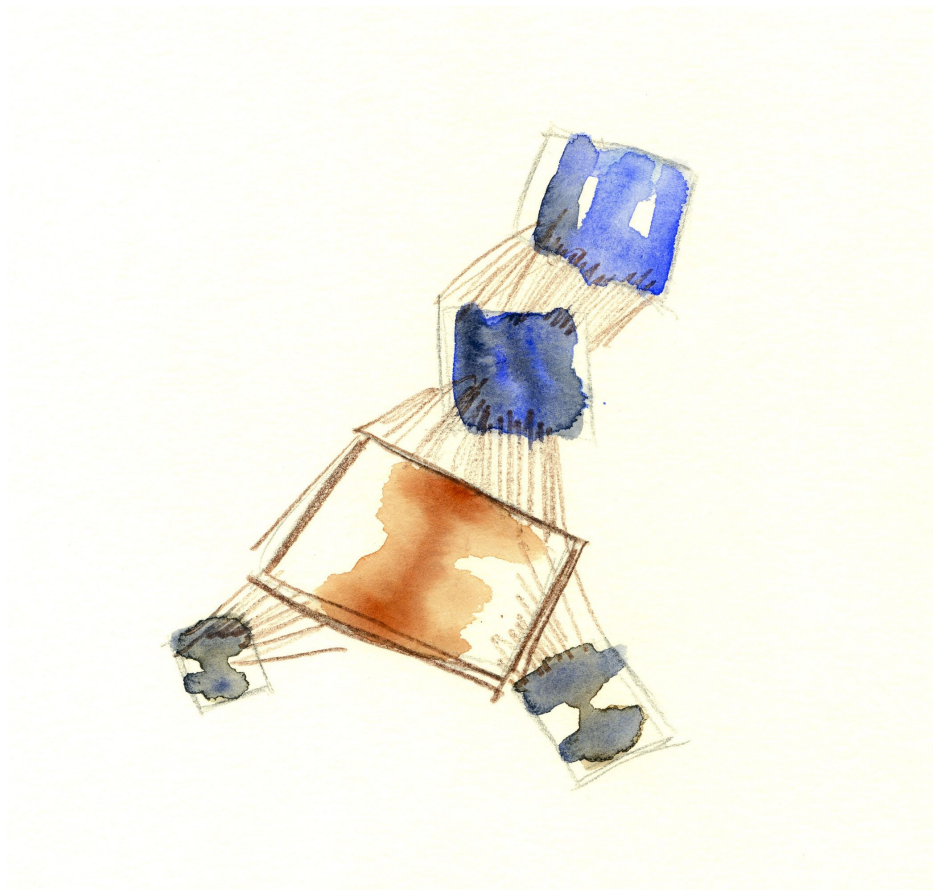
SCHEDULES

SCHEDULE 1: COMPETENCY CRITERIA

1. The following schedule sets out criteria under each of the eight competences required to deliver the objectives and Vision set out in the Charter. It is also important to note that the detailed competences listed under each competence are not exclusive. For example, there will be additional requirements identified by national associations in their implementation. In this context, local associations have the possibility to supplement the competencies at a national level.

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

3. These competency-criteria are based on The Charters of European Planning and Participatory Democracy which provide the common framework for planning action across Europe. These were adopted by the ECTP-CEU in 2013 and 2016 respectively. The criteria operate in general and specialist areas of planning theory and practice which require an ability for reflective learning.

Rationale of Planning

4. Planning intervenes in the market place, informed by principles of sustainability, social justice and ethics. It manages individual rights for the common good, and to resolve conflict or enable evidenced decision making. Therefore, planners require an understanding of the political and ethical nature of spatial planning and decision-making, including the concept of the public good and the principles of equal opportunities, rights and representation.

5. This requires an understanding of the fundamental role of planning in shaping places and communities, in terms of:
- the contested nature of planning and management interventions in the built and natural environment;
- the history of planning and the contested theories of planning intervention;
- the political and ethical nature of spatial planning and decision making;
- the cultural differences in planning on a European and international level, and the cultural embedding of the man-made environment;

- the concepts of rights, and of representative and participatory democracy;
- the principles of inclusion, equality and equal opportunities;
- the impact of differing social and political agenda upon planning;
- the experience of spatial planning and lessons learnt in different contexts and spatial scales; and through international comparative studies of systems;
- the relationship to other areas of specialisation and skills; and
- the need for codes of professional conduct, for life-long learning, and for critical reflection.

Socio-economic Spatial Systems

6.   Planning is based on a comprehensive understanding of socio-economic systems, their context and spatial implications. This requires a fundamental understanding of geographical knowledge and analysis. It is particularly important that socio-economic, including the political context, is fully understood both generally and within of a chosen area of specialism. This covers a very wide range of issues but, in particular, includes:
- the interrelationship between economic globalisation, regional specialisation on competitive advantage, endogenous resources, sustainable economic development and an inclusive economy;
- the contribution of spatial planning to local economic development;
- an up-to-date economic topic, such as property rights and property market;
- the interrelationship between urban and rural spatial systems (e.g. labour and housing markets, energy and transport) and social justice and cohesion, and economic development;
- the role of cities and regions (*territoires*) in balancing the interests of society as a whole and inter-generationally, with the needs and rights of disadvantaged groups and individual citizens;
- cultural diversity and identity, including the role of social, cultural and historical heritage and character;
- involvement & Empowerment of residents, business communities and governmental bodies as well as marginalised and excluded groups in society;
- understanding systems of Mobility and Accessibility in promoting sustainable economic growth, social cohesion and balance in modal choices.

Built Environment

7.   Planning is based on a comprehensive understanding of the built environment and its implications for the quality of life and sustainable development. including:
- the principles and processes of design in creating high quality places and enhancing the public realm for the benefit of all in society;
- the role of urban design and management to deliver places which are inclusive, safe, healthy and accessible to all;

- the principles of design assessment and review;
- the potential of master-planning and strategic urban design;
- the implications of climate change for design;
- the scope for skills in place-making;
- the challenges of designing in / for historic environments;
- the ability to cooperate and to use the knowledge and experience from the related spatial-based fields (e.g. transport, geodesy & cadastre communal infrastructure management);
- to demonstrate skill and ability in mediation to create conditions favourable to good urban health (inclusion, safety, attractiveness etc.

Natural Environmental Spatial Systems

8. Planning requires a comprehensive understanding of physical and biological environmental systems and efficient resource management both generally and within areas of any chosen specialism. This applies, especially in terms of:

- the linkage between health, lifestyles, and the quality of life and the sustainable use of ecosystems, landscapes, natural and open spaces, and energy resources;
- landscape systems / landscape / landscape management and planning;
- the maintenance, enhancement and creation of natural resources including air quality, water regimes, soil conditions, forestry, agricultural systems, green corridors and maritime resources;
- the intrinsic value of ecosystems (for example: natural resources, biodiversity, energies, water, waste management);
- mitigation and adaptation to the effects of climate change;
- protection, management and creation of landscapes and the natural and built heritage as cultural assets, through integrated and participatory processes;
- understanding the scope of non-polluting and renewable energy resources, to meet the needs of the 21st century, especially in transportation and domestic buildings;
- the application of spatial planning techniques and processes to marine and maritime planning, for example offshore wind energy schemes, mineral extraction or the maintenance of fisheries.

Planning Techniques

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

10.   These include the analysis, evaluation, appraisal and monitoring of alternative courses of action required. It also requires an understanding of the need for specialist skills and knowledge in planning practice. These include, for example:

- the application of projections, developing options and scenarios and their evaluation;
- the visualisation of planning alternatives and different scenarios;
- economic and market analysis of land and property;
- the audit of social needs and housing requirements;
- the classification, valuation and management of built and natural environmental resources;
- the assessment of transport impacts and options;
- field work and related survey techniques;
- cadastre analysis, graphics, visualisation and GIS techniques;
- urban composition and organization from the largest to the smallest scale of the urban framework;
- techniques in mediation, facilitation, negotiation, advocacy and participation,
- geographical analytical techniques for example in cultural, industrial or retail studies; and
- technical competence in the use of spatial configuration tools in 2D or 3D and the sharing of information for governments or communities.

Independent Research

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

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

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

Planning Instruments

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

•   the political, legal and institutional context of planning practice both at the national level and at the (evolving) international i.e. European level;

•   an understanding of how spatial planning operates within the context of the Conventions and International Treaties in the national laws, and the Council of Europe's Guiding Principles and Planning Charters across Europe;

•   comparative knowledge of planning practice across Europe;

•   familiarity with planning instruments and directives (e.g. Water Framework, Air quality, EIA & SEA);

•   knowledge of national and local legislation and the ability to formulate norms and directives for planning instruments, and

•   knowledge of systems of representation and participation.

The Planning Product

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

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

•   strategic frameworks which interpret European directives, and integrate European, national, regional, urban and rural strategies, policies and programmes;

•   long term strategic visions for assuring coherent development strategies;

•   thematic strategies for greater self-sufficiency to help ensure water, energy and food security;

•   Policy frameworks, for example, responding to the demographic and economic shifts and the demands that arise or relating to aging population, ethnicity, cultural needs and gender;

•   urban regeneration and renewal programmes and policies, with an understanding of development finance, developer contributions and added value for the community; and

•   Integrated land use, transport and infrastructure strategies and programmes.

15.   The Products of spatial planning therefore integrate planning knowledge, skills and values to enhance people's lives and to improve the quality of place and management of land. In addition to the range of technical and creative skills planners require additional personal skills, for example:

- creative vision;
- initiating and implementing action;
- project management;
- problem solving;
- collaborative & multidisciplinary working;
- professionalism;
- communications skills; and
- dissemination and transfer of knowledge gained from research and practice.

These are closely linked to the skills of negotiation, mediation, advocacy and leadership identified earlier under Planning Techniques.

Annex C gives illustrative examples of the potential range of skills and competences in undertaking these tasks.

SCHEDULE 2: PROFESSIONAL EXPERIENCE POST QUALIFICATION

Planners must demonstrate the ability to apply their initial training in practice through the exercise of independent professional judgement to make decisions or influence outcomes. This can be demonstrated in a wide range of working environments including paid employment or in a voluntary capacity, over a substantial period relating to a range of planning activities. These include the following examples:

The preparation of plans, policies and related documents, for example:
- research and analysis of information for policy formulation;
- the preparation, formulation and monitoring of policy, guidelines and advice;
- spatial development strategies and statutory development plans as well as master, town, village and conservation plans for buildings, urban areas and the countryside;
- development briefs, design guides, environmental, economic and traffic impact assessments;
- sustainability appraisal, transportation and economic assessments, and travel plans;
- the associated processes of economic development, viability assessments, community engagement, the preparation of materials for inquiry, advocacy and presentations to clients, which are regarded as integral to plan preparation;
- landscape/biodiversity assessments and appraisals.

Plan implementation, for example:
- statutory development management/control and enforcement are included in the handling of appeals at all stages;
- preparation, submission and following through of planning applications and other consenting regimes;
- implementation of plans or schemes for conservation, environmental improvement, economic development, urban regeneration, traffic and transportation, tourism, minerals, waste disposal, or derelict land reclamation, including funding and delivery options;
- planning involvement in housing and housing management, community development, environmental education and recreation, and urban design;
- site appraisal, feasibility studies, scoping exercises and all forms of study preparatory to the submission of a planning application;
- water and marine planning such as flood risk planning;
- experience gained from involvement in investigation, negotiation and resolution of breaches of planning control, preparation of notices, handling of enforcement appeals and court proceedings.

Research or teaching, for example:

- research and analysis of information leading to the making of planning policy or planning recommendations and decisions;

- funded research for clients from the public/private/voluntary sectors;

- planning or research appraisal;

- relevant research where the prime purpose relates to the making of spatial planning policy and the delivery of planning outcomes; and

- higher education teaching experience related to spatial planning.
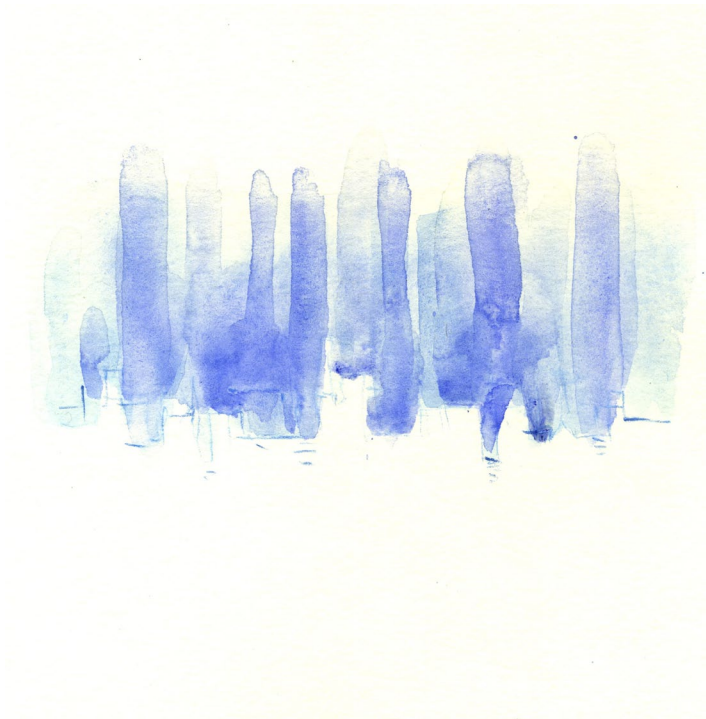
SCHEDULE 3: PRINCIPLES OF PROFESSIONAL CONDUCT

1. The objectives of the ECTP-CEU as defined in its Statutes are to collect, study and promulgate information related to the exercise of the profession of the planner in the Member States of the Council of Europe and across their Institutes and Associations, the defence of the rights of planners and research into a definition of their obligations. The association works towards these objectives regardless of any political, linguistic or philosophical consideration.

2. This Schedule sets out the principles by which all the professional activities that professional planners who are members of each institute or association will be guided. All planners should observe the Principles set out below. Planners shall respect and uphold the professional ethics of the Institutes or Associations of each of the countries within which they undertake work.

3. Each Institute or Association will draft its own detailed Code of Professional Conduct and will be responsible for the observance by its members of its Code. This should embody the following Principles, to which all Planners in Europe should subscribe:

4. Professional planners

a. shall act with integrity and honesty with the interests of the community being their paramount consideration;

b. shall exercise their independent professional judgement to the best of their skill and understanding;

c. shall maintain their professional competence throughout their working lives through continuing professional development, including adhering to the advice of their Institute or Association;

d. shall support their staff in developing and maintaining their competences, to expand their knowledge, experience and ability;

e. shall rely solely on professional capability to obtain commissions and not to seek to supplant another practitioner; and always to notify a previous practitioner on being approached to proceed with work on which such practitioner had been engaged;

f. shall discharge their duty to their employers, clients, colleagues and others with care and diligence;

g. shall not discriminate on the grounds of race, sex, sexual orientation, creed, religion, disability or age and shall seek to promote equality of opportunity;

h. shall respect other related professions and shall collaborate with them and seek their expertise whenever appropriate to the nature of the task;

i. shall not bring the profession into disrepute.

5. In particular, professional planners of each institute or association will not make or subscribe to any statements or reports which are contrary to their own bona fide professional opinions and shall not knowingly enter into any contract or agreement which requires them to do so. All the activities of professional planners will be legal, decent, honest and truthful and must avoid exaggeration and show respect to others.

SCHEDULE 4: CONTINUOUS PROFESSIONAL DEVELOPMENT: SKILLS FOR PLANNERS

The following schedule sets out an illustrative list of Skills for Planners which could be important in the professional development of planners and which complement the Core Competences set out in Schedule 1.

Creative Vision

- Producing creative and innovative strategies and solutions.
- Making lateral connections.
- Aesthetic and design awareness and critique.

Project Management

- Defining objectives.
- Delivering - making it happen given constraints.
- Resource management including financial and personnel management and use of information technology.
- Process management and evaluation.

Collaborative and multidisciplinary working

- Partnership working - engaging with all professionals employed in the creation of sustainable communities and the built environment.
- Creating an environment where information is shared.
- Effective networking.

Professionalism

- Demonstrating the characteristics of a reflective practitioner, and an ability to learn from prior practice.
- Upholding standards of ethical behaviour.
- Commitment to lifelong learning and maintaining professional competence.

Problem Solving

- Problem definition.
- Data-collection, investigation and research.
- Quantitative and qualitative analysis and appraisal.
- Weighing evidence and evaluation of alternative solutions.
- Decision making.
- Mediating between the different requirements and expectations of other professionals, consultees and stakeholders, clients and regulators, communities and lobbying groups to deliver an equitable planning solution.

Leadership

- Inspiring and motivating others at all levels.
- Leading by example – displaying enthusiasm, tenacity, flexibility and self-motivation.
- Embracing and leading through change.
- People and organisational management.
- Coaching and mentoring.

Communication

- Written, oral, graphic and multi-media communication.
- Listening actively.
- Using appropriate communication methods tailored to the audience.
- Managing misinformation.
- Internal communication and information sharing.
- Community involvement and facilitation.
- Understanding and accommodating the role of various types of media.

Stakeholder management & conflict resolution

- Identifying stakeholders and customers, and awareness of how these groups can change.
- Relationship building.
- Negotiation, mediation and advocacy.
- Understanding the dynamics of conflict and how to achieve mutual agreement.
- Demonstrating the ethics of good practice, including respect, tolerance, confidentiality and honesty.

DIAGRAMATIC REPRESENTATIONS OF THE RELATIONSHIP BETWEEN THE CORE COMPETENCES
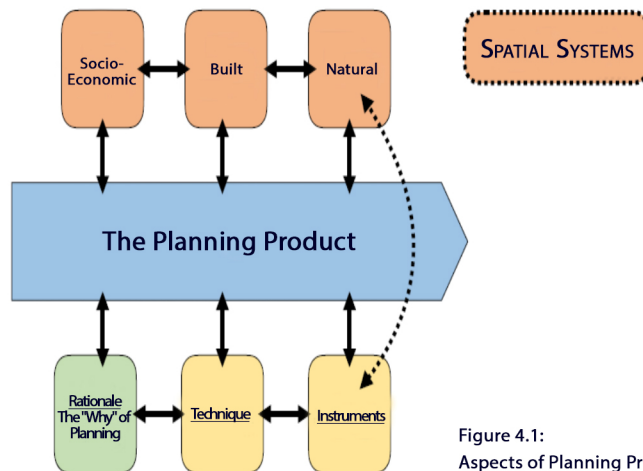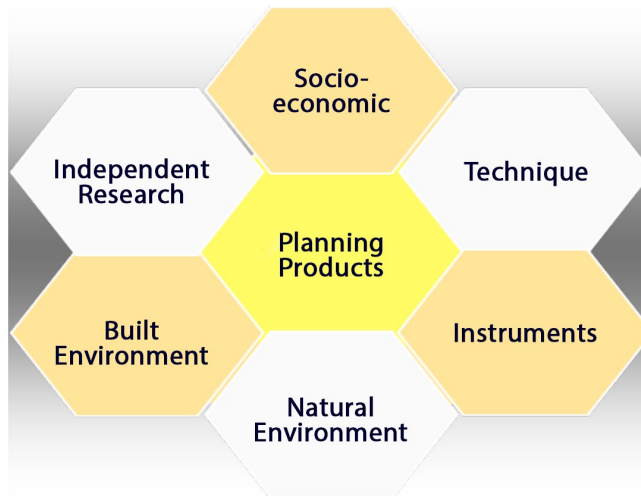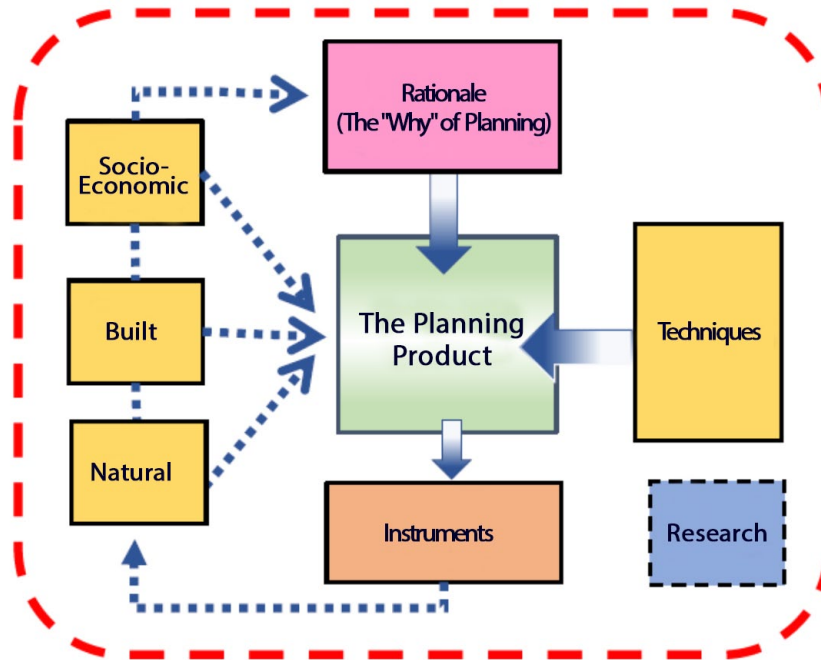

Figure 4.1:
Aspects of Planning Practice

These diagrammatic representations of the Core Competences emphasise the inter-relationships between the Core Competences. In particular the planning process is continuous and cyclical because spatial systems change and planning needs to adapt to these changes. It therefore needs to be recognised that:

- the preparation of the planning product is informed by research into three types of spatial systems – socio-economic, built and natural;
- the planning product is implemented by the use of instruments - legal, financial and administrative;
- implementing the planning product through the use of instruments will have an impact on the spatial systems as these change as a result of planning intervention;
- changes in the nature of the spatial systems will require renewed intervention, or changed intervention by updating planning policies; and
- planning intervention is not always necessary and must always be justified since planning is more than an administrative or bureaucratic process.

GUIDELINES ON PROFESSIONAL COMPETENCES IN SPATIAL PLANNING INCLUDING THE PRINCIPLES OF PROFESSIONAL CONDUCT

These Guidelines on Professional Competencies and the Code of Conduct were approved by the 2017 General Assembly of the ECTP-CEU at its Autumn meeting in Leuven. These Guidelines were prepared after research by the ECTP-CEU Working Group members Dominique Lancrenon, Philippe Doucet, Noel Riordan, Paulo Correia, and Henk van der Kamp (chair).

An extensive consultation with member associations and AESOP was organised during the process.

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