

**ECTP GUIDELINES
ON
PROFESSIONAL COMPETENCES
IN SPATIAL PLANNING**

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1.0 Preamble

- 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 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 this objective regardless of any political, linguistic or philosophical consideration.
- 1.2 The 2013 [Charter of European Planning](#) and the 2016 [Charter on Participatory Democracy in Spatial Planning](#) set out a common basis for spatial planning in Europe. Spatial Planning¹ embraces all forms of transformative urban and rural activities. It operates in all social strata and on several inter-related spatial levels - local, urban, metropolitan, regional, national and international. It is concerned with the promotion, guidance and control of new development, the renewal of existing communities and the protection of the constantly changing physical environment. It is undertaken in the interest of common good whilst respecting the rights of all individuals.
- 1.3 The future wellbeing of Europe therefore requires an effective and high quality planning profession which is qualified to meet the challenges. It is critical to meeting the societal, cultural, economic and environmental in Europe. The responsibility for the setting professional standards in any country lies with the member associations of each country to take account of different legal systems, cultures and history. However, it is desirable that there is a degree of consistency and compatibility at the core of initial training of planners if the international movement of exchange of students, research and practice is to flourish and in order to ensure the status of spatial planning as a distinct profession across Europe. The ECTP-CEU has therefore issued these updated ²guidelines.
- 1.4 In view of the variation in the status of professional education in the European countries and their ways of recognition the professional qualifications the ECTP-CEU set out in these Guidelines set the core competences for the wide range of activities in which the planning profession is engaged. They are the minimum in terms of the range of competences that all planners (however general or specialised) should be trained in and familiar with.
- 1.5 These Guidelines are advisory and supportive to its member associations and are to be applied locally. It is also open to any associations to identify additional training needs and require additional learning outcomes for membership of their associations. These Guidelines however set out competences that all planners should acquire and maintain whatever their field of activity whether plan making to plan implementation.

¹ Spatial Planning is the process known variously as Town Planning, Town and Country Planning, Urban and Regional Planning, Environmental Planning, Land Use Planning or Physical Planning. It has also been extended to development in the marine environment

² These Guidelines update the 1995 guidance

1.6 This framework of planning competences has transferability across the diversity of cultures, languages and educational systems across Europe. They balance the need for general guidance with local application, Guidelines will therefore not only promote high professional standards but also the exchange of experience and learning throughout Europe. This guidance is also relevant to corresponding and related disciplines, e.g. architects, urban designers, ecologists and civil engineering.

1.7 The Guidelines are based on eight core competences and apply to the four fields of activity necessary for maintaining professional standards:

- Initial training in core planning skills and competences;
- Validated professional experience in the application of the competences to practice as spatial planner;
- Principles of Professional Conduct setting the standards of conduct required;
- Life-long Learning (LLL) ensuring a commitment to continuous professional development (CPD).to ensure professional skills and competences are kept up to date.

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2.0 Initial Professional Development

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 researchers, practitioners, of proposers of policies and programmes for action, of designers of projects and of implementers. Whatever the context within which planners operate planning their ultimate goal is to ensure sustainable development of communities and the ecosystems that support them.

2.2 Initial planning education is therefore essential in supporting purposeful and effective interventions in relation to promotion of sustainable development by:

- providing training in scientific and creative conceptual thinking
- practical approaches in resolving the relationship between society and environment at various territorial levels and
- the search, development and advancement of new opportunities for the promotion of sustainable development.

2.3 Planners therefore must have a set of core competences, and a commitment to ethical standards of conduct. These, in particular, require knowledge and skills that provide an understanding 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 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.

2.4 The ECTP-CEU has therefore set out a framework of guidance based on three primary needs and the related eight related core competences, illustrated in Diagrams in Appendix:

- Critical thinking and understanding of the basic 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 environmental capacity and ecological impact; or 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 skills needed to engage in planning practice. These skills include survey, analysis, and independent research, and which are sensitive to the effects over time and to produce planning solutions and 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

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

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3.0 Validated Professional Experience

- 3.1 In addition to their formal training planners must be able to demonstrate that 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 how the most appropriate means of validating this experience of potential members of their association.

4.0 Code of Professional Conduct

- 4.1 The ECTP-CEU requires 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 a maintained high standards of competence and conduct by professionals, in a way that inspires trust and confidence in the profession. The Charter of Professional Conduct sets out the standards, ethics and professional behaviour expected of all planners based on the following five principles:
- Competence, honesty and integrity
 - Independent professional judgement
 - Due care and diligence
 - Equality and respect
 - Professional behavior
- 4.2 Schedule 3 sets out the ECTP-CEU Charter of Professional Conduct to which all members subscribe.

5.0 Continuous Professional Development

- 5.1 Continuous Professional Development (CPD) is a core activity of all planners, promoting career-long learning and maintaining professional competence. CPD *as 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 necessary to provide confidence that the professional standards of the individual members of associations is kept up to date and trained in ongoing developments in the planning field.
- 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 Continuing Professional Development (CPD) of their individual members.

5.3 An essential part of CPD is to keep up-to-date the Core Competences acquired in their 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 their personal development plan.

6.0 Learning Pathways

6.1 There are a range of Pathways by which planners can acquire and maintain their professional competences, in terms of the form and supplier of professional training. It is for each member association of the ECTP-CEU to determine what 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 Training

6.2 Competencies can be acquired through a range of pathways but normally includes education 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.

6.3 University based recognised planning courses are the most common and preferred pathway. All core competences need to be within any planning course if it is to be recognised as providing 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 in a substantive form.

6.4 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). There is also a wide range of courses that exist in terms of the size (in ECTS) or related course contents. Specialist programmes however should always deliver the full range of learning outcomes required for planning.

6.5 In addition, it is recognised that there are many related disciplines to planning which benefit from having introductory planning modules to make other professionals aware to the scope and need for planning. It is therefore considered that ECTP-CEU Guidance will also helpful in framing such studies.

Learning Pathways for CPD

6.6 CPD should be undertaken by each planner as a continuous and validated activity as set out by the member institute i CPD requirements in terms of timescales, form and content.. 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.

6.7 CPD includes a wide range of learning activities related to enhancing your 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 however 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
- Non-planning related courses to develop knowledge, skills and values

7.0 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 organizations 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 and understanding of the essential requirements of the planning profession, any statement on the core European planning education must pay due respect to these variances. However, there are common core outcomes which all planning courses should deliver (regarding the scope and depth of core fields of study to be covered).

7.3 These Guidelines set out a framework of planning competences which has transferability within the diversity of cultures, languages and educational systems across Europe. 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.

7.4 The application of the Guidelines is the responsibility of each member associations. It does not confer any automatic recognition by an association by another association. Its application is also without prejudice to any additional requirements of individual associations require of those seeking membership.

7.5 The Guidelines recognise that no one planner can claim expertise across the full range of planning skills. Individual planners are expected to offer substantial and encourage 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.

- 7.6 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), and which are not design to prevent the free movement of labour. It will be for each member association to demonstrate how the educational qualifications that are recognised for full membership, meet the eight core competency requirements.
- 7.7 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.
- 7.8 In principle, therefore, individual associations should adopt procedures and regulations which are based on equity and transparency that treat professionals even-handedly whether a local or international candidate as applicants for membership. This promotes the movement of people and services without needing ad hoc protocols and reduce the burden on planning schools in having to devise and deliver training/tests.
- 7.9 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 this activity, the ECTP-CEU will assist, if requested, feasible and appropriate, in facilitating, advising on or mediating in any negotiation. This will be based upon any direct costs being borne by the respective association(s) involved.
- 7.10 The ECTP-CEU will also undertake continuing liaison with AESOP on how these Guidelines can be best disseminated and used in the promotion of planning education across Europe.

SCHEDULES

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SCHEDULE 1: COMPETENCY CRITERIA

1. The following schedule sets out criteria under each of the eight headings are the 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.
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 or profession; and 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 distinct field of activities that are integral part of territorial governance at local, regional, or multi-level.
3. These criteria are based on The Charters of European Planning and Participatory Democracy provides the common framework for planning action across Europe, adopted by the ECTP-CEU in 2013 and 2016 respectively. The criteria operate at a general and specialist areas of planning theory and practice and 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 the contested theories of planning intervention
 - the political and ethical nature of spatial planning and decision making;
 - the cultural different 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, life-long learning and critical reflection.

Socio-economic Spatial Systems:

6. Planning is based on a comprehensive understanding of socio-economic systems, their context and spatial implications. 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 with economic globalisation and 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 topics, 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
 - to demonstrate skill and ability of 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 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 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 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; and
 - techniques in mediation, facilitation, negotiation, advocacy and participation,
 - geographical analytical techniques for example in cultural, industrial or retail studies;
 - technical competence in the use of spatial configuration tools in 2D or 3D and share 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 CoE'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 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 or 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, depletion of resources, shrinking cities, climate change, poverty and growing inequality.
14. Planning products include 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 are require additional personal skills, for example:

- Creative vision
- Initiating and implementing action;
- Project Management
- Problem Solving
- Collaborative & Multidisciplinary Working
- Professionalism
- Communications Skills
- Disseminating and transfer of knowledge gained from research and practice

These are closely linked negotiation, mediation, advocacy and leadership skills identified earlier under Techniques. Annex C gives illustrative examples of the potential range pf 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 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, 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 with 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.
- higher education teaching experience related to spatial planning.

SCHEDULE 3: CHARTER 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 this objective regardless of any political, linguistic or philosophical consideration.
2. This Charter of Professional Conduct sets out the principles by which all the professional activities the members of the ECTP-CEU will be guided. All members are expected to observe the provisions of the Charter.
3. Professional Town Planners shall conduct themselves in such a manner as to uphold the reputation of the profession in general and their Institute or Association in particular. They shall respect and uphold the professional ethics of the Institutes or Associations of each of the countries within which they undertake work.
4. 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 will embody the following Principles, to which all Planners in Europe agree to subscribe:
5. 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 or the ECTP-CEU into disrepute.
6. In particular, members 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 members will be legal, decent, honest and truthful and must avoid exaggeration and show respect to other members.

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.

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.

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.

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.

APPENDIX
 DIAGRAMATIC REPRESENTATIONS OF THE RELATIONSHIP BETWEEN THE CORE CCOMPETENCES

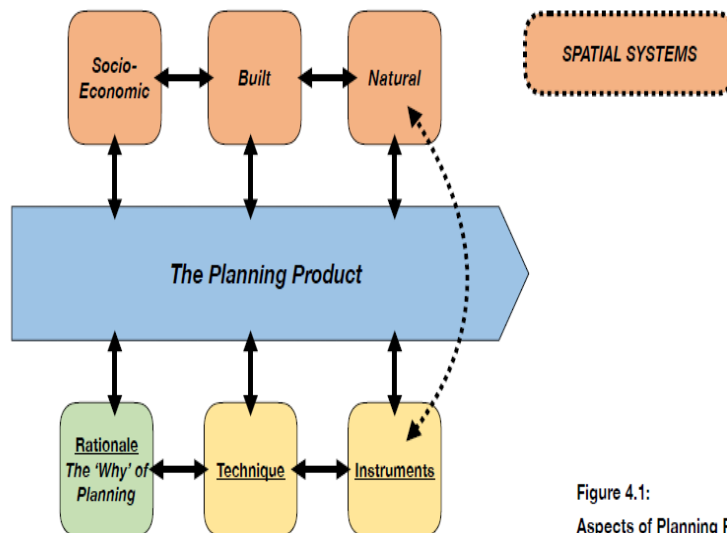
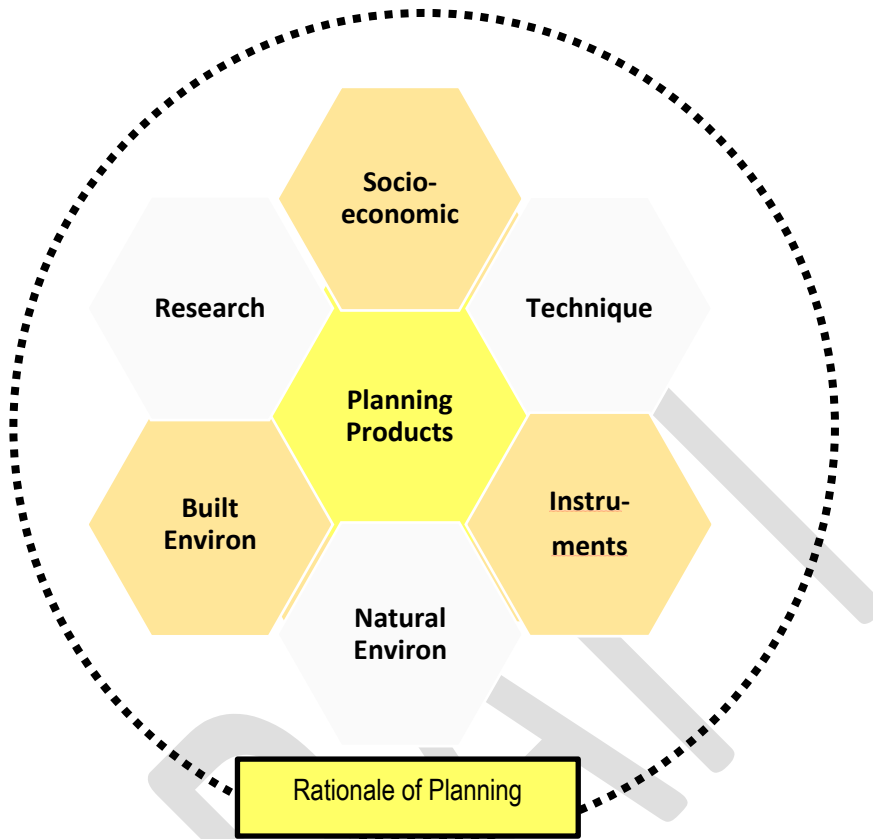
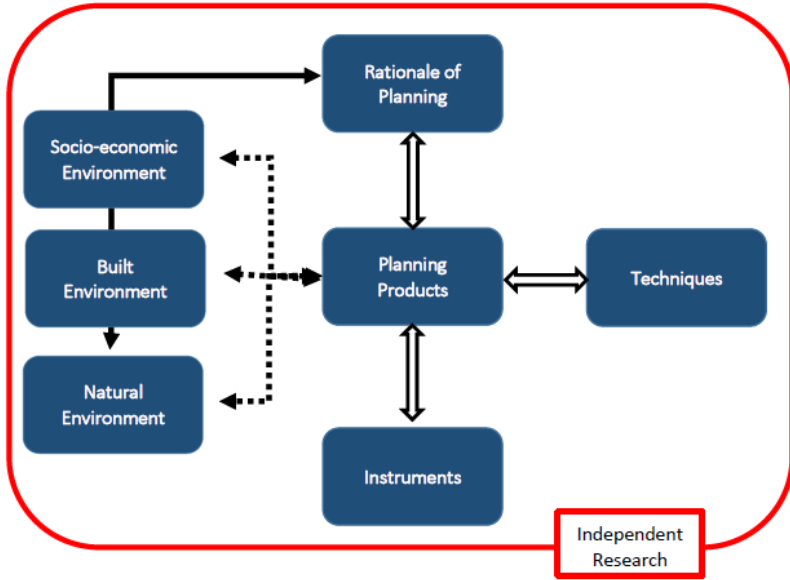


Figure 4.1:
 Aspects of Planning Practice



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