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**ECTP-CEU**

European Council of Spatial Planners  
Conseil européen des urbanistes



ECTP-CEU (European Council of Spatial Planners - Conseil européen des urbanistes)

# Stage 2 Study

April 2016

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on the Recognition of Planning Qualifications in Europe

Revisions included based on feedback from member associations of ECTP-CEU.

# **ECTP-CEU Stage 2 Study**

## on the Recognition of Planning Qualifications in Europe

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# 1 Introduction

## 1.1 Introduction and Study Context

1.1.1 This study was commissioned in September 2012 by Henk van der Kamp of the Irish Planning Institute in his capacity as chair of the ECTP-CEU working group on the mutual recognition of professional qualifications.

1.1.2 The decision to undertake the study arose from decisions taken at various Executive Committee Meetings of the ECTP-CEU to continue with a research process initiated in December of 2010 into the recognition of professional planning qualifications in Europe.

1.1.3 The aim of the first stage of the overall research project was to investigate the potential for mutual recognition of planning qualifications in Europe as well as the development of a 'common platform' as defined in the EU Directive 2005/36/EC. A Draft Report setting out the results of the first stage of the project was completed by in March 2011 and was subsequently submitted to the ECTP-CEU.

1.1.4 Following on from the completion of the Draft Stage 1 Report, it was decided to commission a further report into the issue of the mutual recognition of professional planning qualifications. A study brief was drafted which identified a number of specific tasks to be carried out as part of the second stage of the research process as follows:

1. *Make corrections to the Stage 1 Draft Report based on comments from member associations and update the Report where necessary to issue in final form for adoption by General Assembly*
2. *Prepare a list of educational courses in Europe which are the dominant qualifications of full members in each member association of ECTP-CEU.*
3. *Prepare a list of subjects, skills and competences that are contained in the curriculum of each of the educational courses identified.*
4. *Prepare a 'menu' of skills and competences in conjunction with a 'protocol' that can be used by ECTP-CEU to determine whether a person can be regarded to be a 'professional planner'.*

1.1.5 This Stage 2 Report presents the results of an extensive research exercise on these matters which was undertaken between September and December 2012 by an external research consultant reporting to Henk van der Kamp, Chair of the ECTP-CEU Working Group on the recognition of Planning Qualifications in Europe.

## 1.2 Overall Study Methodology

1.2.1 Similar to the Draft Stage 1 Report, this report addresses each of the tasks contained in the study brief provided by the ECTP-CEU in sequence.

1.2.2 The research process into each of the tasks set out in this brief primarily entailed extensive desk based research drawing on a wide range of primarily web based information sources as well as e-mail correspondence with representatives of ECTP-CEU member organisations.

1.2.3 The geographical scope of the research was limited to include the 23 European countries with full ECTP-CEU member organisations. A full list of these organisations with their country of origin is presented in Table 1.1 overleaf<sup>1</sup>.

<sup>1</sup> It should be noted that for reasons of practicality and to ensure consistency with the Stage 1 Report, this study made use of the ISO 3166 coding system that identifies each territorial entity with two letters rather than using its full name.

**Table 1.1: List of ECTP-CEU Full Member Organisations**

Code	Country	Organisation Name
(.be)	Belgium	<b>CUB</b> (Chambre Urbanistes de Belgique)
		<b>VRP</b> (Vlaamse Vereniging voor Ruimte en Planning)
(.cy)	Cyprus	<b>CATP</b> (Cyprus Association of Town Planners)
(.cz)	Czech Republic	<b>AUUP</b> (Asociace pro urbanismus a územní plánování České Republiky)
(.de)	Germany	<b>SRL</b> (Vereinigung für Stadt-, Regional- und Landesplanung e.V.)
(.ee)	Estonia	<b>EPÜ</b> (Eesti Planeerijate Ühing)
(.es)	Spain	<b>AETU</b> (Asociación Española de Técnicos Urbanistas)
(.fr)	France	<b>SFU</b> (Société Française des Urbanistes)
(.gr)	Greece	<b>GPA / ΣΕΠΟΧ</b> (Greek Planners Association / Συλλογος Ελληνων Πολεοδομων και Χωροτακτων)
(.hr)	Croatia	<b>UHU</b> (Udruga Hrvatskih Urbanista)
(.hu)	Hungary	<b>MUT</b> (Magyar Urbanisztikai Társaság)
(.ie)	Ireland	<b>IPI</b> (Irish Planning Institute)
(.it)	Italy	<b>ASSURB</b> (Associazione Nazionale degli Urbanisti e dei Pianificatori Territoriali e Ambientali)
		<b>INU</b> (Istituto Nazionale di Urbanistica)
(.lu)	Luxembourg	<b>AULa</b> (Aménageurs et Urbanistes du Luxembourg)
(.mt)	Malta	<b>MaCP</b> (Malta Chamber of Planners - Kamra Maltija għall-Ippjanar)
(.nl)	Netherlands	<b>BNSP</b> (Bond van Nederlandse Stedebouwkundigen en Planologen)
(.no)	Norway	<b>FKP</b> (Forum for Kommunale Planleggere)
(.pl)	Poland	<b>KRIU</b> (Krajowa Rada Izba Urbanistów)
(.pt)	Portugal	<b>AUP</b> (Associação de Urbanistas Portugueses)
(.ro)	Romania	<b>RUR</b> (Registrul Urbanștilor din Romăniă)
(.rs)	Serbia	<b>STPA / UUS</b> (Serbian Town Planners Association / Udruzenje urbanista Srbije)
(.si)	Slovenia	<b>DUPPS</b> (Društvo Urbanistov in Prostorskih Planerjev Slovenije)
(.tr)	Turkey	<b>TMMOB / SPO</b> (Sehir Plancilari Odasi)
(.uk)	United Kingdom	<b>RTPI</b> (Royal Town Planning Institute)
<b>TOTAL</b>		

### 1.3 Overall Structure of Study Report

- 1.3.1 **Chapter 2** of the report provides a brief summary of the principal findings of the Stage 1 Report which was comprehensively updated and amended to reflect comments from ECTP-CEU member organisations.
- 1.3.2 **Chapter 3** addresses the second task set out in the study brief by outlining the approach taken to preparing a list of education courses in Europe which are the dominant qualifications of full members in each member association of the ECTP-CEU.
- 1.3.3 **Chapter 4** responds to the third and fourth study brief tasks by describing the criteria of skills and competencies by which the curricula of dominant education courses have been examined. It goes on to apply these criteria to courses in the country of origin of each of the full 25 full ECTP-CEU member organisations.
- 1.3.4 Finally, **Chapter 5** of this report provides some concluding comments on the findings of preceding chapters as well as recommendations for further research and action that will be required to implement the mutual agreement approach to the recognition of planning qualifications in Europe.

## 2 Summary of Stage 1 Research Findings

### 2.1 Introduction

2.1.1 As was stated in the previous section, this report relates to the second stage of a research project into the potential for the mutual recognition of planning qualifications in Europe.

2.1.2 The overall aim of the study was to investigate the potential for mutual recognition of planning qualifications in Europe as well as the development of a 'common platform' as defined in the EU Directive 2005/36/EC. The study brief identified a number of specific tasks to be carried out as part of the research as follows:

1. Carry out a survey of the membership categories in each of the ECTP full member organisations
2. Carry out a survey of the education requirements for full membership in each of the ECTP full member organisations
3. Carry out a survey of training requirements for operating as a professional planner in each of the member states of the EU
4. Explore a set of criteria that could be developed and could be used for mutual recognition of professional qualifications
5. Develop draft protocol agreements that could be exchanged with professional organisations outside the EU.
6. Explore potential for arrangements used by other professions, e.g. 'Europass'.

### 2.2 Overview of Response of Stage 1 Report to Study Brief

#### ***Task 1: Carry out a survey of the membership categories in each of the ECTP full member organisations***

2.2.2 The research revealed that while considerable differences exist with regard to membership categories between some of the ECTP full member organisations, it was possible to identify common groupings of categories along the following lines:

- founding member
- corporate member
- full / normal / member
- associate / corresponding member
- student / trainee member.

2.2.3 Having identified all the different types of membership categories used by all ECTP-CEU member organisations, it was then possible to make a distinction between which of these membership categories can be classified as full membership.

#### ***Task 2: Carry out a survey of the education requirements for full membership in each of the ECTP full member organisations***

2.2.4 The review of the education and experience requirements required for full membership of the various ECTP-CEU full member organisations highlighted clear disparities in the 'strictness' of entry requirements between organisations.

2.2.5 These disparities were used to form the basis of an outline typology of full ECTP-CEU organisations based on their 'openness' to new full members ranging from those who strictly regulated full membership as a national 'competent authority' right the way to other organisations who were open to anyone with an interest in spatial planning.

2.2.6 However, despite this range of openness it became clear that the general minimum entry requirements of organisations which sought to make full membership dependent on certain qualifications were a third level (university or equivalent) qualification with a specialisation in

spatial planning and at least two years professional experience in the field of spatial planning.

***Task 3: Carry out a survey of training requirements for operating as professional planner in each of the member states of the EU***

- 2.2.7 After describing the results of research carried out using the European Commission's Database of Regulated Professions and other sources of information, an outline typology was developed relating to the level and nature of regulation of the planning profession and therefore to the basic statutory 'operating requirements' for planners in a particular country.
- 2.2.8 The first category of countries in the typology includes those where either the authority to carry out certain tasks associated with planning (such as plan making), or the use of a protected title (e.g. Chartered Planner) is regulated by a competent authority such as a government department or professional organisation.
- 2.2.9 The second category set out in includes countries where the exercise of many of the activities associated with spatial planning are generally considered as coming under the remit of other related professions (architecture or engineering in particular) and are regulated accordingly.
- 2.2.10 The third and final category refers to a group of countries where there is little if any formal regulation of the planning profession apart from the requirements to implement planning policies in accordance with national legislation.

***Task 4: Explore a set of criteria to be used for the mutual recognition of professional qualifications***

- 2.2.11 The Stage 1 report explored what lessons can be learned from the 'Common Platform' approach advocated in the EU's Professional Qualifications Directive with regard to developing a set of criteria that could be used for the mutual recognition of professional qualifications.
- 2.2.12 Research into the Common Platform approach suggested that while the idea works well in theory, it has failed in practice. As a result, the report went on to explore a possible alternative to this approach, namely a bi-lateral 'Mutual Agreement Approach' to the recognition of professional qualifications.
- 2.2.13 The Report suggested that the 'Mutual Agreement Approach' to the recognition of professional qualifications should seek to achieve the same goals of a 'Common Platform' but that it should be based on voluntary mutual agreement between member organisations which would not be restricted by the overly prescriptive requirements of the Directive.

***Task 5: Develop draft protocol agreements to exchange with professional organisations outside the EU***

- 2.2.14 In light of the results of research into criteria to be used for the mutual recognition of professional qualifications, it was considered that this task may be somewhat premature given the level of additional work that must be done to establish draft protocols between ECTP-CEU organisations.
- 2.2.15 Nonetheless, research was carried out to identify suitable examples of similar protocol agreements between professional organisations inside and outside the European Union which identified the recently adopted Memorandum of Understanding between the Irish Planning Institute (IPI) and the New Zealand Planning Institute (NZPI).

**Task 6: Explore potential for arrangements used by other professions (e.g. Europass)**

- 2.2.16 The report provided a brief introduction to a number of arrangements developed by other international umbrella organisations which went beyond the 'mutual agreement model' to implement a 'seal of quality' approach to the recognition of professional qualifications.
- 2.2.17 A central feature of all of these initiatives was a 'seal of quality' approach where each umbrella organisation set minimum educational and experience requirements for the awarding of 'pan-European' professional titles to members of the various professional organisations making up the umbrella organisation.
- 2.2.18 Overall, the research into these examples suggested that while other umbrella organisations have been successful in establishing international accreditation systems for their professions, it may be premature to attempt to implement this system in relation to the planning profession before further work has been carried out on implementing mutual agreements between organisations based on a common definition of the scope of planning practice and education.

**2.3 Recommended Actions from Stage 1 Report**

- 2.3.1 It was evident from the Stage 1 Report that that a considerable amount of additional research and advocacy work still needed to be carried out before the ECTP-CEU will be in a position to achieve its goal of establishing a system to enable the mutual recognition of planning qualifications across Europe and beyond.
- 2.3.2 As a result, the Stage 1 Report briefly outlined a number of recommended actions which should be undertaken to progress this goal in the short to medium term namely:
- compile a directory of planning qualifications held by full members
  - compile a directory of planning courses in Europe
  - continue to develop an understanding of planning practice across Europe
  - expand the research scope to facilitate greater international cooperation
  - secure institutional support for the mutual agreement approach.
- 2.3.3 The recommendations arising from the Stage 1 report can be seen to have fed into the brief for this Stage 2 Report to further examine planning qualifications held by full members of ECTP-CEU member organisations.
- 2.3.4 In addition, as part of the background research for the Stage 2 Report, information on planning courses in Europe was compiled into a '*Draft ECTP-CEU Directory for Countries with ECTP-CEU Full Member Organisations*' which is included as Appendix 4 to this report.
- 2.3.5 The Draft Directory also has the potential the play a key role in furthering the third recommendation of the Stage 1 report to continue to develop an understanding of planning practice across Europe. The Draft Directory addresses this recommendation by bringing all of the information gathered during this research project in one place on a country by country basis in a series of fact sheets containing:
- Country information (basic information on the country)
  - ECTP-CEU member organisation information
  - Information on the regulation of the planning profession in each country
  - Information on planning education in each country (institutions and courses)
- 2.3.6 It should be borne in mind that the Directory is very much in draft form at present and that considerable additional work is needed to further address the Stage 1 Report's recommendations to develop a more detailed understanding of planning practice across Europe.

2.3.7 The same could be said for the final two recommendations set out in the Stage 1 Report which are to facilitate greater international cooperation and to secure institutional support for the Mutual Recognition approach to the recognition of planning qualifications. That said, recent developments in European Union policy would seem to indicate a growing acceptance of the greater practicality of adopting a mutual approach to the recognition of planning qualifications across the continent<sup>2</sup>.

## **2.4 Conclusion**

2.4.1 In conclusion, it can be seen that the research carried out for the preparation of this report has had regard to, and builds upon the work carried out during the first stage of the research project into the recognition of professional planning qualifications.

2.4.2 In this regard, the '*Draft ECTP-CEU Directory for Countries with ECTP-CEU Full Member Organisations*' represents a considerable volume of additional work which while not directly called for in the brief for this Stage 2 Report acted as an important resource in addressing the tasks set out in the study brief.

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<sup>2</sup> See European Commission (2011) *Evaluation of the Professional Qualifications Directive (Directive 2005/36/EC)* as well as European Commission (2011) *Green Paper on Modernising the Professional Qualifications Directive*.

## **3 Education of Full Members of ECTP-CEU Organisations**

### **3.1 Introduction**

- 3.1.1 This chapter addresses the second study brief by task which calls for the preparation of “a list of educational courses in Europe which are the dominant qualifications of full members in each member association of ECTP-CEU”.
- 3.1.2 However, as the following sections explain, the lack of information held by ECTP-CEU membership organisations on the education background of their members meant that it was not possible to carry out the study brief task as was originally intended.
- 3.1.3 As a result, an alternative research approach was adopted (in consultation with the study coordinator and the relevant ECTP-CEU working group) which relied on the informed opinion of representatives of ECTP-CEU member organisations to give a better understanding of the most commonly attended courses by new entrants to each organisation.
- 3.1.4 This chapter describes the main elements of this research approach before presenting a list of so-called ‘exemplar courses’ which were adjudged to be largely reflective of the educational courses attended by newly accepted full members of ECTP-organisations.
- 3.1.5 It is recognised that additional research work will be necessary to confirm these findings and that it will be necessary to seek formal feedback from each of the member organisations of the ECTP-CEU on the information presented as part of the process of finalising this Stage 2 Report.

### **3.2 Survey of Educational Institutions in Europe**

- 3.2.1 Towards the end of the research process for the Stage 1 Report a significant volume of information was collected on institutions providing planning education in Europe. At the outset of the research process for the Stage 2 Report, it was decided to build upon this information to attempt to create a baseline survey of educational institutions in European countries with full ECTP-CEU member organisations which provided undergraduate or postgraduate courses in spatial planning.
- 3.2.2 It was initially intended to send this baseline to each ECTP-CEU member organisation who could then indicate how many of their new members attended each course. This information was then to be combined with information collected during the Stage 1 research process to create a directory for countries with full ECTP-CEU member organisations.
- 3.2.3 A number of online information sources were used to compile information on relevant educational institutions including the website of the Association of European Schools of Planning (AESOP)<sup>3</sup>, websites of national planning education organisations such as APERAU<sup>4</sup> in France or TUPOB<sup>5</sup> in Turkey as well as general internet searches for each of the 23 countries with full ECTP-CEU organisations.
- 3.2.4 In total, information was collected on 166 educational institutions in the 23 countries. This information was entered into an Excel spreadsheet and from there into a ‘Draft ECTP-CEU Directory for Countries with ECTP-CEU Full Member Organisations’ which is included as Appendix 4 to this report. Information collected included the names of institutions, their

<sup>3</sup> Association of European Schools of Planning (AESOP), [http://www.aesop-planning.eu/en\\_GB/members-directory](http://www.aesop-planning.eu/en_GB/members-directory)

<sup>4</sup> Association pour la Promotion de l'Enseignement et de la Recherche en Aménagement et Urbanisme (APERAU), <http://www.aperau.org/organismes.html>

<sup>5</sup> Türkiye Planlama Okulları Birliği (TUPOB), <http://www.spo.org.tr/tupob/detay.php?kod=1148&tipi=73>

contact details and webpage addresses as well as the names, duration and number of ECTS credits for each planning course).

- 3.2.5 Unfortunately, due to scale of the task (many of the 166 institutions surveyed provided multiple courses and most of the available information had to be translated into English from a variety of languages) allied to the time and resource constraints of the overall research project, it was not possible to complete this baseline study fully. Nonetheless, as later sections of this chapter indicate, the information collected proved invaluable in addressing the tasks set out in the Stage 2 study brief.

### **3.3 Correspondence with Representatives of ECTP-CEU Member Organisations**

- 3.3.1 Shortly after the commencement of the baseline survey, contact was sought with representatives of each of the 25 full ECTP-CEU member organisations seeking information on the 'dominant' qualifications of their full members.
- 3.3.2 As was explained previously, it was intended to supply each of the representatives with details of educational institutions in their countries to ascertain how many full members attended each institution. However, it soon became clear from initial contact with the representatives that very few organisations had formal records of the educational background of their members.
- 3.3.3 This lack of systematised information meant that it was not possible to establish with any certainty the "*dominant qualifications of full members in each member association of ECTP-CEU*" in accordance in the study brief. As a response to this, it was decided to request the representatives of each ECTP-CEU full member organisation to provide their own informed opinion of which courses were most likely to have been attended by individuals who recently gained full membership to their organisation.
- 3.3.4 Table 3.1 overleaf illustrates the overall response to this request for information was positive with responses received from all but 4 of the 25 organisations. An edited version of the correspondence received from representatives of ECTP-CEU full member organisations to date is included as Appendix 1 to this report.
- 3.3.5 The responses by representatives of the various organisations are particularly interesting as they reveal a wide variation in the educational background of recent entrants to ECTP-CEU member organisations. However, the correspondence also indicates significant similarities in the background of members from countries with similar traditions of spatial planning (where planning is closely associated with related disciplines such as architecture and landscape planning for example).
- 3.3.6 This correspondence was extremely useful as, in conjunction with the research carried out to establish a database of planning courses, it enabled the identification of 'exemplar courses' which could be used to examine the ideal-typical educational makeup of recent entrants to full ECTP-CEU member organisations. It is to the concept of 'exemplar courses' that the next section of this chapter shall turn.
- 3.3.7 It is important to note that additional feedback will be required from representatives of all 25 full ECTP-CEU organisations in order to finalise this Stage 2 Report and confirm the results of the research carried out to date. This feedback has been achieved.

**Table 3.1: List of ECTP-CEU Full Member Organisations**

Country	Member	Response	Comment
(.be) Belgium	VRP	26/10/12	Brief but adequate response
(.be) Belgium	CUB	01/10/12	Comprehensive Response
(.cy) Cyprus	CATP	26/10/12, 29/10/12	Comprehensive Response
(.cz) Czech Republic	AUUP	10/10/12	Brief response – more information requested
(.de) Germany	SRL	No response	-
(.ee) Estonia	EPU	10/10/12	First short and then longer response
(.es) Spain	AETU	26/09/12, 16/10/12	Comprehensive response, more info provided
(.fr) France	SFU	09/10/12	Comprehensive response but more info required
(.gr) Greece	GPA	No response	-
(.hr) Croatia	UHU	01/10/12	Short initial response, then more info supplied
(.hu) Hungary	MUT	13/10/12, 20/10/12	Comprehensive response, more info provided
(.ie) Ireland	IPI	n/a	Information already provided
(.it) Italy	ASSURB	09/10/12	Comprehensive response
(.it) Italy	INU	03/10/12, 01/11/12	Comprehensive response
(.lu) Luxembourg	AULa	03/10/12	Comprehensive response
(.mt) Malta	MACP	27/09/12	Comprehensive response
(.nl) Netherlands	BSNP	02/10/12	Brief but adequate response
(.no) Norway	FKP	n/a	Information already provided
(.pl) Poland	KRIU	10/10/12	Brief response -more information requested
(.pt) Portugal	AUP	No response	-
(.ro) Romania	RUR	No response	-
(.si) Slovenia	DUPP	10/10/12	Brief Response but adequate
(.rs) Serbia	STPA/ UUS	26/09/12	Comprehensive Response
(.tr) Turkey	SPO	28/09/12	Comprehensive Response
(.uk) United Kingdom	RTPI	n/a	Information already provided

### 3.4 Exemplar Planning Courses

- 3.4.1 As outlined above, it was initially intended to create a database or baseline of planning education courses in Europe and to use this in conjunction with detailed information supplied by ECTP-CEU member organisations to identify the ‘dominant’ educational qualifications held by recent entrants to these organisations.
- 3.4.2 However, due to the scale and complexity of establishing a complete baseline, as well as the lack of detailed information held by ECTP-CEU member organisations, it was decided to adopt an alternative approach based on the selection of ‘exemplar courses’.
- 3.4.3 In this context, the word exemplar is understood as “*an ideal that serves as a pattern or an archetype*”. In the absence of a reliable baseline, such exemplar courses are intended to serve as illustrative ‘ideal types’ to develop a better understanding of planning education across the 23 European countries with full ECTP-CEU member organisations.
- 3.4.4 It is important to stress that the selection of a particular course as an exemplar does not reflect the status or quality of the educational institution or course in question. Instead, each course was selected on the basis of: information collected as part of the overall survey of educational institutions; correspondence from representatives of ECTP-CEU member organisations; and to a number of general criteria including:
- a preference for courses / institutions specifically referred in correspondence from representatives of ECTP-CEU member organisations as being common to new full members of each organisation

- a preference for courses which on completion would enable students to become full members of the ECTP-CEU organisation in question (subject to other requirements of the organisation such as practical experience etc.)
- a preference for third cycle courses (e.g. Master's degree) or combined second and third cycle courses (e.g. Magister / Corso di Laurea). Due to their specialist nature, PhD courses were not considered for inclusion as exemplar courses.

3.4.5 In addition to the preferences listed above, it was decided that where a number of courses were available at different levels at a particular educational institution, a preference would be shown for standalone 90 or 120 ECTS credit third cycle courses (Master's equivalent).

3.4.6 Furthermore, only courses which were broadly similar to other planning related courses in the country in question on the basis of the initial baseline research carried out into educational institutions.

3.4.7 Table 3.1 overleaf lists the courses selected as 'exemplar courses' using these criteria. Additional details on each of these courses (including the responsible institution name and contact information/web address, the duration of the course, the number of ECTS credits per course and course module, as well as an overview course curriculum) is contained in Appendix 2 of this report '*Directory of Exemplar Courses*'.

**Table 3.2: List of Exemplar Courses**

Country		Name of Institution	Department	Course Title
.be	Belgium (Flanders)	KULeuven	Department of Architecture, Urban Design and Spatial Planning	Master of Urbanism and Strategic Planning
.be	Belgium (Wallonia)	Institut Supérieur d'Urbanisme et de Rénovation Urbaine	-	Master en Urbanisme et Aménagement du territoire
.cy .gr	Cyprus and Greece	University of Thessaly	Department of Planning and Regional Development	Undergraduate Programme in Planning and Regional Development
.cz	Czech Republic	Czech Technical University of Prague	Faculty of Architecture	Master of Architecture and Urbanism (specialism in Landscape Architecture)
.de	Germany	Technical University of Dortmund	Faculty of Spatial Planning	Combined Course (M.Sc. and B.Sc.) in Spatial Planning
.ee	Estonia	Estonian Academy of Arts	Faculty of Architecture and Urban Design	Master of Urban Studies
.es	Spain	Technical University of Madrid	Urban and Regional Planning Department	Master of Urban and Spatial Planning (specialism in Urban Planning)
.fr	France	University of Paris IV Sorbonne	Institute d'Urbanisme et d'Aménagement	Master's Degree in Urban Planning, Urbanism and Development
.hr	Croatia	University of Zagreb	Faculty of Architecture	Master of Architecture and Urbanism
.hu	Hungary	Corvinus University Budapest	Faculty of Landscape Architecture	M.Sc. in Településmérnöki (Urban Engineering)
.ie	Ireland	University College Dublin	School of Geography, Planning and Environmental Policy	Master of Urban and Regional Planning
.it	Italy	University of Venice	Institute of Architecture of the University of Venice (IAUV)	Combined Undergraduate and Postgraduate Course in Urban and Regional Planning
.lu	Luxembourg	University of Luxembourg	Faculty of Language and Literature, Humanities, Arts and Education	Master of Geography and Urban Planning
.mt	Malta	University of Malta	Faculty for the Built Environment	Master of Spatial Planning
.nl	Netherlands	Radboud University Nijmegen	Department of Spatial Planning	Combined Course (Bachelor and Master) of Human Geography and Spatial Planning
.no	Norway	Ås University of Life Sciences (UMB)	Department of Landscape Architecture and Urban Planning	Master of Urban and Regional Planning
.pl	Poland	Warsaw University of Technology	Faculty of Architecture	Master's Degree in Architecture and Urban Design

**Table 3.2: List of Exemplar Courses (continued)**

Country		Name of Institution	Department	Course Title
.pt	Portugal	University of Aveiro	Department of Social and Political Sciences and Spatial Planning	Master of Regional and Urban Planning
.ro	Romania	Ion Mincu University of Bucharest	Faculty of Urban Planning and Landscape Architecture	Master of Spatial Planning and Regional Development <sup>6</sup>
.rs	Serbia	University of Belgrade	Faculty of Architecture	Master of Science in Architecture (with a specialism in Urbanism) <sup>7</sup>
.si	Slovenia	University of Ljubljana	Faculty of Civil and Geodetic Engineering	Master of Spatial Planning
.tr	Turkey	Middle East Technical University	Department of City and Regional Planning	Master of City Planning
.uk	United Kingdom	Liverpool University	Department of Civic Design	M.Sc. in Town Planning

3.4.8 The courses listed in Table 3.2 effectively represent the ‘dominant educational courses’ specified in task two of the study brief. These courses will therefore form the basis for research on the third and fourth study brief tasks which are addressed in the following chapter of this Stage 2 Report.

3.4.9 Once again, it should be noted that considerable additional feedback will be required from full ECTP-CEU member organisations to finalise this Stage 2 Report and to confirm that the courses listed in Table 3.2 do indeed provide an accurate reflection of planning education in each of the 23 countries with ECTP-CEU member organisations.

## 3.5 Conclusion

3.5.1 As was outlined at the start of this chapter, a lack of detailed information held by ECTP-CEU full member organisations on the education qualifications of their members meant that it was not possible to fully meet the requirements of the second study brief task at this stage.

3.5.2 In order to progress the aims of the study further however, it was decided to draw on the informed opinions of ECTP-CEU member organisation representatives as well as the results of a survey of planning institutions across Europe to identify ‘exemplar’ planning courses for each of the 23 European countries with full ECTP-CEU member organisations.

3.5.3 It is realised that the selection of one exemplar course per country cannot fully reflect either the complexity of planning education in that country or the actual educational makeup of members of the relevant ECTP-CEU member organisation.

3.5.4 For this to happen, additional research work will be required to build upon the information already collected as part of this project but also additional survey work needs to be carried out by ECTP-CEU member organisations themselves on the educational and professional profile of their members.

3.5.5 Until such additional research work is carried out however, the exemplar approach is considered as the most pragmatic approach to furthering the aims of the study project as it allows for the identification of the ‘dominant’ planning education courses required for the third

<sup>6</sup> For University of Architecture and Urban Planning Ion Mincu Bucharest, Faculty of Urban Planning Education planning is organized on a modular basis so as to ensure a possible interdisciplinary skills by providing the possibility of joint research programs and is equivalent to a technical education (Bachelor Degree -240 + Master Degree 120 credits)

<sup>7</sup> And Master of Science in Integrated Urbanism <http://www.arh.bg.ac.rs/code/navigate.asp?Id=2738> (new master course)



and forth study brief tasks. The following chapter of this report addresses these tasks as they relate to the list skills and competencies of professional planners specified in the study brief.

## **4 Skills and Competencies of Professional Planners**

### **4.1 Introduction**

4.1.1 This chapter responds to the third and fourth tasks set out in the study brief for the Stage 2 report. The third task calls for *"a list of subjects, skills and competences that are contained in the curriculum of each of the educational courses identified"* while the fourth task requires the preparation of *"a 'menu' of skills and competences in conjunction with a 'protocol' that can be used by ECTP-CEU to determine whether a person can be regarded to be a 'professional planner'"*.

4.1.2 As these tasks are seen to be closely linked, it was decided to address them together in this chapter which begins with a brief description on how information on the curricula of exemplar education courses was collected and then introduces criteria against which this information was examined.

### **4.2 Curriculum of Educational Courses**

4.2.1 The third task in the study brief calls for the preparation of *"a list of subjects, skills and competences that are contained in the curriculum of each of the educational courses identified"*.

4.2.2 A considerable amount of research was required to compile information on each of the exemplar courses selected in response to task two. As much of this information was sourced from the web pages of each relevant educational institution the quantity and quality of information on course curricula tended to vary from institution to institution.

4.2.3 Nonetheless, it was possible to create a list of the curriculum of each exemplar course including the names and duration of individual course modules. This information is presented along with information on the institutions themselves as well as initial assessments of the course curricula in Appendix 2 to this report *'Directory of Exemplar Institutions.'*

4.2.4 The information collected in this appendix was also entered into a Microsoft Excel Spreadsheet which was used to carry out an assessment of each course in accordance with the menu of skills and competences described in the next section of this chapter. This spreadsheet is included in electronic form as Appendix 3.

### **4.3 Planning Skills and Competences**

4.3.1 The fourth study brief task required the preparation of *"a 'menu' of skills and competences in conjunction with a 'protocol' that can be used by ECTP-CEU to determine whether a person can be regarded to be a 'professional planner'"*.

4.3.2 This task is perhaps the most conceptually demanding task in the study brief as it effectively required the preparation of a list of criteria to reflect the complex nature of spatial planning as a profession.

4.3.3 As countless and academic and expert publications confirm however, there are myriad understandings of the nature of spatial planning as a profession and as a taught discipline. Furthermore, as the Stage 1 report indicates these understandings can differ considerably between countries as the practice of planning has developed to adapt to legislative and administrative circumstances.

4.3.4 Due to the limited duration and scope of this report, it was decided that rather than attempt to develop an overarching definition of spatial planning, it would be more useful to make use of

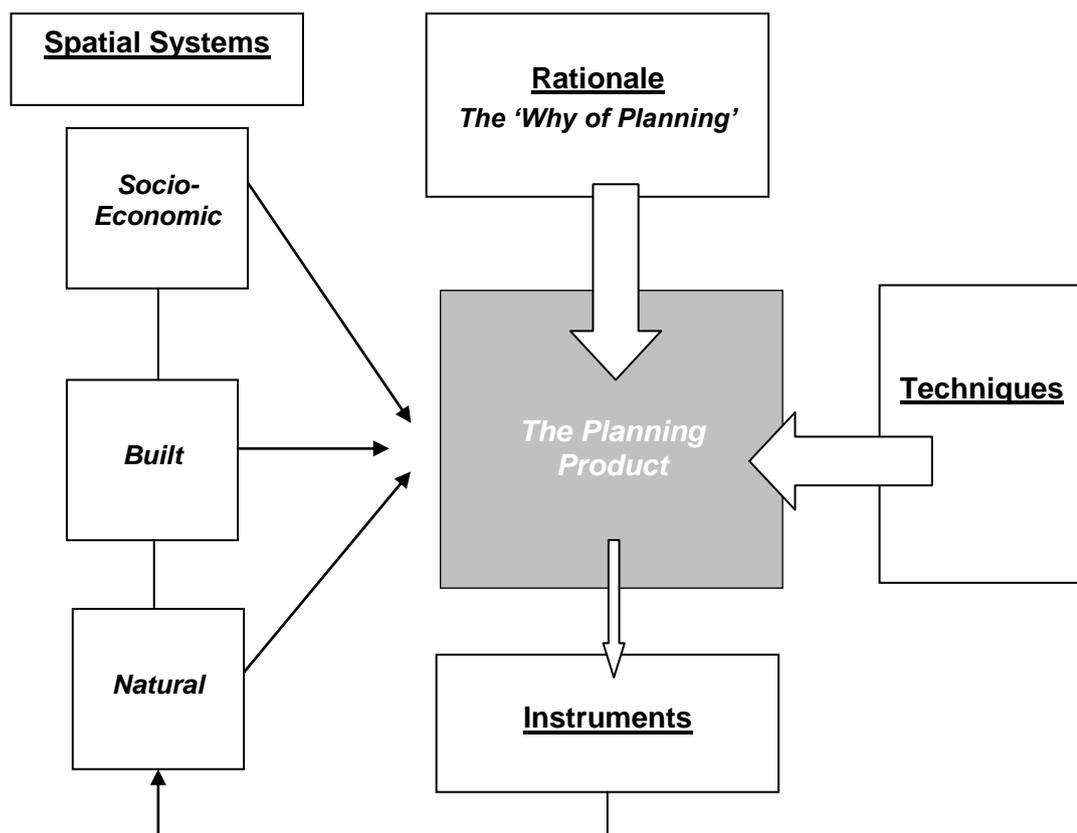
a straightforward, easily understood model based on a number of simple and interchangeable criteria<sup>8</sup>.

4.3.5 Under this conceptual model, each of the subjects contained in the curriculum of the 'exemplar' courses from each country could be interpreted under eight separate yet interrelated competency headings. These headings are based on the understanding of planning as a discipline that broadly conforms to the following:

- Planning is a creative profession which assumes the competency to prepare a plan or policy that can be of micro or macro scale. This is the 'planning product'.
- Planning is based on a comprehensive understanding of 'spatial systems' which comprise the natural and built environments as well as the socio-economic processes. These are the 'systems'.
- Planning is informed by principles of social justice incl. common good, sustainability and ethics. This is the 'theory of planning'.
- Planning is based on the use of a range of techniques many of which are borrowed from other disciplines such as social science, engineering, computer science etc. These are the 'techniques'.
- Planning is based on the use of legal, administrative and financial instruments that can translate policies into reality. These are the 'instruments'.

4.3.6 These principles are graphically reflected in the conceptual diagram overleaf.

**Figure 4.1: Aspects of Planning Practice**



4.3.7 The concept of the '*planning product*' is centrally placed in the model illustrated above. However the diagram shows, the preparation of plans and policies also depends on an understanding of the rationale of spatial planning, or the '*why of planning*'.

<sup>8</sup> This conceptual model was provided by Mr. Henk van der Kamp as study coordinator and head of the School of Spatial Planning at the Dublin Institute of Technology.

- 4.3.8 The 'planning product' is also supported by technical knowledge, understanding and skills in specific planning **techniques**. Furthermore, because the planning product is 'spatial', a full understanding of the built, natural and socio-economic environment is essential because of the effects of the planning policies on these **spatial systems**.
- 4.3.9 Planning policies are carried out through a mix of **instruments**. Through the use of these instruments, planning policies ultimately have an impact on the spatial systems, illustrated by the feedback loop.
- 4.3.10 A final heading included in the assessment of planning education, but not shown above is the **dissertation or research thesis**. The completion of a thesis, dissertation, or other major research project allows practitioners to develop much needed independent research skills while gaining a specialism in a planning related topic.
- 4.3.11 In 'assigning' subjects to these eight competency categories, a number of keywords or principles were identified and were used to adopt a consistent approach to the categorisation of individual modules in a given exemplar course (see Table 4.1).

**Table 4.1: Menu of Skills and Competences in Planning**

Competency	Keywords or Principles
Theory of Planning	philosophy, planning theory, history of planning, professional conduct.
Techniques	impact analysis, GIS, demography, forecasting, surveys, qualitative research, modelling.
Socio-Economic Environment	sociology, economics, property economics, regional policy, European strategic policy
Built Environment	infrastructure, history of architecture, urban design, fieldtrips,
Natural Environment	ecology, landscape, trees
Planning Product	studio, projects, plans, strategies
Instruments	law, public administration, languages, tax and finance
Independent Research	dissertation, thesis, preparatory courses for dissertations

- 4.3.12 A key element of this experimental approach to assessing exemplar courses involved the application of a standardised matrix to each course. In this matrix all credits associated with each course module are assigned to one of the eight criteria listed above on a percentage basis. In practice, this means that if 30 credits out of a possible 120 available for a course is allocated for the preparation of a dissertation for example, the matrix value for the 'Dissertation' criterion will be 25%.
- 4.3.13 It is important to note that this system does not attempt to rate courses against it each other but rather seeks to characterise courses by indicating the relative importance placed on each criterion in a given exemplar course. By adding a bar chart representation to each of the tables that result from this exercise, it is possible to visualise how competencies are represented in each educational programme.
- 4.3.14 It should be noted that the selection of different elective courses may change the overall profile of some of the exemplar courses examined. Indeed, the issue of electives and different streams within individual planning courses further indicates the complexity of the task of characterising these courses.
- 4.3.15 Nonetheless, it should also be noted that all profiles are based upon actual course choices which may demonstrate for example that graduates could complete the course with strong practical skills for example, but with relatively limited detailed knowledge of say, social, economic or the natural environment.
- 4.3.16 The use of such a straightforward conceptual model has considerable benefits in the context of this stage of the research process which aims to develop a simple, relatively quick, and easily implemented approach to assessing planning education courses in different countries across Europe.

- 4.3.17 For the most part, this approach also supports a ‘learning outcomes’ approach to education by utilising the European Credit Transfer System (ECTS) credits used by most of the educational institutions in question to help describe the duration and content of each exemplar course<sup>9</sup>.

## **4.4 Conclusion**

- 4.4.1 It is acknowledged that at this stage this approach is somewhat arbitrary and that allowances must be made for inaccuracies arising from misinterpretation and/or translation. It is also acknowledged that further consultation is required with members of the Executive Committee of the ECTP-CEU as well as representatives of member organisations to agree on a commonly agreed understanding of the planning profession.

- 4.4.2 The next chapter of this report presents the results of this initial exercise to examine and characterise the content of each exemplar courses using the methodology described above and drawing upon the information contained in Appendix 2 ‘*Directory of Exemplar Courses*’.

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<sup>9</sup> Institutions which apply for ECTS status publish their course catalogues on the web, including detailed descriptions of study programmes, units of learning, etc. Course descriptions contain ‘learning outcomes’ (i.e. what students are expected to know, understand and be able to do) and workload (i.e. the time students typically need to achieve these outcomes). Each learning outcome is expressed in terms of credits, with a student workload ranging from 1 500 to 1 800 hours for an academic year, and one credit generally corresponds to 25-30 hours of work (See [http://ec.europa.eu/education/lifelong-learning-policy/ects\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/ects_en.htm))

## 5 Initial Assessment of Exemplar Planning Courses

### 5.1 Introduction

5.1.1 The following pages present the results of the initial, experimental exercise to examine and characterise the content of each exemplar courses using the methodology described in the previous chapter.

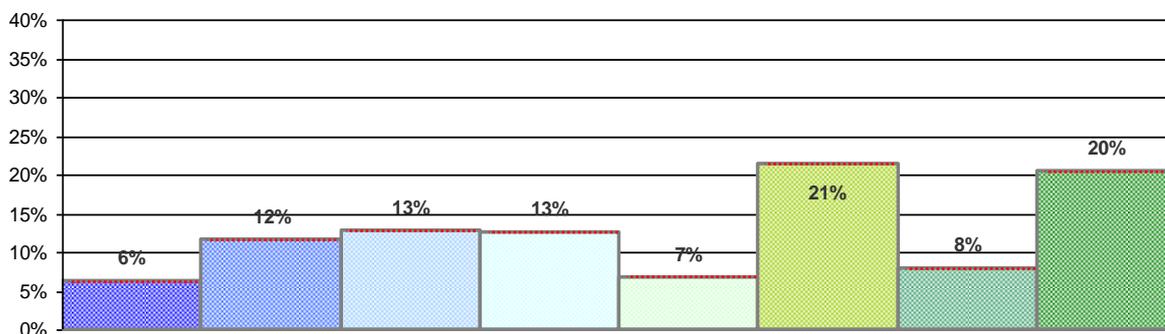
5.1.2 The aim of this exercise is to ascertain if there is a common pattern of course profiles which could be used to create some form of protocol which could be used *to determine whether a person can be regarded to be a 'professional planner'* in accordance with the terms of the fourth study brief task.

### 5.2 Average Course Profile for All Exemplar Planning Courses

5.2.1 Before examining each exemplar course individually, it may prove useful to consider the 'average course profile' for each of the 23 courses in combination. Figure 5.1 below which illustrates this average course profile shows a relatively even spread across each of the eight planning criteria but with a notable emphasis on the planning product and thesis criteria.

**Figure 5.1: Average Course Profile for All 23 Exemplar Planning Courses**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
6%	12%	13%	13%	7%	21%	8%	20%



5.2.2 This average course profile is useful as it indicates possible minimum thresholds for each of the eight planning criteria. For example, it is clear from Figure 5.1 that none of the criteria receives less than 5% of total available credits and that as a result it may be appropriate to specify that to be considered a professional planner, an individual must have attended a course which allocated a minimum of 5% to each criteria.

5.2.3 Given the draft nature of the original report and the need for considerable additional feedback from ECTP-CEU full-member organisations however, it is recognised that the adoption of minimum required values at this stage may be premature. It is also important to note that the individual exemplar course assessments set out in the following pages indicate a wide range of variation between countries which serves to complicate matters further.

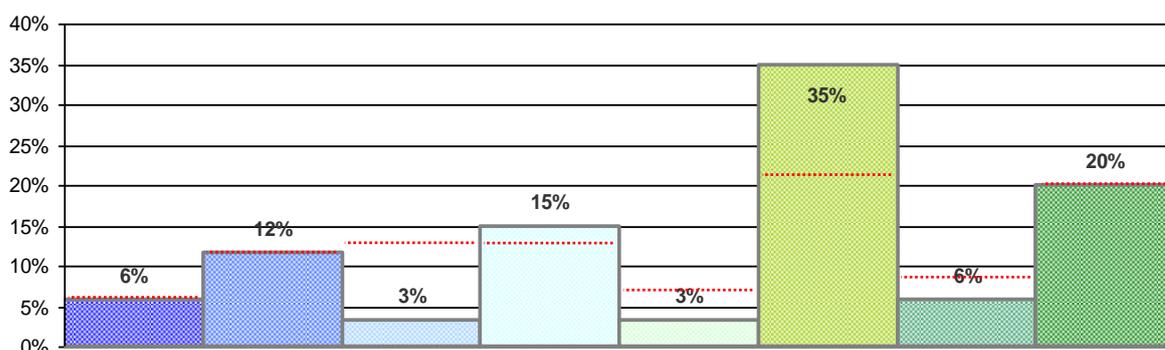
5.2.4 Despite these challenges however, it is considered that the assessments described in the following pages, represent an important first step in developing a better awareness of the minimum competences required to be considered a professional planners in Europe.

**Dutch speaking part of Belgium (Brussels and Flanders) KU Leuven**

- 5.2.5 Due to considerable differences in the operation of the planning systems in the three Belgian Regions of Flanders, Wallonia and Brussels Capital Region it was decided to selected two exemplar courses for Belgium, one for Flemish speaking Flanders and one for the other predominantly French speaking regions.
- 5.2.6 The exemplar course selected for Flanders was the 4 semester, 120 ECTS **Master of Urbanism and Strategic Planning** at the KU Leuven’s Department Architectuur, Stedenbouw en Ruimtelijke Ordening (ASRO).
- 5.2.7 This course was selected on the basis that it was one of the courses specifically identified in a mail from a representative of the ECTP-CEU member organisation in the country, the VRP. In addition, it was also referred to by the representative from the ECTP member organisation in Luxembourg, AULA representative. In addition the course fulfilled the overall selection criteria set out in the previous chapter.

**Figure 5.2: Master of Urbanism and Strategic Planning, KU Leuven**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
7 ECTS 6%	14 ECTS 12%	4 ECTS 3%	18 ECTS 15%	4 ECTS 3%	42 ECTS 35%	7 ECTS 6%	24 ECTS 20%



- 5.2.8 Figure 5.2 provides a breakdown of how the 120 ECTS making up the total course was allocated across the eight planning criteria with dotted red lines indicating the average course profile. This allocation would indicate a strong emphasis on the planning product with less of an emphasis on social, economic and environmental issues.
- 5.2.9 As noted previously, while course electives may impact on course profiles, the profile shown above indicates that some students may graduate from the course with an in-depth knowledge of planning techniques and practices but relatively less expertise in social, economic or environmental issues.

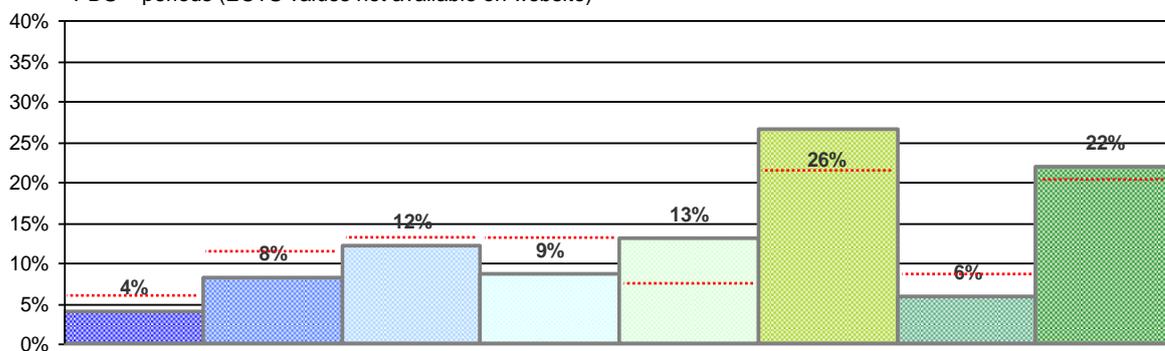
**French speaking part of Belgium (Brussels and Wallonia) – ISURU**

- 5.2.10 The exemplar course for the Wallonia / Brussels Capital Region is the 2 3 years, 120 ECTS Master en Urbanisme et Aménagement du Territoire at ISURU, † “Institut Supérieur d’Urbanisme et de Rénovation urbaine”
- 5.2.11 This course was selected on the basis that it was specifically referred to in correspondence from a representative of the CUB (Chambre Urbanistes de Belgique) and that it fulfilled the general selection criteria set out in the previous chapter.

**Figure 5.3: Master of Urban Planning, ISURU Bruxelles**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
90 PDS* 4%	189 PDS 8%	282 PDS 12%	201 PDS 9%	300 PDS 13%	612 PDS 26%	135 PDS 6%	504 PDS 22%

\*PDS = periods (ECTS values not available on website)



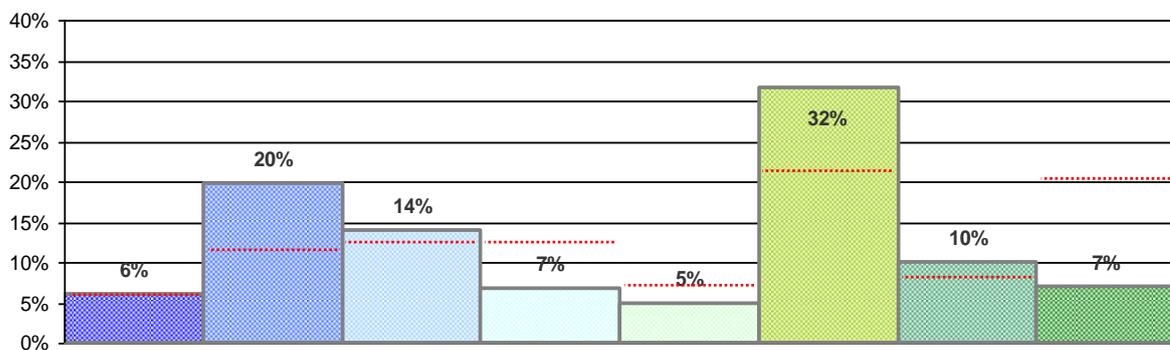
- 5.2.12 Figure 5.3 indicates a balanced spread of credits across the eight competency criteria with a focus on the planning product, similar to the previous exemplar course for the Flanders region.
- 5.2.13 Taken together, the two Belgian exemplars would indicate the development of a balanced, approach to planning education which enables students to gain a range of competencies in a ‘standalone’ master’s course.

**Cyprus and Greece – University of Thessaly**

- 5.2.14 The exemplar course selected for both Cyprus and Greece is the 10 semester, 300 ECTS **Undergraduate Programme in Planning and Regional Development** at the University of Thessaly’s Department of Planning and Regional Development in Greece.
- 5.2.15 This course was selected as an exemplar for both countries on the basis of detailed correspondence from the Cyprus Association of Town Planners (CATP) which indicated that the course was attended by a considerable number of its members. (This correspondence also indicated that many of its members have qualifications from British RTPI accredited planning education institutions, an example of which is assessed later in this chapter.)
- 5.2.16 Although technically an undergraduate degree, this course meets the criteria for selection as an exemplar course due to its duration and the range of modules it offers.

**Figure 5.4: Undergraduate in Planning and Regional Development, University of Thessaly**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
18 ECTS 6%	59 ECTS 20%	42 ECTS 14%	20 ECTS 7%	15 ECTS 5%	95 ECTS 32%	30 ECTS 10%	21 ECTS 7%



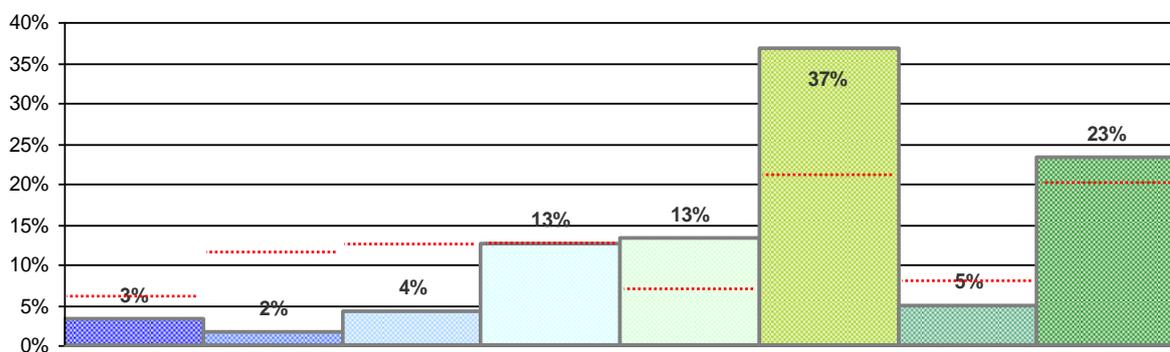
- 5.2.17 As the course profile indicates, the course has less of an emphasis on the production of a thesis than other countries but generally addresses all eight categories in a balanced fashion. As a result, this course can be considered as a standalone course which would provide graduates the competences they require to work as professional planners.

**The Czech Republic – Czech Technical University**

- 5.2.18 The exemplar course selected for the Czech Republic is the 2 year, 120 ECTS **Master of Architecture and Urbanism** (with a specialism in Landscape Architecture) at the Czech Technical University in Prague’s Faculty of Architecture.
- 5.2.19 The course was chosen in accordance with the selection criteria set out in the previous chapter and on the basis of correspondence from a representative of AUUP, the Czech ECTP-CEU member organisation.

**Figure 5.5: Master of Architecture and Urbanism, Czech Technical University**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
4 ECTS 3%	2 ECTS 2%	5 ECTS 4%	15 ECTS 13%	16 ECTS 13%	44 ECTS 37%	6 ECTS 5%	28 ECTS 23%



- 5.2.20 The course profile above is interesting as it indicates a strong emphasis on the more practical, design based aspects of spatial planning such as the planning product and the built environment perhaps at the expense of elements such as planning theory or specific planning techniques.
- 5.2.21 Research into this course indicates that this could be due to the fact that it would normally be taken by students who have completed an undergraduate course in architecture. As a result, it may be necessary to widen the scope of exemplar courses in cases where 120 ECTS Master’s degrees depend on undergraduate degrees to provide the full range of modules required for a balanced education in spatial planning. The member association provides the following feedback: the selected specialisation is usually chosen by 5-8 students from 150-200. It is therefore rather non-typical case. You can see that proportion of "natural env" is higher and "socio env" lower. The specialisation LA shall attract students from other universities (agriculture), which is the case. It is not easy to correct the competency division, nevertheless I would suggest to add 5 ECTS to planning techniques and take off 5 ECTS from Build environment to refelct the syllabus fairly.

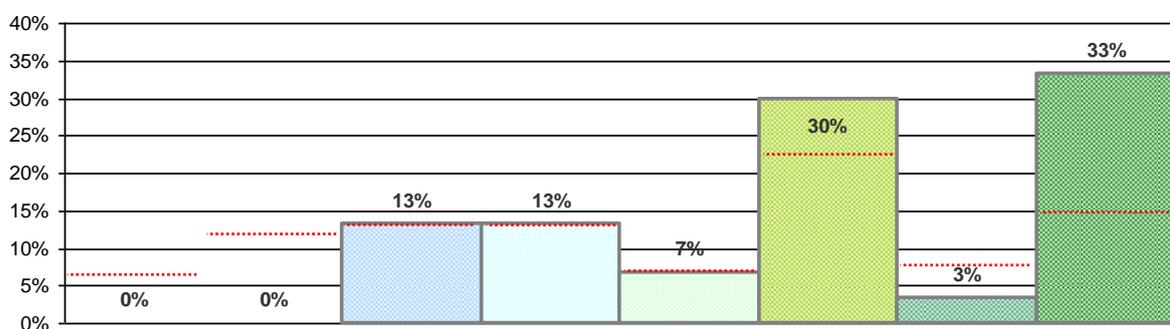
**Germany – Technical University of Dortmund**

5.2.22 The exemplar course for Germany is a combined course of study consisting of both a 3 year, 240 ECTS **Bachelor in Spatial Planning** and a 1 year, 60 ECTS **Master in Spatial Planning** at the Technical University of Dortmund’s Faculty of Spatial Planning.

5.2.23 These courses were chosen in combination as the 60 ECTS degree was not considered as being substantial enough in terms of courses covered to warrant being considered as a standalone masters and that it was more properly assessed in combination with the Bachelor’s course at the same institution.

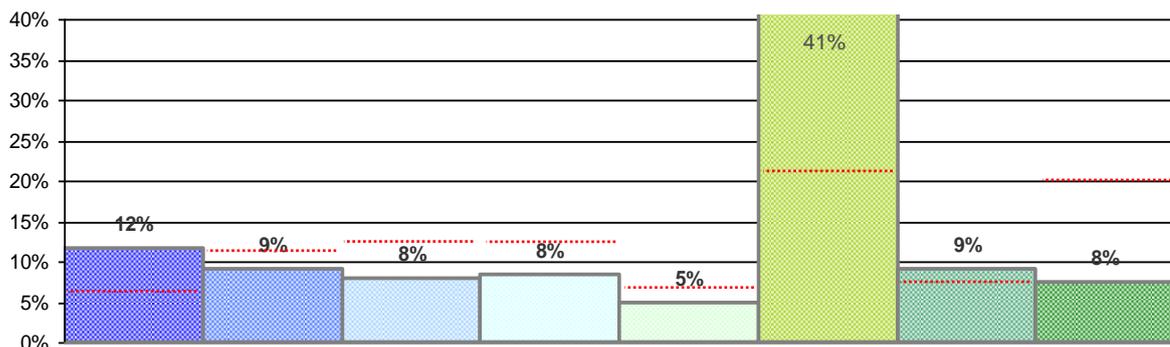
**Figure 5.6: Master of Spatial Planning, TU Dortmund**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
0 ECTS 0%	0 ECTS 0%	8 ECTS 13%	8 ECTS 13%	4 ECTS 7%	18 ECTS 30%	2 ECTS 3%	20 ECTS 33%



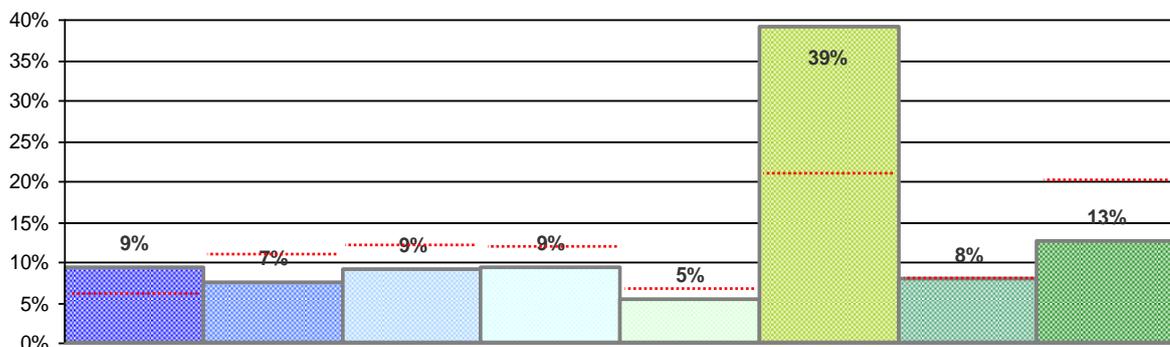
**Figure 5.7: Bachelor of Spatial Planning, TU Dortmund**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
28 ECTS 12%	22 ECTS 9%	19 ECTS 8%	20 ECTS 8%	12 ECTS 5%	99 ECTS 41%	22 ECTS 9%	18 ECTS 8%



**Figure 5.8: Combined Study of Spatial Planning, TU Dortmund**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
28 ECTS 9%	22 ECTS 7%	27 ECTS 9%	28 ECTS 6%	16 ECTS 5%	117 ECTS 39%	24 ECTS 8%	38 ECTS 13%



5.2.24 Figures 5.6 to 5.8 illustrate the complementary nature of the Bachelor's and Master's degrees at the Technical University of Dortmund with a focus at undergraduate level on providing a solid basis across a range of competencies and a focus at postgraduate level more on the preparation of a specialist research thesis.

5.2.25 This integrated model is reflected in other European countries which have a strong emphasis on planning as a standalone discipline but which may have only relatively recently adopted the three cycle (Bachelor, Master, Doctorate) approach to university education.

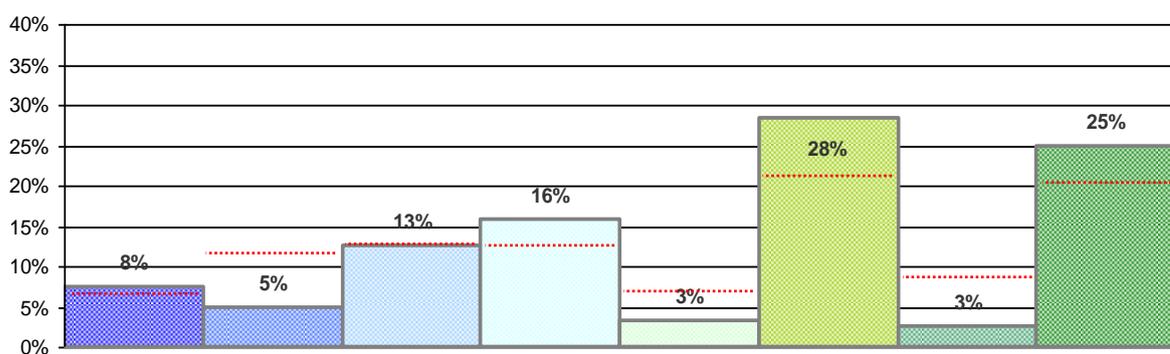
**Estonia – Estonian Academy of Arts**

5.2.26 The exemplar course selected for Estonia is the 4 semesters / 120 ECTS **Master of Urban Studies** at Faculty of Architecture and Urban Design of the Estonian Academy of Arts in Tallinn.

5.2.27 Although correspondence from the Estonian ECTP-CEU organisation the EPÜ indicates new members coming from a range of disciplines, it was decided to select a course based at a school of architecture as architects made up the largest group of new members.

**Figure 5.9: Master of Urban Studies, Estonian Academy of Arts**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
9 ECTS 8%	6 ECTS 5%	15 ECTS 13%	19 ECTS 16%	4 ECTS 3%	34 ECTS 28%	3 ECTS 3%	30 ECTS 25%



5.2.28 The course profile shown in Figure 5.9 indicates that similar to previous examples, the Estonian exemplar course emphasises the planning product and thesis while there is less of an emphasis on planning instruments or the natural environment.

5.2.29 Similar to other exemplar courses at planning education institutions in other countries with a strong tradition of architecture and engineering in spatial planning, the 120 ECTS Master’s course on its own may not provide all the competences required for a graduate to qualify as a professional planner.

5.2.30 Depending on feedback from the EPÜ on the Draft version of the Stage 2 Report it may therefore be necessary to consider undergraduate courses which are related to, or a prerequisite for entry to the postgraduate course.

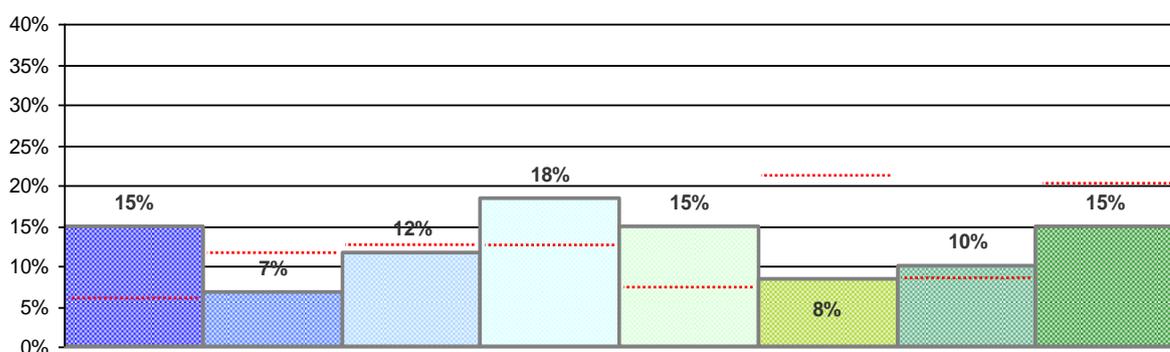
**Spain – Technical University of Madrid**

5.2.31 The exemplar course chosen for Spain was the 2 semester, 60 ECTS Master of Urban and Spatial Planning (specialism in Urban Planning) at the Technical University of Madrid’s Urban and Regional Planning Department.

5.2.32 Although the course would not normally have been selected due to the low number of ECTS associated with it, it was chosen on the basis of entry criteria to Spain’s ECTP-CEU member organisation which look favourably on applicants with the Técnico Urbanista qualification which is similar to the qualification that provided by this course.

**Figure 5.10: Master of Urban and Spatial Planning, Technical University of Madrid**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
9 ECTS 15%	4 ECTS 7%	7 ECTS 12%	11 ECTS 18%	9 ECTS 15%	5 ECTS 8%	6 ECTS 10%	9 ECTS 15%



5.2.33 The course profile shown in Figure 5.10 shows a relatively even spread in terms of emphasis on the eight competence criteria. The potential issue here is that while all of the criteria may be represented, a 60 ECTS course on its own cannot be considered as being sufficient on its own and should therefore be considered in conjunction with another previous qualification.

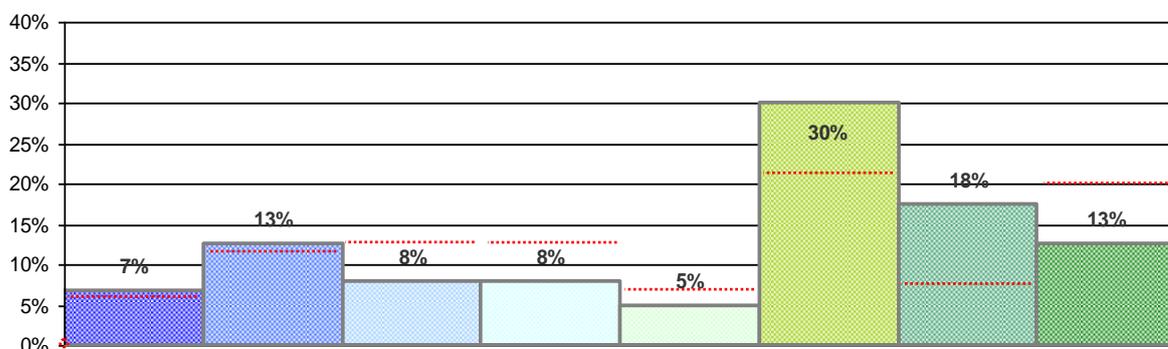
5.2.34 It is recognised that additional feedback will be required from the AETU to establish what other course may be more suitable for consideration as an exemplar planning course and whether such courses should be considered on their own right or in conjunction with the requirements of the Técnico Urbanista qualification. The most common title among members of AETU is “Técnico urbanista” issued by National institute of Public Administration. Madrid Ministry of Public Administration. The Title is called Technical planner and these courses take place in Madrid.

**France – University of Paris IV**

- 5.2.35 The exemplar course selected for France is the 4 semester, 120 ECTS professional Master in Urban and Spatial Planning and Development at the University of Paris IV Sorbonne, Institut d'Urbanisme et d'Aménagement, Sciences Humaines et Sociales, Géographie, Aménagement, Environnement et Logistique des Echanges (G.A.E.L.E).
- 5.2.36 The course was chosen on the basis of correspondence from France's ECTP-CEU organisation, the SFU and due to the fact that it met the general selection criteria outlined in the previous chapter.

**Figure 5.11: Master of Planning, Urbanism and Development, University of Paris IV Sorbonne**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
8 ECTS 7%	15 ECTS 13%	9.5 ECTS 8%	9.5 ECTS 8%	6 ECTS 5%	36 ECTS 30%	21 ECTS 18%	15 ECTS 13%



- 5.2.37 Figure 5.11 above shows that while the course emphasises 'practical' planning criteria including the planning product and planning instruments, it also seems to adequately address criteria such as the natural environment which are often underrepresented in other courses<sup>10</sup>.
- 5.2.38 While this course profile would seem to indicate that this exemplar course would enable graduates to qualify as professional planners, it is recognised that ongoing developments in relation to planning education and the regulation of the planning profession in France complicates the situation somewhat. As a result, additional feedback from the SFU will be required to finalise the Draft version of the Stage 2 Report.

<sup>10</sup> Due to gaps in the information provided on the institution's website, the course profile may not be fully accurate and additional research work will be required to verify it.

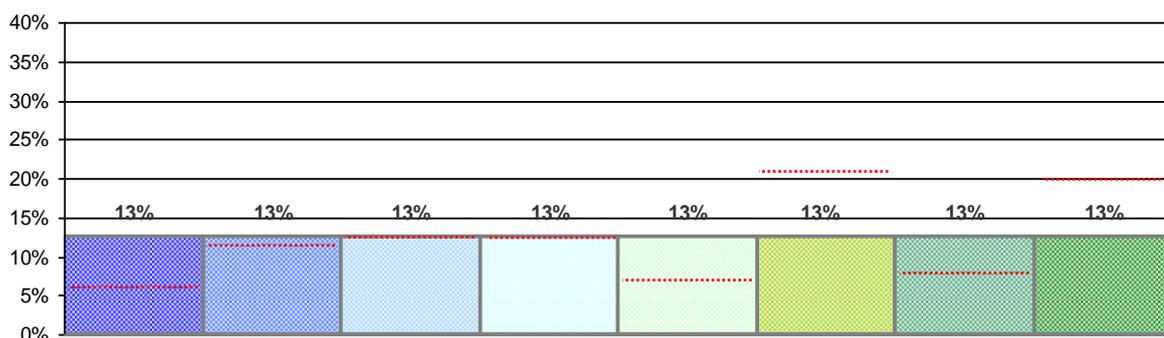
**Croatia – University of Zagreb**

5.2.39 The exemplar course selected for Croatia is the 4 semester, 120 ECTS **Master of Architecture and Urbanism** at the University of Zagreb’s Faculty of Architecture.

5.2.40 The course was selected on the basis of correspondence from the Croatian ECTP-CEU organisation the UHU which stated that many of its full members attended this course.

**Figure 5.12: Master of Architecture and Urbanism, University of Zagreb**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
X ECTS X%	X ECTS X%	X ECTS X%	X ECTS X%	X ECTS X%	X ECTS X%	X ECTS X%	X ECTS X%



5.2.41 As of the time of writing of the Draft version of this report it was not possible to gather sufficient information to carry out an assessment of this exemplar course. Although the website of the University of Zagreb does provide a full list of modules on offer for the Master’s course there was no indication of which of these courses are elective or mandatory.

5.2.42 As a result, a request for additional information was made to the UHU representative who suggested the course as an exemplar and it is hoped that this information can be included when this report is finalised. Bachelor in Architecture and Urbanism was suggested by the member association as appropriate in combination with the Masters programme. Therefore the following combination is suggested as an exemplar: Bachelor in Architecture and Urbanism (six semesters) combined with Master in Architecture and Urbanism (120 ECTS over four semesters).

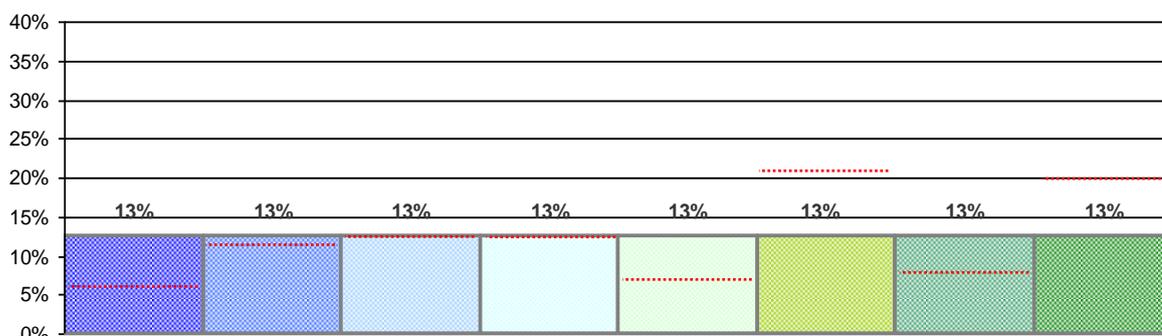
**Hungary – Corvinus University**

5.2.43 The exemplar course selected for Hungary was the 4 semester, 120 ECTS Master of Science in Urban Engineering (Településmérnöki) at the Corvinus University of Budapest’s Faculty of Landscape Architecture, Department of Landscape Planning and Regional Development.

5.2.44 This course was chosen on the basis of detailed information supplied by the Hungarian ECTP-CEU organisation, MUT, which indicated that the largest single grouping of members have a background in urban engineering.

**Figure 5.13: Master of Science in Urban Engineering, Corvinus University of Budapest**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
X ECTS X%	X ECTS X%	X ECTS X%	X ECTS X%	X ECTS X%	X ECTS X%	X ECTS X%	X ECTS X%



5.2.45 As of the time of writing of the Draft version of this report it was not possible to gather sufficient information to carry out an assessment of this exemplar course. Although the Corvinus University website does provide a full list of modules on offer for the Master’s course there was no indication of which of these courses are elective or mandatory.

5.2.46 A request for additional information was made to the MUT representative who suggested the course as an exemplar. Unfortunately the information sent by this representative also did not allow for the allocation of course credits by criteria. As a result, further feedback will be required from the MUT to complete the analysis of this exemplar course.

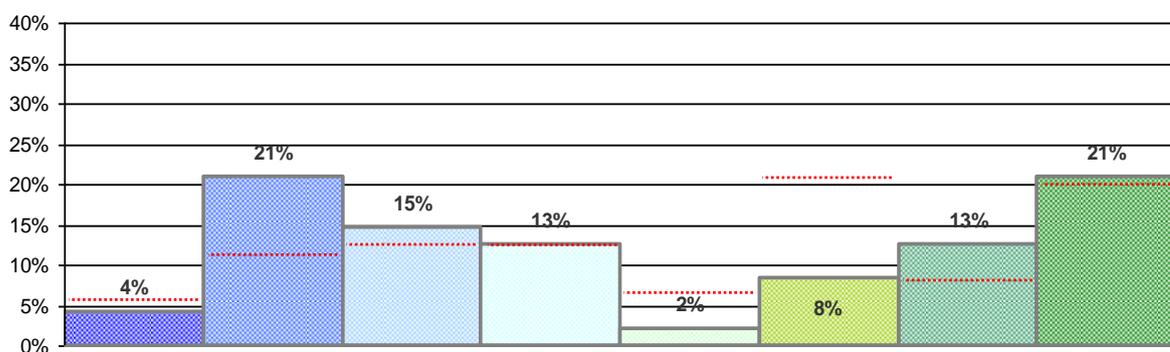
**Ireland – University College Dublin**

5.2.47 The exemplar course for Ireland is the 2 year, 120 ECTS **Master of Urban and Regional Planning** which is taught at University College Dublin’s College of Human Sciences, School of Geography, Planning and Environmental Policy (GPEP).

5.2.48 This course was selected on the basis of detailed information collected by the Irish ECTP-CEU member organisation, the IPI, on the educational background of its recent new members.

**Figure 5.14: Master of Urban and Regional Planning, University College Dublin**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
5 ECTS 4%	25 ECTS 21%	17.5 ECTS 15%	15 ECTS 13%	2.5 ECTS 2%	10 ECTS 8%	15 ECTS 13%	25 ECTS 21%



5.2.49 Figure 5.14 above indicates a strong emphasis on planning techniques with less of an emphasis on the natural environment in particular<sup>11</sup>. The small percentage of credits allocated to this criterion could be seen as a potential issue if it was decided to adopt a 5% minimum threshold for each of the eight criteria for example.

5.2.50 However, as this is very much an exploratory exercise and as additional feedback is expected from the IPI, it would be inadvisable to draw this type of conclusion for any exemplar course at this stage of the research process.

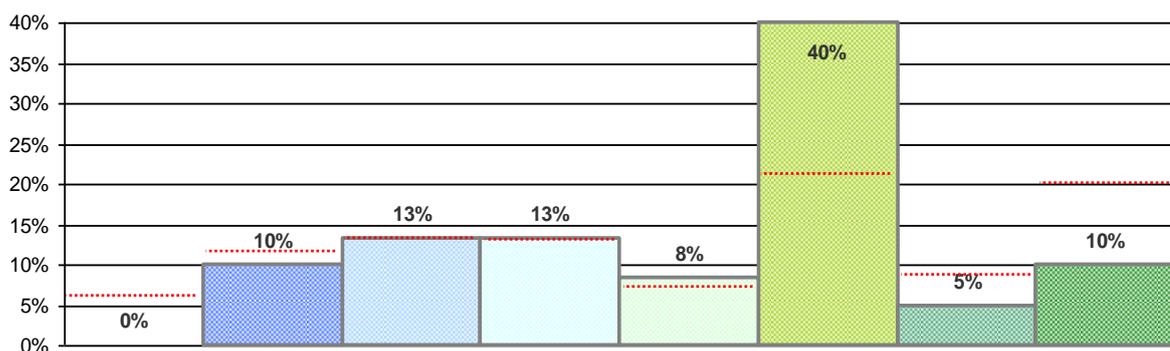
<sup>11</sup> Due to gaps in the information provided on the institution’s website, the course profile may not be fully accurate and additional research work will be required to verify it.

**Italy – University Institute of Architecture Venice**

- 5.2.51 The exemplar course for Italy is a combined course of study consisting of a 3 year, 180 ECTS **Undergraduate Course in Urban and Spatial Planning** and a 2 year, 120 ECTS **Master in Urban and Spatial Planning** at the Faculty of Urban and Regional Planning at the University Institute of Architecture in Venice. However, in response to the draft report both member associations of ECTP-CEU (ASSURB and INU) suggest that the Politecnico of Milan might be a better exemplar choice followed by the one of Turin.
- 5.2.52 This combination of courses at this institution was chosen on the basis of input from both Italian ECTP-CEU member organisations, the INU and ASSURB.
- 5.2.53 The two courses were chosen in combination as research indicated that the Master's course very much depended on general overview of spatial planning provided to students in the undergraduate degree. This interdependence is clearly illustrated in Figure 5.17 overleaf which shows that a combination of the two courses provides a relatively even balance of competences.

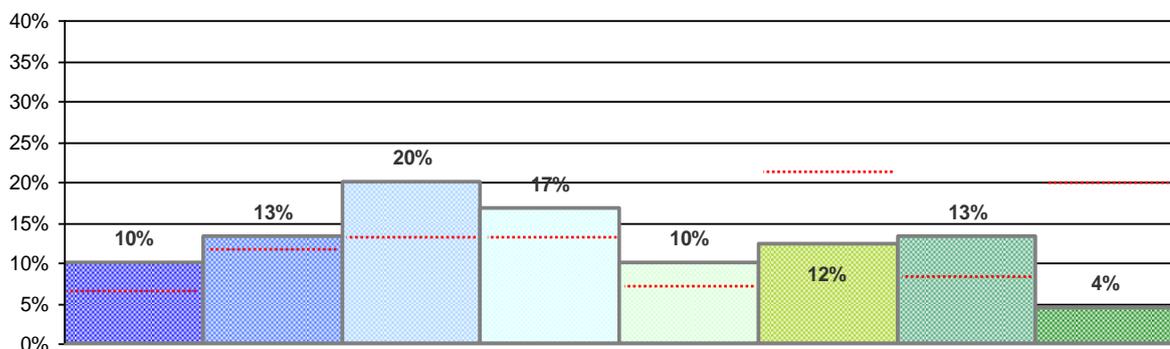
**Figure 5.15: Master in Urban and Regional Planning, UIA Venice**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
0 ECTS 0%	12 ECTS 10%	16 ECTS 13%	16 ECTS 13%	10 ECTS 8%	48 ECTS 40%	6 ECTS 5%	12 ECTS 10%



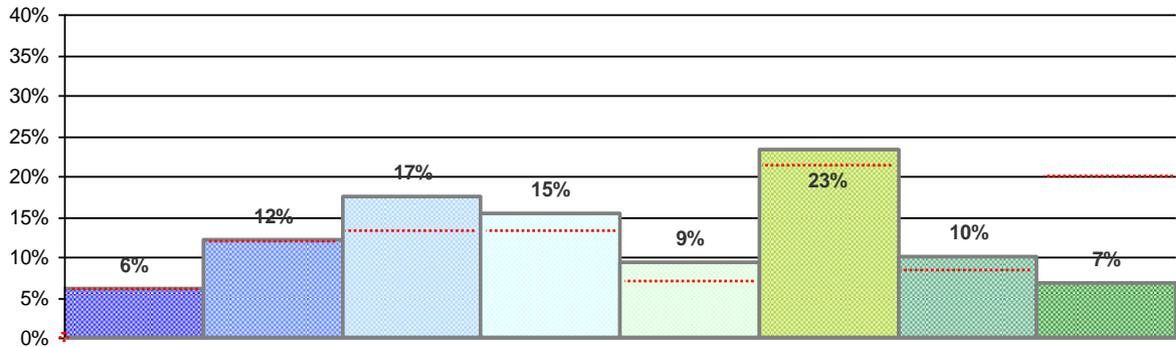
**Figure 5.16: Undergraduate Course in Urban and Regional Planning, UIA Venice**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
18 ECTS 10%	24 ECTS 13%	36 ECTS 20%	30 ECTS 17%	18 ECTS 10%	22 ECTS 12%	24 ECTS 13%	8 ECTS 4%



**Figure 5.17: Combined Study of Urban and Regional Planning, UIA Venice**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
0%	12%	17%	15%	9%	23%	10%	7%



- 5.2.54 This example demonstrates the robustness of the combined undergraduate / postgraduate approach to planning education prevalent in a number of countries which have relatively recently adopted the educational structure envisaged as part of the so-called Bologna process.
- 5.2.55 However, such examples also cast doubt on the capacity of standalone Master's in such countries to provide the depth and range of competences required for graduates to qualify as professional planners. Association ASSURB suggests that the Politecnico of Milan might be a better exemplar choice followed by the one of Turin. This is agreed by member association INU.

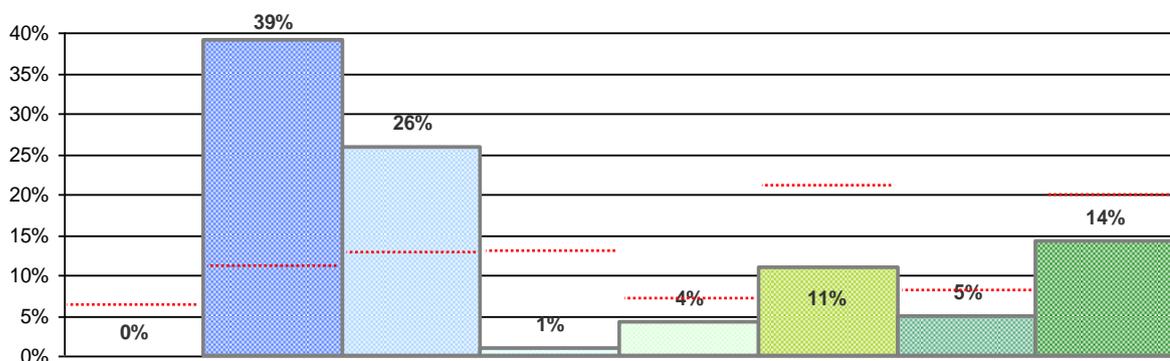
**Luxembourg – University of Luxembourg**

5.2.56 The exemplar course selected for Luxembourg was the 4 semester, 120 ECTS Master of Geography and Urban Planning at the University of Luxembourg’s Faculty of Language and Literature, Humanities, Arts and Education (FLSHASE).

5.2.57 Although correspondence from Luxembourg’s ECTP-CEU member organisation, AULa indicated that its members gained their qualifications from countries dealt with by other exemplars (Germany, France and Belgium), it was decided to include this relatively new course as an exemplar for how planning education is evolving in Luxembourg.

**Figure 5.18: Master of Geography and Urban Planning, University of Luxembourg**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
0 ECTS 0%	47 ECTS 39%	31 ECTS 26%	1 ECTS 1%	5 ECTS 4%	13 ECTS 11%	6 ECTS 5%	17 ECTS 14%



5.2.58 Figure 5.18 indicates a strong emphasis on planning techniques and the social and economic environment perhaps at the expense of other aspects of planning. This can perhaps be explained by a focus on geographical issues in planning.

5.2.59 While the course profile set out above is of some interest in the context of the development a new planning course, it should once again be emphasised that this exemplar course has not been attended by any of the full members of AULa and therefore that the exemplar courses for Germany, France and Belgium are of more relevance in the case of Luxembourg.

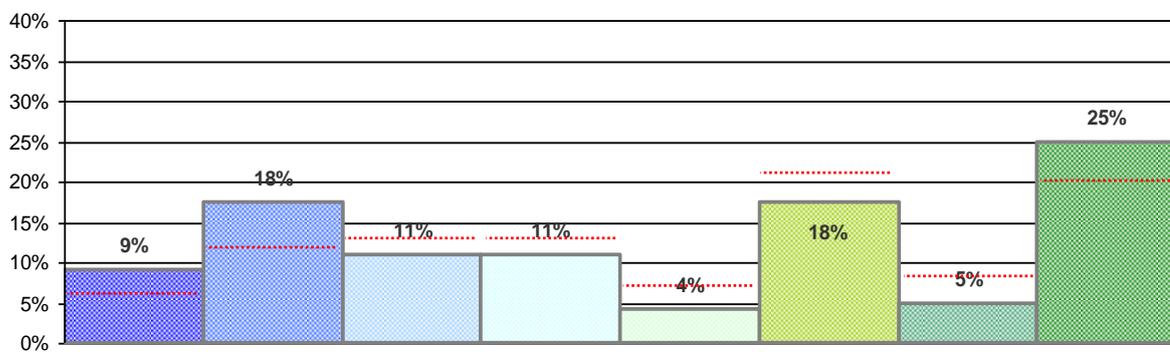
**Malta – University of Malta**

5.2.60 The exemplar course which was selected for Malta was the 8 semester (4 years part-time), 120 ECTS Master of Spatial Planning at the University of Malta’s Spatial Planning and Infrastructure Unit in the Faculty for the Built Environment.

5.2.61 Once again, while correspondence from the Maltese ECTP-CEU member organisation indicates that none of its members have attended this particular course (most having attended either discontinued courses at the University of Malta or at institutions in the UK), it was chosen on the basis that it is the only example of a planning course design specifically in and for the Maltese planning context.

**Figure 5.19: Master of Spatial Planning, University of Malta**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
11 ECTS 9%	21 ECTS 18%	13 ECTS 11%	13 ECTS 11%	5 ECTS 4%	21 ECTS 18%	6 ECTS 5%	30 ECTS 25%



5.2.62 It is interesting to note that according to the website of the University of Malta, this exemplar course was designed along the lines of RTP1 accredited courses in the United Kingdom. Figure 5.19 shows this exemplar course to have a relatively even emphasis on the various planning competences although in common with a number of other exemplars there is not as much an emphasis on the natural environment as on other aspects of planning.

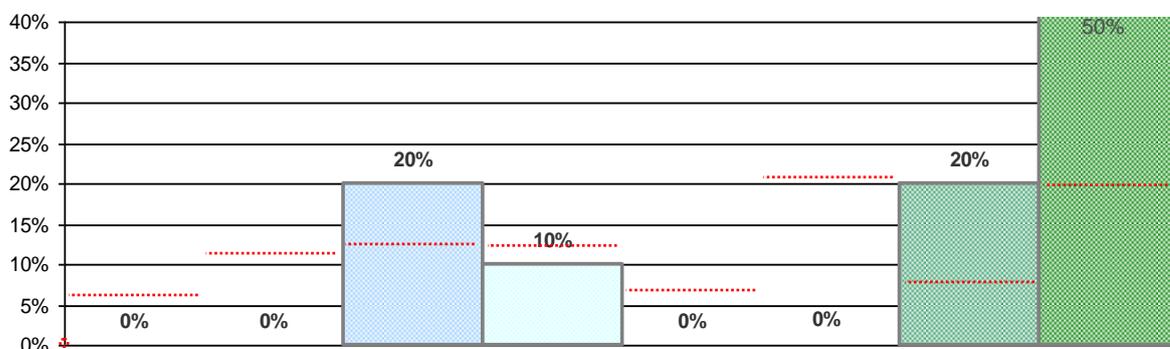
**The Netherlands – Radboud University Nijmegen**

5.2.63 The exemplar course selected for the Netherlands is a course of study consisting of a 6 semester, 180 ECTS **Bachelor in Human Geography and Spatial Planning** in combination with a 2 semester, 60 ECTS **Master of Spatial Planning**. These courses are both provided by the Department of Spatial Planning at the Radboud Universiteit Nijmegen.

5.2.64 This institution was chosen on the basis of correspondence from a representative of the BNSP, the Dutch ECTP-CEU member organisation. The Dutch exemplar consists of two courses in combination as the 60 ECTS Master's degree was not considered sufficiently comprehensive to be considered as a standalone planning degree for the purposes of this study.

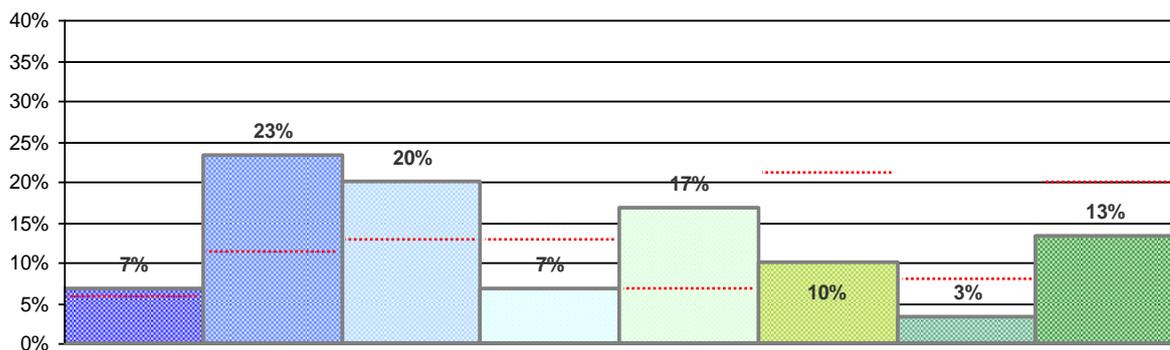
**Figure 5.20: Master of Spatial Planning, Radboud University Nijmegen**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
0 ECTS 0%	0 ECTS 0%	12 ECTS 20%	6 ECTS 10%	0 ECTS 0%	0 ECTS 0%	12 ECTS 20%	30 ECTS 50%



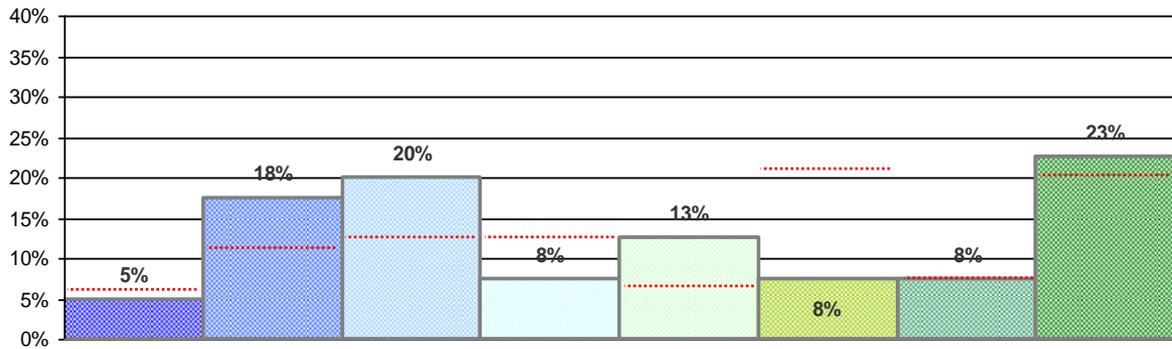
**Figure 5.21: Bachelor of Human Geography and Spatial Planning, Radboud University Nijmegen**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
12 ECTS 7%	42 ECTS 23%	36 ECTS 20%	12 ECTS 7%	30 ECTS 17%	18 ECTS 10%	6 ECTS 3%	24 ECTS 13%



**Figure 5.22: Combined Study of Spatial Planning, Radboud University Nijmegen**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
12 ECTS 5%	42 ECTS 18%	48 ECTS 20%	18 ECTS 8%	30 ECTS 13%	18 ECTS 8%	18 ECTS 8%	54 ECTS 23%



5.2.65 The integrated nature of the courses point is illustrated in Figure 5.20 which indicates that the Master’s course on its own does not address two of the eight planning competencies. However, as when considered in conjunction with the Bachelor’s course the exemplar course provided a well balance combination of all eight criteria (see Figure 5.22).

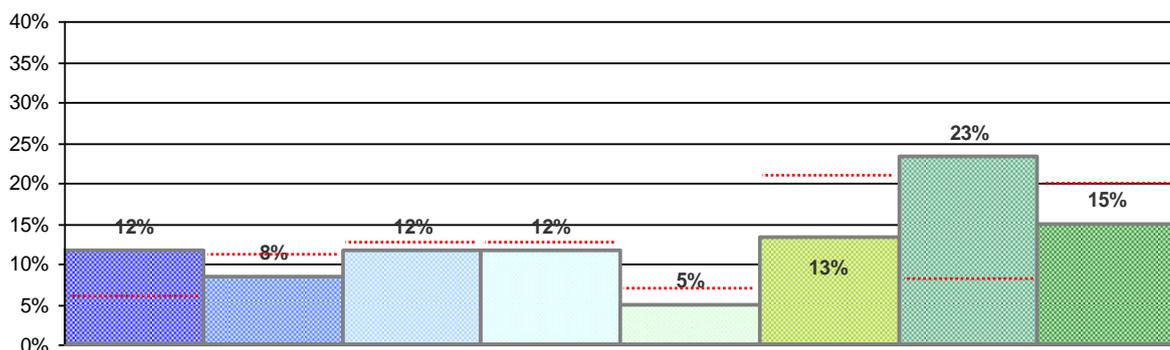
5.2.66 As was the case for Germany and Italy, the Dutch example not only demonstrates the robustness of the combined undergraduate / postgraduate approach to planning education but also highlights the relatively limited extent and scope of the postgraduate degree when considered independently of the undergraduate programme.

**Norway – Norwegian University of Life Sciences**

5.2.67 The exemplar course chosen for Norway is the 5 year, 300 ECTS **Master of Urban and Regional Planning** at the Norwegian University of Life Sciences (UMP) in Ås. This course was chosen on the basis of correspondence received from FKP, the Norwegian ECTP-CEU member organisation.

**Figure 5.23: Master of Urban and Regional Planning, Norwegian University of Life Sciences**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
35 ECTS 12%	25 ECTS 8%	35 ECTS 12%	35 ECTS 12%	15 ECTS 5%	40 ECTS 13%	70 ECTS 23%	45 ECTS 15%



5.2.68 The course profile shown in Figure 5.23 indicates this to be a robust course with a relatively even emphasis on the eight competence criteria although it tends to place considerable emphasis on the planning instruments criterion in particular.

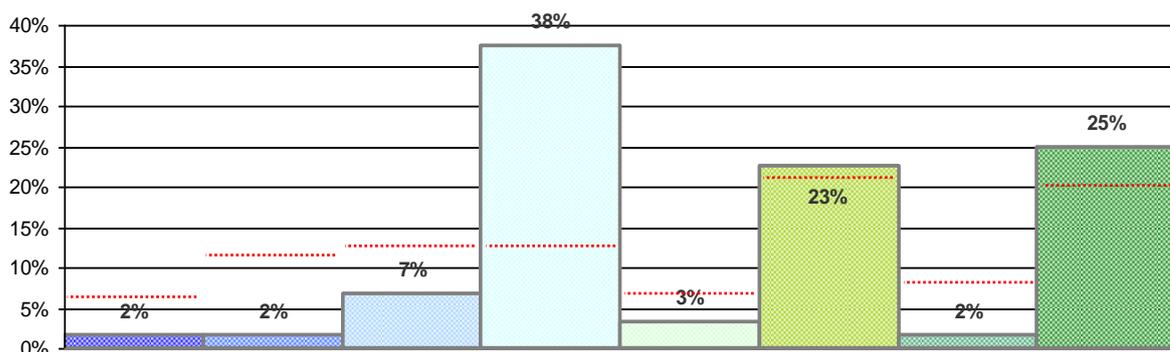
5.2.69 Unlike the German, Italian and Dutch examples, this Norwegian exemplar planning course is not split into an undergraduate and dependent postgraduate element. This course profile is significant as it represents the type of course which was prevalent in many countries in continental Europe prior to the introduction of separate Bachelor's and Master's degrees.

**Poland – Warsaw University of Technology**

5.2.70 The exemplar course for Poland is the 4 semester, 120 ECTS **Master in Architecture and Urban Design** at the Warsaw University of Technology’s Faculty of Architecture. Once again, this course was chosen partly on the basis of information provided by a representative of the Polish ECTP-CEU member organisation, KRIU indicating that most of the members of the organisation would have qualifications from schools of architecture in Poland.

**Figure 5.24: Master of Architecture and Urban Design, Warsaw University of Technology**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
2 ECTS 2%	2 ECTS 2%	8 ECTS 7%	45 ECTS 38%	4 ECTS 3%	27 ECTS 23%	2 ECTS 2%	30 ECTS 25%



5.2.71 The course profile indicates a strong emphasis on the more practical, design based aspects of spatial planning such the built environment and the planning product, perhaps at the expense of elements such as planning theory or specific planning techniques and instruments.

5.2.72 As was the case with the other exemplars from Central and Eastern Europe, this could be due to the fact that such a course would normally be considered as a follow on from an undergraduate degree in architecture.

5.2.73 Similar to these exemplars, and depending on additional feedback from KRIU, it may therefore be necessary to widen the scope of this exemplar to include undergraduate degrees which are related to, or are prerequisites for acceptance to the Master’s course.

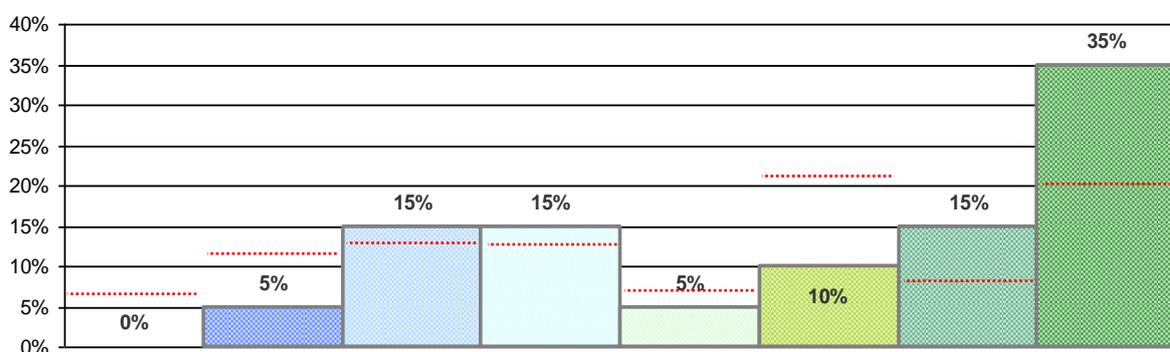
**Portugal – University of Aveiro**

5.2.74 The exemplar course selected for Portugal is the 4 semester, 120 ECTS Master of Regional and Urban Planning at the University of Aveiro’s Department of Social and Political Sciences and Spatial Planning.

5.2.75 As no correspondence was received from AUP, the ECTP-CEU member organisation in Portugal, this course was selected according to the criteria outlined in the previous chapter and based on the research conducted to create the draft directory of planning education courses in Europe contained in Appendix 4 to this report.

**Figure 5.25: Master of Regional and Urban Planning, University of Aveiro**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
0 ECTS 0%	6 ECTS 5%	18 ECTS 15%	18 ECTS 15%	6 ECTS 5%	12 ECTS 10%	18 ECTS 15%	42 ECTS 35%



5.2.76 The course profile shown in Figure 5.25 indicates that there is a relatively balanced emphasis on each of the competence criteria with the exception of planning theory which would not appear to have been specifically addressed in the course.

5.2.77 This lack of an emphasis on planning theory could be seen as a potential issue if it was decided to adopt a 5% minimum threshold for each of the eight criteria for example. However, as this is very much an exploratory exercise and as additional feedback is expected from the AUP, it would be inadvisable to draw this type of conclusion for any exemplar course at this stage of the research process.

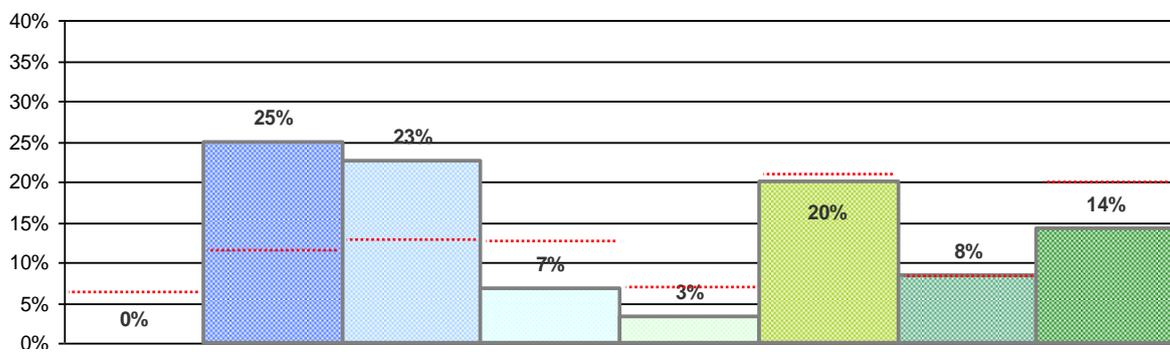
**Romania – Ion Mincu University**

5.2.78 The exemplar course for Romania is the 2 year, 120 ECTS **Master of Spatial Planning and Regional Development** at the Faculty of Urban Planning and Landscape Architecture of Bucharest’s Ion Mincu University.

5.2.79 Due to the fact that no correspondence was received from RUR, the Romanian ECTP-CEU full member organisation, the course was selected in accordance using criteria outlined in the previous chapter based on general research in planning education courses in Europe (see Appendix 4 to this report).

**Figure 5.26: Master of Spatial Planning and Regional Development, University of Bucharest**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
0 ECTS 0%	30 ECTS 25%	27 ECTS 23%	8 ECTS 7%	4 ECTS 3%	24 ECTS 20%	10 ECTS 9%	17 ECTS 14%



5.2.80 The course profile in Figure 5.26 above indicates the importance of planning techniques and the social and economic environment in particular within the course with less emphasis put on the study of planning theory of the natural environment.

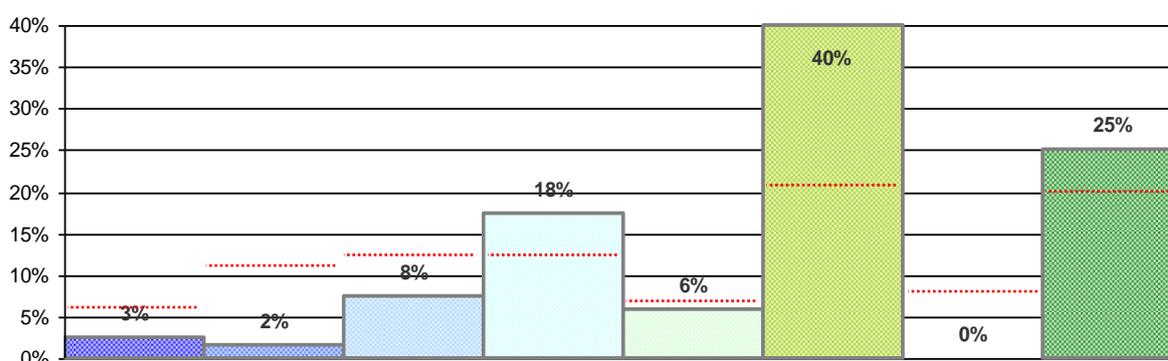
5.2.81 This lack of focus on certain courses may be once again be explained by these courses may already have been addressed in a previous undergraduate course. Once again, pending feedback from RUR, it may be necessary to expand the scope of the exemplar course to include a related undergraduate degree which may be a pre-requisite for acceptance to the Master’s course. Full membership for RUR can be obtained only by accomplishment of combined program of a Bachelor Degree (240 ECTS) and Master Program (120 ECTS). The following exemplar combination is suggested: Bachelor program (240 ECTS credits- 4 years) in Urban Design and Planning and Master of Territorial Development and Regional Planning (M- ATDR) (120 ECTS credits- 2 years).

**Serbia – University of Belgrade**

- 5.2.82 The exemplar course selected for Serbia is the 2 year, 120 ECTS **Master of Science in Architecture** at the Faculty of Architecture of the University of Belgrade.
- 5.2.83 This course was chosen on the basis of correspondence from the Serbian ECTP-CEU member organisation, STPA / UUS which indicated that the majority of town planners in Serbia would have attended courses in architecture and spatial planning at the University of Belgrade.

**Figure 5.27: Master of Science in Architecture, University of Belgrade**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
3 ECTS 3	2 ECTS 2%	9 ECTS 8%	21 ECTS 18%	7 ECTS 6%	48 ECTS 40%	0 ECTS 0%	30 ECTS 25%



The course profile illustrated in Figure 5.27 indicates a strong emphasis on the planning product and the built environment, which is to be expected for courses which are closely linked to architectural education.

- 5.2.84 As a result, it may be necessary to broaden the scope of the investigation of planning education in Serbia to include the undergraduate degree in architecture and urbanism. This will be determined on the basis of additional feedback from the STPA / UUS. In 2012 the Faculty of Architecture established the new Master course on Integrated Urbanism. It is organised in 2 years.<sup>12</sup> The data is from the web page of Faculty of Architecture.<sup>13</sup> The course is not just for the students with background from architecture, but as well for engineers, economists, environmentalist, spatial planners, etc.
- 5.2.85 Once more however, it is possible that the criteria not addressed in the Master’s degree profile have been addressed in a related undergraduate degree, the completion of which is a prerequisite for access to the Master’s course.
- 5.2.86 As a result, it may be necessary to broaden the scope of the investigation of planning education in Serbia to include the undergraduate degree in architecture and urbanism. This will be determined on the basis of additional feedback from the STPA / UUS.

<sup>12</sup> The course comprises the following subjects: Contemporary urban phenomena (3 ECTS), Contemporary urban concepts (3), Methods and techniques of research (4), Seminar (3), Integrated analysis of the territory (10), Urban marketing and management (3), Chosen subject (4), Urban design (3), Sustainable urban development (3), Methodology of urban design (4), Seminar (3), Integrated project (10), Techniques and tools, Urban research via GIS (3), Chosen subject (4), Planning theory (3), Urban spaces as public good (3), Planning methodology (4), Urban regulation (3), Integrated project (10), Techniques and tools, Communication and collaboration in planning process (3), Chosen subject (4), Practical work (4), Thesis (10).

<sup>13</sup> [http://www.arh.bg.ac.rs/upload/1112/MASU/IU\\_Studijski\\_program.pdf](http://www.arh.bg.ac.rs/upload/1112/MASU/IU_Studijski_program.pdf)

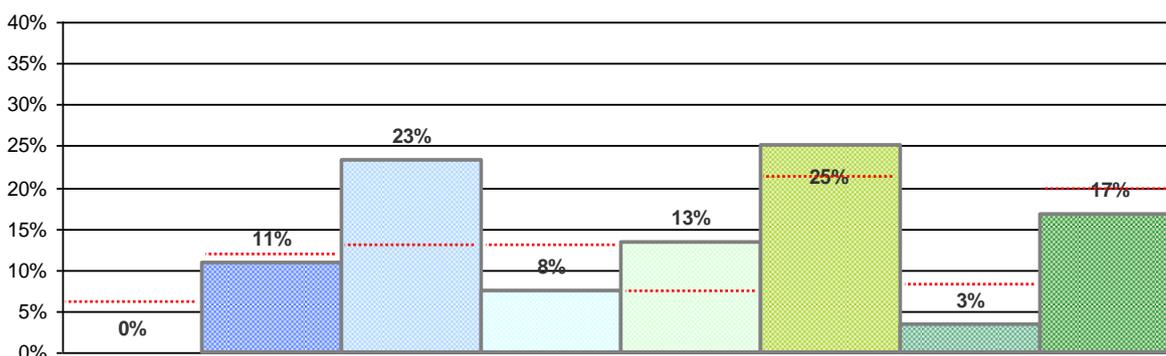
**Slovenia – University of Ljubljana**

5.2.87 The exemplar course selected for Slovenia is the 4 semester, 120 ECTS Master of Spatial Planning at the Faculty of Civil and Geodetic Engineering at the University of Ljubljana.

5.2.88 This exemplar course was chosen on the basis of information provided by a representative of DUPPS, the Slovenian ECTP-CEU member organisation.

**Figure 5.28: Master of Spatial Planning, University of Ljubljana**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
0 ECTS 0%	13 ECTS 11%	28 ECTS 23%	9 ECTS 8%	16 ECTS 13%	30 ECTS 25%	4 ECTS 3%	20 ECTS 17%



In response to the draft report, the member association submitted the following suggested breakdown to be more correct:

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
6 ECTS 5 %	15 ECTS 12,5 %	11 ECTS 9 %	15 ECTS 12,5 %	11 ECTS 9 %	30 ECTS 25 %	12 ECTS 10 %	20 ECTS 17 %

5.2.89 The course profile for this exemplar course indicates a relatively even balance in emphasis on the different competence criteria with the exception of planning theory which does not seem to be specifically addressed as part of the course.

5.2.90 As was the case in a number of other Central and Eastern European counties, low values in some of the criteria may be explained by the fact that these facets of planning have already been addressed in a previous, related undergraduate course.

5.2.91 As a result, and pending feedback from DUPPS, it may be necessary to expand the scope of the exemplar course to include a related undergraduate degree which may be a pre-requisite for acceptance to the Master’s course.

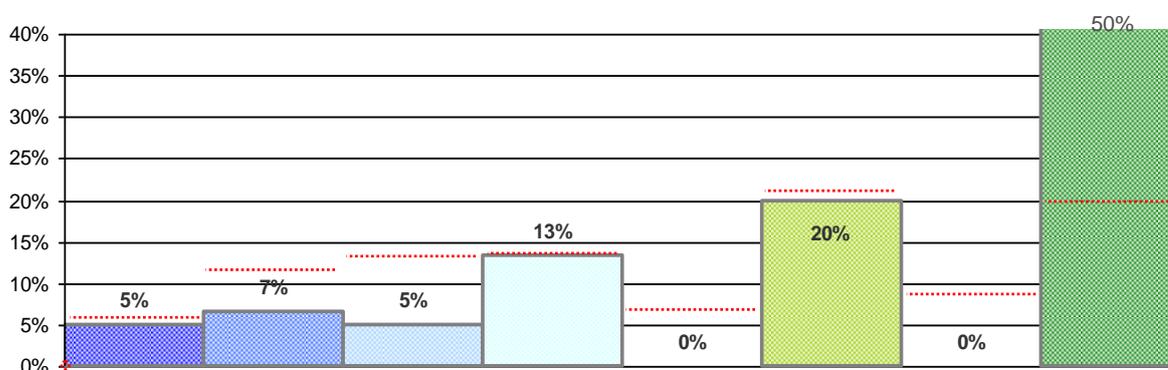
5.2.92 Turkey – Middle East Technical University

5.2.93 The exemplar course chosen for Turkey is the 4 semester, 120 ECTS Master of City Planning at the Department of City and Regional Planning in the Faculty of Architecture of the Middle East Technical University in Ankara.

5.2.94 The Middle East Technical University was selected on the basis of information received from TMMOB, the Turkish ECTP-CEU member organisation and the Master of City Planning course was selected as the exemplar course in accordance with the selection process outlined in the previous chapter.

**Figure 5.29: Master of City Planning, Middle East Technical University**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
6 ECTS 5%	8 ECTS 7%	6 ECTS 5%	16 ECTS 13%	0 ECTS 0%	24 ECTS 20%	0 ECTS 0%	60 ECTS 50%



5.2.95 The course profile shown above indicates that by far the most important element of this course is the Master’s thesis which accounts for half of the ECTS points. It also indicates that both the natural environment and planning instrument criteria do not form part of this course.

5.2.96 As was the case with many of the exemplars dealt with in this chapter, the seeming imbalance in this course is most likely related to the fact that this Master’s course is considered as complementary to an undergraduate degree provided at the same institution.

5.2.97 In this instance, research on planning education in Europe contained in Appendix 4 to this report indicates a comprehensive undergraduate planning degree course at the Middle East Institution seems to offer students a wide-ranging and thorough grounding in the various competences required by planning professionals.

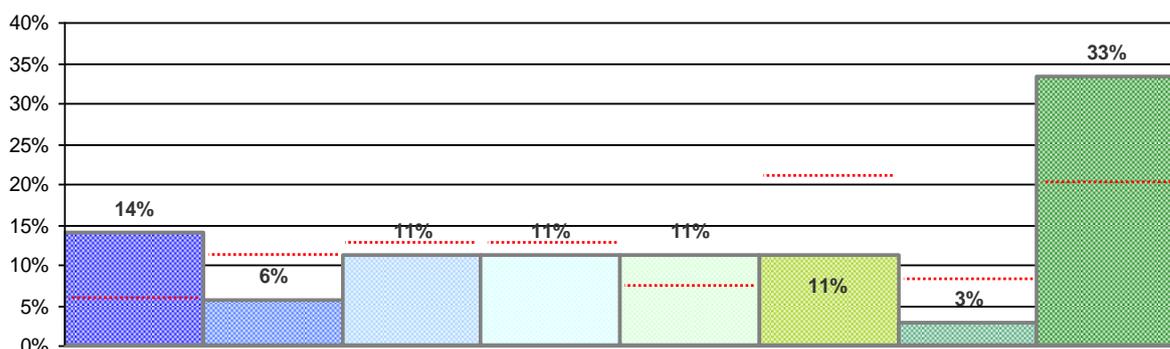
5.2.98 It is likely then, that pending feedback from TMMOB, Master’s courses of this kind in Turkey should be considered in conjunction with a related undergraduate degree which may actually be a specific requisite for entry into a Master’s course in the first place.

**United Kingdom – University of Newcastle**

- 5.2.99 The exemplar course selected for the United Kingdom is the 2 semester, 90 ECTS Master of Science in Town Planning at the Department of Town and Country Planning in the School of Architecture and Landscape at the University of Newcastle.
- 5.2.100 While correspondence from the RTPI, the ECTP-CEU member organisation from the United Kingdom, that although the organisation does not have a detailed database of the educational background of its members, it does have a list of RTPI accredited planning courses which could be used for the purposes of this study.
- 5.2.101 The University of Newcastle course was therefore selected as the exemplar course for the UK on the basis of its RTPI accreditation in addition to the criteria set out in the previous chapter. It was also selected due to the quality of the information on its website which clearly set out the ECTS associated with each individual course module.

**Figure 5.30: M.Sc. in Town Planning, Newcastle University**

Planning Theory	Planning Tech.	Social / Economic Env.	Built Env.	Natural Env.	Planning Product	Planning Instr.	Thesis
12.5 ECTS 14%	5 ECTS 6%	10 ECTS 11%	10 ECTS 11%	10 ECTS 11%	10 ECTS 11%	2.5 ECTS 3%	30 ECTS 33%



- 5.2.102 The profile for this exemplar course shows a relatively even spread of course credits between the eight criteria with an obvious emphasis on the planning thesis which is evident in most of the exemplar courses examined in this chapter.
- 5.2.103 The relatively even balance between planning competencies indicated could be due to the fact that RTPI accredited courses are required to provide their students with a broad and comprehensive range of planning competencies in the relatively short period of time offered by a one or two year postgraduate course.

### **5.3 Overview of the Initial Assessment of Exemplar Courses**

- 5.3.1 The exercise to assess the course profile of individual exemplar courses described in the preceding pages represents is significant as it represents the first attempt to compare planning education courses across a relatively large number of European countries in a systematic, standardised fashion.
- 5.3.2 The results from the exercise are encouraging as they suggest that with adequate information on planning education courses and a sufficiently straightforward and robust framework it may be possible to create an outline profile of planning competencies held by graduates of a particular course in a given country.
- 5.3.3 With additional research it may be possible to adapt this approach to ascertain the 'average course profile' for all courses in each of the 23 countries with full ECTP-CEU member organisations (and indeed in all 27 countries of the European Union and beyond). Such information could be used to highlight differences and similarities in professional training between countries and ultimately to form a 'protocol' in the sense of the study brief.
- 5.3.4 At this stage however, it should be recognised that the assessment methodology developed for the purposes of this study is still at an experimental stage and considerable amounts of additional research and consultation with ECTP-CEU member organisations will be needed to improve course selection and to refine the different planning criteria used to assess courses.
- 5.3.5 Perhaps the most significant insight arising from the research into planning education across Europe as well as the assessment exercise described in the previous chapters is that the status and content of undergraduate and postgraduate education in planning can vary significantly between countries.
- 5.3.6 While this insight may not be new and indeed has been thoroughly investigated previously by the Association of European Schools of Planning (AESOP)<sup>14</sup> the assessment exercise described in this chapter does provide a unique insight into these similarities and differences as is discussed in the next section.

### **5.4 Emerging Similarities between Planning Education Systems in Europe**

- 5.4.1 Perhaps the most obvious findings of the research into planning education across Europe as well as the assessment of exemplar courses in particular is that the status and content of undergraduate and postgraduate courses in planning can vary significantly between countries.
- 5.4.2 However, the research also indicates that different countries can share general approaches to the education of professional planners which can be seen to relate to the level of adoption of the three cycle (Bachelor, Master, Doctorate) 'Bologna system'<sup>15</sup> in a given country and to the overall approach to planning in that country (a standalone profession vs. one closely related to architecture or engineering for example).
- 5.4.3 The assessments of exemplar courses presented in this chapter would seem to support this finding as it is possible to identify a number of broad typologies of planning qualifications based on distinct approaches to planning education as follows:
1. *Standalone Postgraduate Qualifications*
  2. *Standalone Undergraduate Qualifications*
  3. *Integrated Undergraduate and Postgraduate Qualifications*
  4. *Dependant Postgraduate Qualifications*
  5. *Professional Training / Qualification*

<sup>14</sup> See AESOP (2006) Implications of the Bologna Process for Planning Education in Europe

<sup>15</sup> See [http://ec.europa.eu/education/higher-education/bologna\\_en.htm](http://ec.europa.eu/education/higher-education/bologna_en.htm)

### ***Standalone Postgraduate Qualifications***

- 5.4.4 The research into planning courses identified postgraduate qualifications which are sufficiently comprehensive (90 / 120 ECTS) to qualify participants to work specifically as professional planners regardless of their previous undergraduate qualification.
- 5.4.5 This pattern is common in countries in which the Bachelor / Master system has or is gaining acceptance and where planning education is increasingly seen as being related yet increasingly independent of the architectural and engineering professions. Such countries would seem to include the following:
- Belgium
  - France
  - Ireland
  - Luxembourg
  - Malta
  - Portugal
  - United Kingdom

### ***Standalone Undergraduate Qualifications***

- 5.4.6 The second approach to planning education identified during the research process involves substantial three- or more year, 240 / 300 ECTS courses which appear to be sufficient in their own right to qualify graduates as professional planners.
- 5.4.7 This approach would appear to be prevalent in countries with a strong or growing view of planning as a standalone discipline but where the Bachelor / Master system has yet to be fully adopted. Countries in this group would appear to include:
- Cyprus and Greece
  - Norway
  - Turkey

### ***Integrated Undergraduate and Postgraduate Qualifications***

- 5.4.8 This approach to planning education is similar to the previous system in that there is a strong or developing view of planning as a standalone degree but where the Bologna system has yet to be fully integrated into the educational system.
- 5.4.9 Under the 'integrated' system however, the single undergraduate system has been split into Bachelor's and Master's elements which on their own may not be sufficient on their own to allow graduates to qualify as professional planners. Countries in this group would seem to include:
- Germany
  - Italy
  - the Netherlands

### ***Dependant Postgraduate Qualifications***

- 5.4.10 The next general system identified during the course of the research process relates to countries where an undergraduate degree in a given field (in particular architecture or engineering) is more or less a pre requisite for attaining all the necessary planning skills and competencies required to qualify as a professional planner.
- 5.4.11 Again, this approach is similar to the previous example in that neither the Master nor the Bachelor on its own would be sufficient to qualify graduates as professional planners. However, the difference in the 'dependant' system is that spatial planning is not the primary focus of education but rather is elected as a specialism at Master's level once a student has

completed an undergraduate degree in a related discipline such as architecture or engineering. Examples of countries where this approach is prevalent include:

- Czech Republic
- Poland
- Romania
- Serbia (although this has been changed in recent years)
- Slovenia.
- Belgium for Universities in “Communauté Wallonie-Bruxelles”

### ***Professional Training / Qualification***

5.4.12 The final typology of planning education relates to an approach where a planning qualification is attained as part of a professional training course. Under this approach, an individual may have a previous, possibly unrelated qualification but gains a planning qualification by completing a relatively short (60 ECTS) course.

5.4.13 While this qualification on its own is unlikely to qualify an individual as a professional planner on its own, in combination with prior postgraduate level education it can entitle him or her to work as a planning specialist. The only exemplar course which fits this profile is the Spanish course which qualifies a graduate as a ‘Técnico Urbanista’.

## **5.5 Developing a Protocol for Professional Planners**

5.5.1 The typologies described above are significant as they could prove useful for ECTP-CEU member organisations in identifying countries where members of counterpart organisations would be likely to have generally similar educational qualifications in terms of duration and content of the relevant planning degree.

5.5.2 While this can be seen as significant in terms of the overall goals of the mutual recognition of planning qualifications in Europe, it is recognised that this information is not specifically related to the tasks set out in the study brief for this report and in particular the fourth study brief task.

5.5.3 This task calls for the preparation *"a 'menu' of skills and competences in conjunction with a 'protocol' that can be used by ECTP-CEU to determine whether a person can be regarded to be a 'professional planner'"*.

5.5.4 The issue of skills and competences was first addressed in Chapter 4 of this report which suggested a straightforward set of criteria against which skills and competences can be measured. These criteria were then used to perform an initial assessment of exemplar courses, the results of which are set out in this chapter.

5.5.5 This assessment exercise is useful in that it enables comparison between courses in different countries and helped identify a number of common approaches to planning education across Europe. More significant perhaps, is the fact that the approach adopted to carry out this exercise could eventually be used to develop a protocol that could be used to determine whether a person can be regarded as a professional planner.

5.5.6 For example, pending agreement from member organisations, minimum thresholds could be set for each of the different competences to identify levels of expertise and qualifications shared by professional members of different ECTP-CEU member organisations.

5.5.7 In the case of planning education it could be specified that to be considered as a professional planner in the sense of the study brief task, an individual would have to have attended a course or combination of courses which would have allocated a set minimum percentage of say 5% to each of the eight criteria set out in Chapter 4.

5.5.8 It is recognised that this approach will require a considerable amount of additional research and that in-depth consultation will be required with ECTP-CEU member organisations on the

issue of the criteria to be used and the minimum levels of any to be used in the creation of the type of protocol suggested in task 4 of the study brief.

- 5.5.9 It is also recognised that many member organisations have their own criteria for assessing planning qualifications and that other organisations are open to those who do not possess any formal planning qualifications. As a result, it is important that an open discussion is initiated within the ECTP-CEU as a whole on the issue of how a system of mutual recognition based on the type of protocol foreseen in task 4 of the study brief would be implemented between countries.

## **5.6 Conclusion**

- 5.6.1 In conclusion, the assessments of exemplar courses set out in this Chapter can be seen as a significant first step in investigating whether it would be feasible to create the type of protocol envisaged by task 4 of the study brief which could be used by the ECTP-CEU to determine whether a person can be regarded to be a 'professional planner'.
- 5.6.2 The research and assessment exercise was useful in that it identified a number of approaches to planning education and qualifications which would suggest that many planning professionals in different countries have similar profiles in terms of the duration and content of their formal planning education. It is suggested that these similarities could form the basis for future mutual agreements between organisations.
- 5.6.3 In addition, the assessment exercise demonstrated that it would be possible to develop a protocol based on a menu of skills and competences but also that at present, additional research work, consultation and consensus building would be required to finalise and implement any such protocol.
- 5.6.4 This theme of additional research and consultation is prominent in the next and final chapter of this report which provides a brief summary of the main findings of this research as well as a review of how the report addressed the tasks set out in the study brief.

## 6 Summary of Main Findings

### 6.1 Introduction

6.1.1 As was stated in the introductory section of this Report, this report relates to the second stage of a research project investigating the potential for mutual recognition of planning qualifications in Europe.

6.1.2 Following on from the first stage of the overall research project, the study brief for this Report identified four separate tasks to be carried out as part of the second stage of the report. This concluding chapter provides a brief overview of how the report addressed the substantive issues raised by this study brief regarding the qualifications of professional planners in Europe.

### 6.2 List of ‘Dominant’ Educational Courses for Full Members of ECTP-CEU Organisations

6.2.1 Task 2 of the study brief required the preparation of “a list of educational courses in Europe which are the dominant qualifications of full members in each member association of ECTP-CEU”.

6.2.2 This task was addressed in Chapter 3 of this report which explained that a lack of detailed information held by ECTP-CEU full member organisations on the education qualifications of their members meant that it was not possible to fully meet the requirements of task 2.

6.2.3 The chapter went on to describe how, the absence of this detailed information, use was made of the informed opinions contained in correspondence from ECTP-CEU member organisation representatives (see Appendix 1) as well as research into planning institutions across Europe (see Appendix 4) to identify 23 separate ‘exemplar’ planning courses for each country in Europe with a full ECTP-CEU member organisation.

6.2.4 The exemplar approach outlined in this chapter was adopted as a pragmatic approach to furthering the aims of the study project by allowing for the identification of the planning education courses required to address the third and fourth study brief tasks.

### 6.3 List of Skills and Competencies in the Curriculum of Educational Courses

6.3.1 Task 3 of the study brief required the preparation of “a list of subjects, skills and competences that are contained in the curriculum of each of the educational courses identified”.

6.3.2 This task was addressed in Chapter 4 of this report and a list of modules which make up each of the exemplar courses was included in Appendix 2 as a ‘Directory of Exemplar Institutions’. This information was also entered into a Microsoft Excel Spreadsheet (see electronic Appendix 3) that was used to carry out an assessment of each exemplar course in accordance with the menu of skills and competences described in the next section.

### 6.4 Menu of Skills and Competences

6.4.1 Task 4 of the study brief was to “prepare a ‘menu’ of skills and competences in conjunction with a ‘protocol’ that can be used by ECTP-CEU to determine whether a person can be regarded to be a ‘professional planner’”.

- 6.4.2 The first element of this task – the preparation of a menu of skills and competences – was addressed in Chapter 4 which introduced a straightforward conceptual framework to identify the different skills and competences associated with spatial planning.
- 6.4.3 This framework was made up of eight criteria which form the basis for the assessment of planning qualifications provided by educational institutions. These first of these criteria (devised by the project coordinator) is the concept of the '**planning product**' which is centrally placed in this approach to spatial planning. This planning product is in turn dependant on:
- the rationale or 'why of planning' which relates *planning theory* for
  - technical knowledge, understanding and skills in specific *planning techniques*.
  - an understanding of three 'spatial systems' namely the *social and economic environment, the built environment* and the *natural environment*
  - an understanding of how planning policies are carried out through a mix of *planning instruments*
  - independent in the form of a research thesis or *dissertation* which is seen as an important part of planning education.
- 6.4.4 While it is accepted that this approach is experimental in nature, the use of such a straightforward conceptual model has considerable benefits in that it allows for a simple, relatively quick, and easily implemented approach to characterising qualifications attained planning professionals in educational institutions in different European countries.

## **6.5 Protocol to Assess Professional Planning Qualifications**

- 6.5.1 The second element of task 4, the preparation "*protocol*" that can be used by ECTP-CEU to determine whether a person can be regarded to be a '*professional planner*'" was addressed in Chapter 5 of the report.
- 6.5.2 This chapter sought to identify the basis for such a protocol by examining each of the 23 exemplar courses using the framework provided by the menu of skills and competences described in Chapter 4. This exercise is significant as it represents the first attempt to compare planning education courses across a relatively large number of European countries in a systematic fashion.
- 6.5.3 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
- 6.5.4 In addition, while the assessment did not directly provide the type of protocol envisaged by task 4, it did explore the practical basis for the development of such a protocol pending additional research and consultation with ECTP-CEU member organisations.

## **6.6 Conclusion**

- 6.6.1 In conclusion, it can be seen that due to a lack of relevant information as well as the overall complexity of situation with regard to planning education and qualifications, this report was not as successful in fully addressing each of the detailed requirements set out in the original study brief.
- 6.6.2 The information deficit with regard to the educational background of members of ECTP-CEU member organisations was a particular issue. To address this issue it is recommended that the ECTP-CEU makes a concerted effort to ensure that member organisations have at least basic information on the professional and educational background of their members.
- 6.6.3 Collecting this information would not only enhance the institutional capacity of individual organisations but would also strengthen the role and importance of the ECTP-CEU as a

whole. (See Appendix 5 for details of possible information gathering initiative aimed at addressing this issue.)

- 6.6.4 Despite these difficulties, the contents of this report as well as the information compiled during the duration of the research process (see appendices 2, 3 and 4) represent a considerable step forward in the overall aim of the project to explore the issue of the mutual recognition of planning qualifications in Europe.
- 6.6.5 Where the Stage 1 Report made a contribution to the understanding of the diversity and similarity of ECTP-CEU members organisations as well as the regulation of the planning profession in Europe, this report adds to the understanding of planning education across the continent showing it to be perhaps more complex and diverse than planning practice.
- 6.6.6 Nonetheless, this report also demonstrates that there are also considerable similarities between countries and that given additional time and effort, these similarities could form the basis for greater levels of mutual recognition between professional planners across Europe.

## Appendix 1 – Correspondence from Representatives of ECTP-CEU Full Member Organisations

**Table A1 – ECTP-CEU Organisations sent e-mails re: Educational Qualifications**

	Country	Member	Sent	Response	Comment
1	(.be) Belgium	VRP	26/09/12	26/10/12	Brief response but adequate
1	(.be) Belgium	CUB	26/09/12	01/10/12	Comprehensive Response
2	(.cy) Cyprus	CATP	24/10/12	26/10/12 29/10/12	Comprehensive Response
3	(.cz) Czech Republic	AUUP	26/09/12 10/10/12	10/10/12	Brief response – more info requested
4	(.de) Germany	SRL	26/09/12 10/10/12	-	-
5	(.ee) Estonia	EPU	26/09/12 10/10/12	10/10/12	First short and then longer response
6	(.es) Spain	AETU	26/09/12 16/10/12	26/09/12, 16/10/12	Comprehensive response, more info provided
7	(.fr) France	SFU	01/10/12	09/10/12	Comprehensive response but more info required
8	(.gr) Greece	GPA	01/10/12 10/10/12	-	-
9	(.hr) Croatia	UHU	01/10/12 10/10/12	01/10/12 15/10/12	Short initial response, then more info supplied
10	(.hu) Hungary	MUT	01/10/12 10/10/12 15/10/12	13/10/12 20/10/12	Comprehensive response, more info provided
11	(.ie) Ireland	IPI	n/a	n/a	Info already provided
12	(.it) Italy	ASSURB	01/10/12	09/10/12	Comprehensive response
12	(.it) Italy	INU	01/10/12	03/10/12, 01/11/12	Comprehensive response
13	(.lu) Luxembourg	AULa	01/10/12	03/10/12	Comprehensive response
14	(.mt) Malta	MACP	26/09/12	27/09/12	Comprehensive Response
15	(.nl) Netherlands	BSNP	01/10/12	02/10/12	Brief response but adequate
16	(.no) Norway	FKP	n/a	n/a	Info already provided
17	(.pl) Poland	KRIU	01/10/12 10/10/12	10/10/12	Brief response – more info requested
18	(.pt) Portugal	AUP	26/09/12 10/09/12	-	-
19	(.ro) Romania	RUR	26/09/12	-	-
20	(.si) Slovenia	DUPP	26/09/12 10/10/12	10/10/12	Brief Response but adequate
21	(.rs) Serbia	STPA / UUS	26/09/12	26/09/12	Comprehensive Response
22	(.tr) Turkey	SPO	26/09/12	28/09/12	Comprehensive Response
23	(.uk) United Kingdom	RTPI	n/a	-	Info already provided

### **(.be) BELGIUM – VRP**

**Sent:** Wednesday 26th September 2012 14.26

Indeed, our organisation is an open one, so I combined our information (valid for Flanders and Brussels) with the official Spatial Planners' registration list of Flanders. The main educational institutes are:

- KU Leuven (University of Leuven)
- UGENT (University of Ghent )
- Artesis University College Antwerp
- Vrije Universiteit Brussel
- LUCA University College Gent/Brussel
- Universiteit Hasselt.

### **(.be) BELGIUM – CUB**

**Sent:** Monday 01 October 2012 9.39am

Not so easy to do (and to understand for a non-Belgian I suppose); and with interesting surprises for us: for instance none member of the 3 last years came from the University of Brussels (French speaking ULB).

UCL, ULG, Gembloux, FNDP (Faculté Notre Dame de la Paix de Namur) are universities.

ISURU is "une école de promotion sociale" - I mean the lessons take place in the evenings and the students, older, are always in the real professional life.

You can see that some CUB's members come already from non-Belgian Universities or High Schools.

#### **2012 Membres effectifs**

Noms	Formation/Expérience	ISURU	DES UCL	DES ULG	autres
X	Architecte (Mons), UCL DES urbanisme et développement territorial		X		
X	Post graduat en urbanisme et Aménagement du Territoire, Géomètre expert, Certificat en géomatique appliquée à l'environnement				Géomètre
X	Bio ingénieur (Gembloux), Conseiller en mobilité, Formation « Manager PLUS » ICHEC				Bio ingénieur
X	ISURU	X			
X	License en histoire de l'art				Histoire de l'art

#### **2012 Membres stagiaires**

Noms	Formation/Expérience	ISURU	DES UCL	DES ULG	Autres
X	Post-graduat en urbanisme et rénovation urbaine (ISURU), Architecture des jardins et du paysage (ISIA Gembloux), Certificat de conseiller en mobilité	X			
X	Ir architecte (UCL), Certificat universitaire en analyse paysagère (CEFOSCIM/CEFOGEO-FUNDP de Namur) Masterclass à Saint-Lukas: contrat de quartier Miedekerke à Saint-Josse				IR Architecte FUNDP Namur
X	Géographe, DES en urbanisme et dévelop. Territorial, Certificat universitaire en analyse paysagère (CEFOSCIM CEFOGEO-FUNDP de Namur)				Géographe FUNDP Namur

**2011**

Noms	Formation/Expérience	ISURU	DES UCL	DES ULG	AUTRES
X	Licencié en relations internationales et administration publique, management, commerce extérieur				UCL HEC
X	Géomètre, formation IEPSN en ADT, Spécialisé en lotissements				IEPSN
X	Architecte St Luc 2005, Master complémentaire Urbanisme et ADT ULG 2010			X	
X	Bio ingénieur ADT, DES en droit de l'environnement				Bio ingénieur Droit de l'envir.
X	Architecte ISA 2000, DEC-DES urbanisme et développement territorial UCL 2003		X		
X	Architecte ISA St Luc 1978, licence en urbanisme et ADT ULG 1984			X	
X	Ir architecte (UCL 1978), docteur en urbanisme et amén. du territoire				Docteur UCL
X	Architecte, urbanisme de projet, habitat durable,				Architecte
X	Licencié en sciences géographiques				Géographie
X	Géographe UCL 1989, Docteur en sciences UCL 1998				Docteur Géographie UCL
X	Ir architecte avec expérience RIE et projets urbanistiques				Ir arch ULG
X	Sociologue urbaniste,		X		Docteur
X	sciences politiques et administration des affaires, gestion environnementale				Sciences Pol. ULG + HEC ISIL gestion envir.
X	Ir Architecte avec expérience RIE et projets urbanistiques				Ir arch ULG
X	Architecte St Luc 1991, Auteur de projet agréé (pas renouvelé)				Archi St. Luc
X	Architecte St Luc 1984, Architecture urbaine UCL 1992		X		
X	Géomètre expert				Géomètre expert
X	Architecte de jardin et du paysage, 1987 école d'horticulture à Anderlecht				Paysagiste Anderlecht
X	Urbaniste Paysagiste				
X	Géographe urbaniste		X		
X	Ir architecte, Docteur en sciences appliquées				Docteur SA ULG
X	Juriste 1999				Droit
<b>Membres stagiaires</b>					
X	Architecte St Luc, Master compl. En urbanisme et ADT UCL		X		
X	License en arch. et histoire de l'art, DES en urbanisme et dévelop. territorial		X		

**2010**

Noms	Formation/Expérience	ISURU	DES UCL	DES ULG	AUTRES
X	master d'aménagement, urbanisme et développement des territoires Lille				Institut d'Aménagement et d'Urbanisme, Lille
X	ISURU 2009	X			
X	DES UCL 2007		X		
Membres effectifs					
X	urbaniste master UCL		X		
X	architecte urbaniste UCL		X		
X	diplôme allemand ingénieur urbaniste				Raum und Umweltplanung Universität Kaiserslautern
X	ISURU	X			
X	ISURU	X			
X	juriste urbaniste UCL		X		
X	architecte urbaniste DEA en urbanisme		X		

**Conclusions**

**2012:** Sur 8 nouveaux membres: 2 ISURU, 1 DES UCL, 1 bio ingénieur Gembloux,

**2011:** Sur 24 nouveaux membres: 0 ISURU, 6 DES UCL, 2 DES ULG, 1 bio ingénieur, les autres variés et souvent sans diplômes d'urbanisme précisément (architectes, docteurs en sciences appliquées, géomètre etc.)

**2010:** Sur 10 nouveau membres: 3 ISURU, 5 DES UCL et 2 de l'étranger

Les quatre instituts d'urbanisme qui ont été les plus fréquentés par nos nouveaux membres (42) sont:

- UCL Université Catholique de Louvain (12)
- ISURU (5)
- ULG (2)
- GEMBOUX bio ingénieurs: 2 (pas vraiment urbanisme...)

## **(.cy) CYPRUS – CATP**

**Sent:** Friday 26th October 2012 9.20am

All our new members, graduates in planning who have recently joined the CATP, have graduated in Greece (University of Thessaly - School of Engineering - Department of Planning and Regional Development).

Most of our members have graduated from UK Universities, like the University of Sheffield, Manchester University, Bristol University, the University of Oxford Brookes and the University of Liverpool.

**Sent:** Friday 21st November 2012 5.23pm

Attached please find information regarding CATP membership requirements and our planners' academic background.

I believe it will give you enough information, (even if in some cases it is not fully completed) for the purposes of the study under way.

	<b>INSTITUTION</b>	<b>DEGREE AWARDED</b>	<b>YEAR OF GRADUATION</b>
1	University of WE Bristol & Leeds Metropolitan University, UK	Postgraduate Diploma in Town and Country Planning	
2	University of South California (USC) Los Angeles, USA	MA in Urban and Regional Planning / Postgraduate Degree in Planning and Resource Management	1986
3	TECHNION, Israel Institute of Technology	Master of Science in Urban and Regional Planning	2004
4	University of Nottingham, UK	Postgraduate Diploma in Town Planning	
5			
6	University of Nottingham (Institute of Planning Studies), UK	MA in Urban and Regional Planning	1969
7	Oxford Polytechnic (Oxford Brookes University), UK	Diploma in Town Planning	1982
8	University of Liverpool, UK	Master in Civic Design	
9	University of Auckland, NZ	Master of Planning Practice	1999
10	University of Thessaly at Volos, GR School of Engineering-Department of Planning and Regional Development	Bachelor of Engineering in Planning and Regional Development	2006
11	University of Thessaly at Volos, GR School of Engineering-Department of Planning and Regional Development	Bachelor of Engineering in Planning and Regional Development	
12	University of Thessaly at Volos, GR School of Engineering-Department of Planning and Regional Development	Bachelor of Engineering in Planning and Regional Development	
13	Oxford Brookes University, UK	Post Graduate Diploma in Urban Planning	2001
14	University of Sydney, AUSTRALIA (Faculty of Architecture, Design and Planning)	Master of Town and Country Planning	1975
15	Oxford Brookes University, UK	BA(Hons) in Planning Studies, Diploma in Planning Studies (RTPI accredited)	
16	University of WE Bristol & Leeds Metropolitan University, UK	Postgraduate Diploma in Town and Country Planning	
17	University of Nottingham, UK	MA in Urban and Regional Planning	1973
18	The State University of New York at Buffalo, USA	Master in Urban Planning	1990
19	University of Liverpool, UK	Master in Civic Design	
20			
21			
22			
23	University of WE Bristol & Leeds Metropolitan University, UK	Postgraduate Diploma in Town and Country Planning	
24	University of Texas at Arlington, Institute of Urban Studies, USA	Master of City and Regional Planning	1991

25	University of Edinburgh	MSc in Urban Design and Regional Planning	1969
26			
27	Universita IUAV di Venezia - Corso di Laurea in Pianificazione Urbanistica e Territoriale	Dottore in Urbanistica	1987
28	Universita IUAV di Venezia - Corso di Laurea in Pianificazione Urbanistica e Territoriale	Dottore in Urbanistica	1988
29			
30			
31	University of Liverpool , UK	MCD (Town and Country Planning)	1956
32	University of WE Bristol & Leeds Metropolitan University, UK	Postgraduate Diploma in Town and Country Planning	
33	Academie des Beaux Arts de la ville de Liege, Institut Superieure D' Urbanisme et de L' Amenagement du Territoire -Belgium	Diplome d'Urbaniste	1979
34	University of Thessaly at Volos, GR School of Engineering-Department of Planning and Regional Development	Bachelor of Engineering in Planning and Regional Development	2006
35	University of Thessaly at Volos, GR School of Engineering-Department of Planning and Regional Development	Bachelor of Engineering in Planning and Regional Development	2000
36	University College London, UK	MPhil in Town Planning	1975
37	University of Waterloo, Canada	Master of Urban and Regional Planning	1985
38	University of Nottingham, UK	MA in Urban and Regional Planning	
39	University of Manchester, UK	Master in Town Planning	1996
40	University of Strathclyde, Glasgow	MSc in Urban and Regional Planning	1989
41			
42	University of Nottingham, UK	MA in Urban and Regional Planning	
43	University of Thessaly at Volos, GR School of Engineering-Department of Planning and Regional Development	Bachelor of Engineering in Planning and Regional Development	2008
44	University of Sheffield, UK	MA in Town and Regional Planning	1973
45	University of WE Bristol & Leeds Metropolitan University, UK	Postgraduate Diploma in Town and Country Planning	
46	University of Thessaly at Volos, GR School of Engineering-Department of Planning and Regional Development	Bachelor of Engineering in Planning and Regional Development	
47	University of Liverpool , UK	MCD (Town and Country Planning)	
48	University of Thessaly at Volos, GR School of Engineering-Department of Planning and Regional Development	Bachelor of Engineering in Planning and Regional Development	2006
49			
50	University of Thessaly at Volos, GR School of Engineering-Department of Planning and Regional Development	Bachelor of Engineering in Planning and Regional Development	2006
51	University of WE Bristol & Leeds Metropolitan University, UK	Postgraduate Diploma in Town and Country Planning	
52	University of WE Bristol & Leeds Metropolitan University, UK	Postgraduate Diploma in Town and Country Planning	
53			
54	University of Thessaly at Volos, GR School of Engineering-Department of Planning and Regional Development	Bachelor of Engineering in Planning and Regional Development	2008
55			
56	University of Nottingham, UK	MA in Environmental Planning	1987
57	University of Nottingham, UK	MA in Environmental Studies	1971
58	San José State University, California, USA	Master of Urban Planning	
59	University of WE Bristol & Leeds Metropolitan University, UK	MA in Town and Country Planning	

60	Ohio State University	MSc in City and Regional Planning	1996
61	University of Thessaly at Volos, GR School of Engineering-Department of Planning and Regional Development	Bachelor of Engineering in Planning and Regional Development	2006
62	University of WE Bristol & Leeds Metropolitan University, UK	Postgraduate Diploma in Town and Country Planning	
63	University of Manchester, UK	Master in Town Planning	
64	Victoria University, Manchester, U.K.	Diploma in Town and Country Planning	1959
65	Oxford Polytechnic	MA in Town and Country Planning	
66	University of WE Bristol & Leeds Metropolitan University, UK	Postgraduate Diploma in Town and Country Planning	
67	University of Pennsylvania, Philadelphia, PA, USA	Master of City Planning	1988
68			
69	Cornell University, USA	MA in Town Planning	
70	M.I.T. (Massachusetts Institute of Technology), USA	Master in City Planning	1986
71	University of Newcastle upon Tyne	Master in Town Planning	

## **(.cz) CZECH REPUBLIC – AUUP**

**Sent:** Thursday 11th October 2012 10.05pm

AUUP CR admitted about 20 new members in the last two years.

- 50% studied architecture (there is no special degree in planning in the Czech Republic)
- 40% civil engineering (different fields)
- 10% other universities (traffic engineering, demography, geology, landscaping etc)

## **(.ee) ESTONIA – EPU**

**Sent:** Wednesday 10 October 2012 5.11pm

We have 10 new members since January 2011: 3 architects, 1 urbanist, 2 geographers, 2 landscape management, 1 sociologist, 1 landscape architect.

**Sent:** Wednesday 10 October 2012 6.01pm

Yes, it seems that exactly 50% of the new members come from AESOP schools:

- Estonian University of Life Sciences (but another institute, not the one with the department of geomatics - Institute of Agricultural and Environmental Sciences) – 3 (landscape management and landscape architecture)
- University of Tartu, Department of geography – 2 (human geography and regional planning)

The others:

- Estonian Academy of Arts – 2 architects (Dept. of Architecture and Urban Design although both our new members graduated about 30 years ago, the curriculum was different back then), 1 urbanist (urban studies)
- Tallinn University, Institute of International and Social Studies – 1 sociologist.
- TTK University of Applied Sciences Faculty of Architectural and Environmental Engineering – 1 architect

## **(.es) SPAIN – AETU**

**Sent:** Tuesday 16 October 2012 18.11

Sorry for the delay but the production of this information has turned out to be a bit more complicated of what I had thought. In relation with the information I want to add an additional explanation: The information distinguishes between the titles and the formation post degree. Inside this last one, the most numerous are the technical planners (25%).

Although the formation of planners is given at different Universities (masters etc), the most important and recognized title (technical planner) is given by Public Administration since 70s. In fact this Administration School and title is in the origin of our Spanish Association of Technical planners. In fact according to the rules of our Association, professionals who possess this title are admitted directly and those who do not have it must accredit professional experience and an additional formation.

The aim of this School was in the origin to train Local Administration civil servants because its competence for the formulation, approval and management of Local Plans; and because the multidisciplinary perspective of planning Architects, Economists, Geographers, and from University of law have obtained this post degree title.

<b>FORMATION/TRAINING</b>	<b>TOTAL / ALTAS</b>
<b>DEGREE</b>	
Architecture	27%
Architecture Speciality Projects, Planning and History	12,5%
Architecture Speciality Planning	31,25%
Architecture Speciality Planning and Building	6,25%
Law	14,5%
Geography	8,5%
<b>Total DEGREE</b>	<b>100%</b>
<b>POST GRADUATE DEGREES</b>	
<b>Masters/ University</b>	
Master (MDI) in Construction and Real State companies Management	5,25%
Master of Territorial and Planning Studies	11,50%
Spatial Planning and Environment	6,25%
<b>Local administration School</b>	
Technical Planning	25%
<b>Other Postgraduate /University</b>	
Postgraduate in Industrial Design	5,25%
Postgraduate in planning Law	11,5%
<b>PhD</b>	
PhD in Architecture	11,5%
PhD in Geology Dynamics and Environmental Management	11,25%
PhD Project, construction and management of territory: Environment & Sustainability	6,25%
PhD in Urban Peripheries, Sustainability and Dynamism	6,25%
<b>Total POSTGRADUATE DEGREE</b>	<b>100%</b>

### **(.hr) Croatia – UHU**

**Sent:** Monday 15 October 2012 11.24am

In Croatia most of the member have completed a Master degree in architecture (Faculty of Architecture in Zagreb) – see Excel sheet,

<b>Qualification</b>	<b>Number</b>
Master of Architecture (LICENSED ARCHITECTS)	77
Master of Architecture	50
Master of Civil Engineering	23
Master of Traffic Engineering	2
Master of Geodetic Engineering	0
Master of Law	3
Master of Biology	1
Master of Agriculture	3
Master of Economics	8
Master of Tourism	1
Master of Landscape Architecture	1
<b>TOTAL</b>	<b>169</b>

### **(.hu) HUNGARY – MUT**

**Sent:** Saturday 13 October 2012 12.03pm

Hereby I send you those members of MUT who joined the organization from 2010

<b>2010 január óta felvett tagjaink (New members from 2010)</b>	<b>Number</b>
okl. településmérnök (urban planner)	23
Közgazdász (economist)	13
okl. építészmérnök (architect)	8
okl. tájépítészmérnök (landscape architect )	8
nem adta meg (unknown)	8
geográfus (geograph)	4
okl. kertészmérnök (garden engineer)	3
nincs végzettség (no diplom)	3
építőmérnök (construction engineer)	2
szociálpolitikus (social politics)	2
általános jogász (lawyer)	1
épületgépész mérnök (mechanical engineer)	1
Európa tanulmányok, külgazdaság, marketing-kommunikáció (European studies international economy)	1
fizika-technika szakos tanár (teacher in physics)	1
gazdasági agrármérnök (agrar engieur)	1
ipari tervező – szervező (planner in industry)	1
kereskedelem (trade)	1
környezetgazdálkodási és agrármérnök (environment and agrar engineer)	1
külkereskedelmi üzemgazdász (foreign trade maneger)	1
művészettörténész, rendező-operatőr (art historian)	1
okl. környezetgazdálkodási agrármérnök (environment and agricultural engineer)	1
okl. műszaki menedzser (technical manager)	1
politikatudomány (political sciences)	1
rendszertervezés, színdinamika szakmérnök, urbanisztikai szakmérnök (system planning)	1
szociológus (sociolog)	1
tájépítő és tájrendező mérnök (landscape planner)	1
turizmus és szálloda (tourism)	1
városépítési- és városgazdasági szakmérnök (special engineering in urban development)	1
államigazgatás (administration)	1
<b>ÖSSZESEN (total)</b>	<b>93</b>

**Sent:** Saturday 20 October 2012 4.43pm

To answer your question there is an other University (where I teach) Corvinus University, and in Pécs (Janus Pannonius) where special urban planning education is going on. These are the typical urban planning and design education started not too long ago (in 2003) because at the Technical University of Budapest is for education of Architects.

For a long time that was the place where you could learn urban design. Since 2003 and even today the exact place where you can get a degree are the courses for Urban engineers at our University Corvinus on the Landscape Planning Faculty on a Branch called "Urban engineers" Most of the new members are coming from this course.

In spite of that individual members of MUT can come from other institutions. For them it is not compulsory to have a degree in planning, they can be geographers, economists and others.

**Sent:** Monday 03 December 2012 7.48pm

Hereby I send you the structure of our Master education in Hungary at the Corvinus University Landscape planning faculty "Urban engineer" branch.

#### Semester 1

- Spatial Planning and Design I (surveying and designing residential areas) (6 credits)
- Architecture I (residential suburban architecture) (3 credits)
- Planning Open Spaces (planning residential open space) (3 credits)
- Regional Economics (locational factors, theories of spatial development) (2 credits)
- Statistics I (regional statistics and demography) (2 credits)
- Urban History (Hungarian urban history) (3 credits)
- Settlements and Economic Geography (2 credits)
- Travel and Transportation I (rural, urban and suburban areas) (2 credits)
- History of Art (Hungarian history of art) (2 credits)
- Urban Design and Architecture Studio (surveying, composition) (X credits)

#### Semester 2

- Spatial Planning and Design II (built heritage, regeneration and restoration) (6 credits)
- Architecture II (urban housing, multi-storey buildings, infill housing) (4 credits)
- Design of Public and Open Spaces (4 credits)
- Urban and Regional Development (4 credits)
- Statistics II (applied mathematics, data processing) (2 credits)
- Elements of Urban Design (urban history) (3 credits)
- Applied sociology (2 credits)
- Travel and Transportation II (traffic in urban areas) (2 credits)
- Environmental Protection (4 credits)
- Built Heritage and Conservation (3 credits)
- Urban Design and Architecture Studio (urban form and morphology) (X credits)

#### Semester 3

- Spatial Planning and Design III (master planning urban areas) (6 credits)
- Architecture III (public, leisure and cultural buildings) (4 credits)
- Landscape Planning (landscape, drainage, urban growth) (3 credits)
- Regional Planning (social institutions, service provision, spatial plans) (4 credits)
- Thesis Project I (4 credits)
- Modern Architecture (history of modern architecture) (4 credits)
- Property Development (4 credits)
- Public Infrastructure (2 credits)
- Landscape and Nature Protection (4 credits)
- Regional Planning (surveying) (X credits)

#### Semester 4

- Thesis Project II (16 credits)
- Urban Management (4 credits)
- Planning Law and Administration (3 credits)
- European Regional Development Policy (2 credits)

### **(.it) ITALY – ASSURB**

**Sent:** Tuesday 09 October 2012 8.13am

All members of AssUrb (including new ones) do have to be graduated in "urban and spatial planning" (not in architecture or engineering).

There are several universities offering planning courses (3+2 years) in Italy.

A complete list of the academic year 2010-11 (still valid) can be seen under:

<http://www.urbanisti.it/formazione/corsi-di-laurea/206-cdl11001lofferta-formativa-dellanno-accademico-2010-2011>

The universities graduating more students in planning are: Rome, Milan and Venice.

### **(.it) ITALY – INU**

**Sent:** Wednesday 10 October 2012 21:55

I apologize if I don't have the real-time information.

The date base of the Institute does not have these items, just because the first registration, until a few years ago, it was done by hand. We have only the degree qualification for members in good standing with the annual payment:

- Architects 203
- Planners 73
- Engineers 70
- Lawyers 13
- PhD Students 13
- Others 52

For Planners, the main Universities of origin are Venice (University Institute of Architecture) and Milan (Politecnico, Faculty of Architecture).

More difficult for architects. However the main universities should be, in order, Milan, Rome, Venice and Florence. Where since the 1960s there are urban planning training address.

I will be more specific in two weeks, as soon as I get back the questionnaire.

For Institutions and national organizations members, this is the distribution:

<b>Members</b>	<b>Municipalities</b>	<b>Provinces</b>	<b>Regions</b>	<b>Professional Organizations</b>	<b>Others</b>
	110	35	8	46	21

**Sent:** Thursday 01 October 2012 19:32

Today I got back 81 of the 424 questionnaires sent, 19.1%. On these I built the tables that follow.

<b>Educational qualifications: degree</b>		
Architecture	38	47
Engineering	21	26
Planning	16	21
Legal studies	2	2
Agronomy	2	2
History and conservation	2	2
	81	100

<b>Courses of study</b>		
Architecture	36	44
Urban and Regional Planning	15	18
Building engineering-architecture	12	15
Environmental Engineer	4	5
Civil engineering	3	4
Urban Planning and territorial policies	3	4
Legal studies	2	2
Agronomy	2	2
Others	4	5
	81	100

<b>University</b>		
Istituto Universitario di Architettura di Venezia IUAV	12	15
Università di Roma La Sapienza	11	13
Università di Firenze	9	11
Università di Napoli Federico II	8	10
Politecnico di Milano	8	10
Università di Genova	4	5
Università di Palermo	4	5
Università di Bologna	3	4
Università di Salerno	3	4
Politecnico delle Marche	3	4
Others	16	19
	81	100

<b>Year of Degree</b>							
1963	1	1987	1	1998	3	2009	3
1971	1	1988	1	1999	2	2010	4
1972	1	1989	1	2000	1	2011	7
1976	1	1990	2	2001	3	2012	6
1977	1	1991	1	2002	4	<b>Total</b>	<b>81</b>
1978	1	1992	2	2004	3		
1980	1	1994	1	2005	4		
1982	2	1995	4	2006	1		
1983	2	1996	1	2007	4		
1986	2	1997	2	2008	7		

### **(.lu) LUXEMBOURG – AULa**

**Sent:** Wednesday 03 October 2012 11:40am

We are really few members in AULa but the two or three last years we got 6 new full members, and two went away. Now we are ±12 members.

We have just since a few years in Luxemburg at Uni.lu a "Master of geography and Spatial planning" (academic), but it is so recent that no one from AULa have done this Master. Some (3) members of AULa make interventions in the "formation continue en aménagement du territoire" which is organized from the Uni.lu (university of Luxemburg). So all AULa members have studied in other countries as Luxemburg, half of them in Germany, 4 in France and ±2 in Belgium. Some parcours with changing country. I have not all the documents from everyone. In the mean time I can say approximately

- 1 (or 2?) have diploma (dipl.ing.) architektur und städtebau (FHRPTrier) + Stadt- und regionalplanung (TUBerlin)
- 2 have diploma (dipl.ing.) raum-und umweltplanung (TUKaiserslautern) - new members
- 3 have a Master of geography or equivalent and have studied in France, but I have not all the informations. One of them has a DEA "politique de la DATAR, aménagement régional et urban et organisation de l'espace from University Paris I Pantheonsorbonne
- 3 have a Master of architecture + master or postgraduate formation in urbanism (arch.VHBrussels + urb.UCL Louvain-la-Neuve -new member, arch.ENSABrussels + urb.UCL Louvain-la-Neuve, arch.UPAStrasbourg + urb. IUParis –mopu).
- 1 have diploma (dipl.ing.) Bauingenieur, Schwerpunkt Stadt-regional-und verkehrsplanung (TUKaiserslautern) - new member
- 1 have a european diploma in environment sciences (uni Arlon-Metz-Saarbrucken) + a DESS mopu (maîtrise d'ouvrage et projets urbains) from the ENSAISTrasbourg – new member
- From the 6 new members 3 of them had studied in Kaiserslautern. 1 studied arch. in Brussels + urb. in Louvain-la-Neuve, 1 studied environment in Arlon-Metz-Saarbrucken + urb. in Strasbourg, the last one in suppose geography in France but I wait for informations.

### **(.mt) MALTA – MACP**

**Sent:** Thursday 27 September 2012 9.33am

Thanks for your email. The Chamber has not recruited any new members over the last years. Most of its members have undergone university training in planning at Bachelor level as well as Masters level. This was carried out at the University of Malta, although some members had also studied abroad mainly in the UK. Unfortunately, these courses have been discontinued. However, a new planning course is in the pipeline. I am copying this email to Dr. Paul Gauci who has been pioneering the previous planning courses as well as the new course to be introduced. He may give you more details on the subjects being studied.

### **(.nl) NETHERLANDS – BSNP**

**Sent:** Tuesday 03 October 2012 3.10pm

The quick answer is:

1. University of Technology Delft, Faculty Bouwkunde, dept Urbanism, (Stedenbouwkunde)
2. University of Technology Eindhoven, Faculty Bouwkunde, dept Urbanism
3. Academie van bouwkunst, Amsterdam: Stedenbouw
4. Radboud University, Nijmegen, Fac Managementwetenschappen, Planologie
5. Universiteit van Amsterdam, Planologie
6. Universiteit Groningen, planologie

### **(.no) NORWAY – FKP**

**Sent:** Friday 28 September 2012 15:58

The educational level of FKP-planners in Norway

FKP has 650 members today. About 30 members leave every year, for various reasons: retirement, change of workplace and change of the tasks to others activities. The number of new members is also about 30 members. Thus membership has been stable in recent years.

In Norway we have 9 institutions with university status who educate planners in very variable degree. They are: UMB in Ås, NTNU in Trondheim, University of Tromsø, University of Bergen, University of Oslo, University of Stavanger, HIV in Volda, HiB in Drammen and HSF in Sogndal.

There is also a program that leads to a master degree as specialization, organized by the national municipality association with contribution of several ministries. The name is SAMPLAN and there are many FKP-members that have taken this program.

We believe, because we do not have a detailed database, that most of our members that are educated in the university (UMB) of Ås are zone planners and landscape architects. Those who come from other universities are architects, engineers, geographers and social scientists, etc. All the planners have a university degree, some of them have one -or two master degree and a few numbers have a doctor degree. We think of building up a more detailed database on our members.

### **(.pl) POLAND – KRIU**

In my opinion the new member they are the most former students of architecture. Now is more and more popular specialization: spatial economy (gospodarka przestrzenna) and in the university: economic (spatial) geography (geografia ekonomiczna).

### **(.rs) SERBIA – STPA / UUS**

**Sent:** Friday 26 September 2012

Most of the new full members studied at the following institutions:

1. Belgrade University, School of Architecture (Department for Town Planning)- majority of town planners in Serbia,
2. Novi Sad University, Technical Faculty, Department for Architecture,
3. Nis University, Technical Faculty, Department for Architecture.

Among courses on architectural design, at the MA studies they pass history and theory of urbanism, housing, public spaces, urban renewal, urban design, sustainable development, environmental protection, urban and spatial planning methods, urban economy, urban sociology.

### **(.si) SLOVENIA – DUPPS**

**Sent:** Wednesday 10 October 2012 16:52

Due to the recession and organization of the Chamber of Architects and Spatial Planners there are practically almost no new members. If we take the present members' educational background it is the University of Ljubljana, School of Architecture, School of Landscape Architecture and School of Civil Engineering.- Graduate Study of Spatial Planning!

## **(.tr) TURKEY – TMMOB/SPO**

**Sent:** Friday 28 September 2012 8.37am

The members of the TMMOB/SPO have to have "city planning" or "city and regional planning" diplomas on undergraduate level. the list of the universities where have undergraduate education is given below. The departments of the "city planning" or "city and regional planning" education are always on the faculties of Architecture in Turkey.

It is possible for different disciplines to take courses of post gradation education, but such people who has a different undergraduate education and has a postgraduate degree on "city planning" or "city and regional planning" can not be a member of our member because of a high court decision taken in 1998. Because of this decision they don't have right to prepare plans as a professionals. I give an example to explain this situation; a person who have undergraduate diploma on architects or public science can have a postgraduate degree on "city planning" or "city and regional planning" they have to be a member of their undergraduate diploma chambers and they don't have legally to be a member of our Chambers and don't have a right to make and sign the plans. P.S. The universities are giving nearly 450-500 undergraduate diploma to their students.

<b>Name of Universities with Departments of City (and Regional) Planning</b>	<b>Type of Education</b>
Middle East Technical University	Undergraduate and post graduate education
Gazi University	Undergraduate and post graduate education
Istanbul Technique University	Undergraduate and post graduate education
Yildiz Technique University	Undergraduate and post graduate education
Mimar Sinan Fine Arts University	Undergraduate and post graduate education
Dokuz Eylül University	Undergraduate and post graduate education
Izmir High Technology Institute	Undergraduate and post graduate education
Erciyes University	Undergraduate education
Bozok University	Undergraduate education
Selçuk University	Undergraduate and post graduate education
Black Sea Technical University	Undergraduate and post graduate education
Süleyman Demirel University	Undergraduate education
Mersin University	Undergraduate and post graduate education
Gebze High technology Institute	Postgraduate study only
Yüzüncüyil University	On preparation for undergraduate education
Pamukkale University	On preparation for undergraduate education
Abant İzzet Baysal University	On preparation for undergraduate education
Çanakkale 18 March University	On preparation for undergraduate education
Amasya University	On preparation for undergraduate education
Atatürk University	On preparation for undergraduate education
Mersin University	On preparation for undergraduate education

**Sent:** Friday 28 September 2012 6.19pm

I find out the course program of Middle East Technical University to give you an idea of undergraduate and post graduate courses that we have to take for your information. In Turkey we have two semesters in a year. Every semester took almost 4,5 month.

METU is the first university which has City and Regional Planning (CRP) department in turkey, the department established in 1956 with the post graduation education and in 1961 undergraduate education begun. Other universities have more or less the same courses which are copied from METU and the departments of others mainly supported by METU's instructors. You can reach more information about CRP dept. by using the link: <http://www.crp.metu.edu.tr/courses>.



## **Appendix 2 – Directory of Exemplar Courses**

## **Appendix 3 – Exemplar Course Assessment Spreadsheet**



Appendix 3 -  
Exemplar Assessment

[Open the spreadsheet](#)

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## **Appendix 4 – Draft ECTP-CEU Directory for Countries with ECTP-CEU Full Member Organisations**



## Appendix 5 – COM Survey Initiative

### COM Survey Initiative

Decentralised nature of the ECTP-CEU poses a difficulty. While onus on providing information must be on individual organisations, ECTP should provide overall direction / framework for this information.

#### **COM: Know your Country, Know your Organisation, Know your Members**

Three main areas of interest for any such framework:

- situation with regard to national regulation of the planning profession as well as planning education in that **country**
- the size and makeup of an **organisation** based in turn on
- the professional and education makeup of its full **members**

#### **Know Your Country**

Country factsheets an important first step but bulk of research needs to be carried on by organisations themselves once they understand the concept. Information included here would include:

- Basic national information (may extend this to main planning act etc.)
- Professional operating requirements (qualifications required / chamber membership)
- Institutions providing planning education (and affiliation e.g. AESOP, APERAU etc)

#### **Know Your Organisation**

Every organisation should have basic information on its size and makeup that it can make available to the ECTP-CEU. Information would include:

- Total number of members
- Number of different types of members
- Entry requirements in terms of education, experience for each type of membership

#### **Know your Members**

Every organisation should be able to provide aggregated information on the professional and educational background of its members. May have its own database but not intended that this information be provided to ECTP-CEU (data protection issues). This information would enable the creation of a standardised ECTP-CEU database. Information to be collected by each organisation would include:

- Member name and number (not provided to ECTP)
- Membership type
- Entry date
- Educational background
  - General subject (degree title)
  - Graduation date
  - Institution
- Professional background
- Specifically working in planning / other
  - Public sector (municipality / government)
  - Private sector (private practice / office)
  - Research sector (universities)
- Experience background
  - Years of post qualification experience

Ways of doing this:

1. from existing records (including directory)
2. from online survey using something like survey monkey (centrally provided but translated / administered by individual organisations)

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## Appendix 6– Sources of Information

The following pages list some of the principles sources of information used during the preparation of this report. It should be noted that as this report builds on the findings of the Stage 1 Report, Appendix 11 to that document lists information sources which also feed into the Stage 2 research process.

### Published Documents

AESOP (2006) – Implications of the Bologna Process for Planning Education in Europe  
AESOP (2007) - AESOP Yearbook 2007 and 2008  
AESOP (2008) - Towards a European Recognition of the Planning Profession  
EC (2009) - ECTS User's Guide  
EC (2011) Evaluation of the Professional Qualifications Directive (Directive 2005/36/EC)  
EC (2011) Green Paper on Modernising the Professional Qualifications Directive  
ECTP-CEU (2007) - European Spatial Planner Quality Charter  
ECTP-CEU (2007) - Terms of Reference for Study on Planning and EU Directive

### Web Links

The following pages contain a list of websites which were accessed as part of the data collection process for the purposes of this study report. This list is not exhaustive however and it should be noted that the Appendix 4 to this Report, also contains a large number of web addresses which are of relevance to this report.

It should also be noted that while all addresses were accurate at the time of writing of this report (December 2012) web addresses are liable to change and so may not function at later dates.

Due to the nature of this element of the study process, the web addresses listed on the following pages mostly correspond to the websites of the various exemplar courses named in this Draft Report.

### GENERAL LINKS

[http://www.aesop-planning.eu/en\\_GB/members-directory](http://www.aesop-planning.eu/en_GB/members-directory)  
[http://ec.europa.eu/education/higher-education/bologna\\_en.htm](http://ec.europa.eu/education/higher-education/bologna_en.htm)

### COUNTRY SPECIFIC LINKS

#### Belgium

<http://www.isuru.be/cours.html>  
<http://www.asro.kuleuven.be/onderwijs/masteraftermaster/?lang=en>

#### Croatia

<http://www.arhitekt.unizg.hr/default.aspx>

#### Czech Republic

<http://www.fa.cvut.cz/En>

#### Estonia

[http://www.artun.ee/index.php?main\\_id=351&lang=eng](http://www.artun.ee/index.php?main_id=351&lang=eng)

#### France

<http://www.paris-sorbonne.fr/nos-formations/la-formation-initiale/choisir-par-discipline/sciences-humaines/geographie-et-amenagement/presentation-3109/>  
<http://www.aperau.org/organismes.html>

#### Germany

<http://www.raumplanung.tu-dortmund.de/rp/studium.html>

#### Greece

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<http://www.prd.uth.gr/en/>

**Hungary**

[http://tajtervezes.uni-corvinus.hu/?tktf\\_english](http://tajtervezes.uni-corvinus.hu/?tktf_english)

<http://telepulesepiteszet.uni-corvinus.hu/>

**Ireland**

<http://www.ucd.ie/gpep/postgraduateprogrammes/>

**Italy**

<http://www.iuav.it/homepage/>

<http://www.iuav.it/Facolta/facolt--di/NEWS-ED-EV/avvisi-ban/2011-2012-/index.htm>

**Luxemburg**

[http://www.en.uni.lu/studies/flshase/master\\_in\\_geography\\_and\\_spatial\\_planning\\_academique](http://www.en.uni.lu/studies/flshase/master_in_geography_and_spatial_planning_academique)

**Malta**

<http://www.um.edu.mt/ben/spatialplan/home>

**Netherlands**

<http://www.ru.nl/gpe/study-programmes/overview-brochures/@800988/gpm-master-0/>

**Norway**

<http://www.umb.no/studietilbud/element/studprog/?sp=m-byreg>

**Poland**

[http://www.arch.pw.edu.pl/index.php?option=com\\_content&view=category&layout=blog&id=794&Itemid=867](http://www.arch.pw.edu.pl/index.php?option=com_content&view=category&layout=blog&id=794&Itemid=867)

[http://www.arch.pw.edu.pl/index.php?option=com\\_content&view=category&layout=blog&id=706&Itemid=744](http://www.arch.pw.edu.pl/index.php?option=com_content&view=category&layout=blog&id=706&Itemid=744)

**Portugal**

[http://www.urbanismo-portugal.net/index.php?option=com\\_content&view=section&id=34&Itemid=52](http://www.urbanismo-portugal.net/index.php?option=com_content&view=section&id=34&Itemid=52)

<http://www.ua.pt/dcspt/PageCourse.aspx?id=103&p=4&a=9>

**Romania**

<http://www.uauim.ro/departamente/ut/>

<http://www.uauim.ro/facultati/urbanism/atdr/>

<http://www.uauim.ro/facultati/urbanism/urbanism/>

**Serbia**

<http://www.arh.bg.ac.rs/code/navigate.asp?ld=2304>

**Slovenia**

<http://www3.fgg.uni-lj.si/en/study-programs/2nd-cycle-studies/>

**Spain**

<http://www.aq.upm.es/Departamentos/Urbanismo/master/master.html>

<http://www.inap.es/web/guest/curso-superior-de-estudios-territoriales-y-urbanisticos>

**Turkey**

<http://crp.metu.edu.tr/programs>

[https://catalog.metu.edu.tr/program.php?fac\\_prog=121](https://catalog.metu.edu.tr/program.php?fac_prog=121)

<http://www.spo.org.tr/tupob/detay.php?kod=1148&tipi=73>

**United Kingdom**

<http://www.rtpi.org.uk/education-and-careers/information-for-universities/accredited-qualifications>

<http://www.ncl.ac.uk/postgraduate/modules/5109.htm>

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