Materials for the Head of Schools meeting

Lille, March 27, 2009

Contents

Programme

AESOP Heads of Schools meeting,

Lille – France

hosted by Institut d'aménagement et d'Urbanisme de Lille,

Université de Lille I

Programme Saturday, March 28th, 2009

9:00-12:30 Planning between souverenity, interdisciplinarity and loss of identity

In this plenary session, keynote speakers will open the floor for the debate on timely issues regarding the position of planning versus other disciplines.

- 9:00-9:15 Welcome by Wim Salet (AESOP President, U. Amsterdam, Netherlands) and Didier Paris (Host of the meeting, President of APERAU internationale, IAUL, Fance)
- 9:15-9:45 Planning curricula and their recognition after Bologna : where do we stand? (Peter Ache, AESOP Vice-President, TU. Helsinki, Finland)
- 9:45-10:15 AESOP Quality policy (Wim Salet, AESOP President, U. Amsterdam)
- 10:15-10:45 Coffee break
- 10:45-11:45 Interdiciplinarity and planning : presentations

1. 10:45-11:05 Interdisciplinarity and Planning after the Bologna reform (Simin Davoudi, U. Newcastle upon Tyne, UK)
2. 11:05-11:25 Interdisciplinarity and planning in Eastern European countries discussion by Izabela Mironowicz (U. Wroclaw, Poland)
3. 11:25-11:45 Interdisciplinarity and planning in France, Didier Paris (President of APERAU internationale, IAUL, Fance)

- 11:45-12:15 Interdisciplinarity and planning : debate
- 12:15-12:30 Presentation and organisation of the afternoon workshops (short announcement by each chair, organisation info)

14:00-17:00 AESOP Quality agenda in progress

In the working groups, participants will contribute to the progress on AESOP quality policy by the discussion and improvement of supports provicded by the groupe chairs (a « kit » will be sent out by mail to the participants a week ahead of the meeting).

- 14:00-15:30 Workshops

Working groups will be provided in advance with materials.

1. Guidelines for the establishment of AESOP experts pool (Gerhard Shimak, TU Vienna, Austria)
2. Formalizing AESOP admission criteria (Roelof Verhage, U. Lyon 2, France)
3. Dealing with Dublin criteria (Anna Geppert, AESOP Secretary General, U. Reims, France)

- 15:30-16:00 Coffee break

- 16:00-16:30 AESOP QAS agenda (Maros Finka, TU Bratislava, Slovakia)

- 16:30:17:00 Summary of the workshops

- **17:00 Farewell**

Minutes HoS meeting, Lodz, March 29th 2008

By Roelof Verhage

Roelof Verhage, 13-03-09

Quality assessment and accreditation issues

Minutes from the afternoon session - DRAFT -

Contents :

PART I – PLENARY SESSIONS

1. Following the Bologna process: accreditation and quality assessment issues today.

Peter Ache

The objective of this HoS meeting is to further develop our reflections in the field of quality assessment and accreditation. This activity has to be placed in the context of the Bologna process. The influence of this process on the planning discipline have been studied by AESOP (Bologna survey 2006 by Simin Davoudi, update 2008 by Peter Ache). Some results of these studies

Challenging problems:

- Safeguarding the interdisciplinary character of planning. The planning curricula are reduced in time, this threatens interdisciplinary approaches.
- Language problems occur in countries that switch to teaching in English: how to keep contact with the professionals?

Important advantages:

- Broader international scope
- Better selection of Msc students

Important disadvantages

- None for many countries!
- Employability for BSc students is estimated to be rather low by many countries.

In terms of degree qualification methods, there seems to be a switch from time based approaches focussing on the input side towards learning outcomes based approaches. This is a positive development.

Distinction between B and M level (if given, only two countries): B is more practically oriented, M goes in research direction, more critical approach.

Almost all schools see a role for AESOP in processes of quality assessment and accreditation (on a national level): assuring alignment on international curriculum

The accreditation takes part in a national context in which for each study field, minimum requirements are formulated for new degrees. These criteria require a clear definition of the difference between the proposed study field and similar study fields.

Universities apply for accreditation for their courses in a particular study field. Two overall criteria:

- Capacity of the university to deliver the course (structure)
- Quality of the proposed study (content)

The proposals of the university are evaluated by the accreditation committee of the national government.

In order to take this further, AESOP could take an experimental approach: Working with a small group of schools and identify successful planning curricula, which can be used to define standards of quality.

2. Quality assessment of planning curricula – experience with external quality assessment, Maros Finka (STUBA, Bratislava)

No minutes available

3. AESOP 1995 statement on quality of planning education: Should the core be revised?

Roelof Verhage (AESOP Junior Vice president)

The quality of planning education in Europe is a central concern of AESOP. In order to assure this quality, AESOP has developed numerous activities:

- 1990: towards a European core curriculum in planning education
- 1995: AESOP Statement on planning education
- 2004: Book "Improving planning education in Europe"
- 2007: Bologna survey (+ update)

The 1995 AESOP statement of planning education still offers an adequate description of the "core curriculum" of planning schools. Moreover, the concerns of the beginning of the 1990s are still topical

1. Increasing internationalisation of planning practice
2. Fear of standardisation of planning curricula if EU would work towards accreditation
3. Getting full national recognition of the planning profession in some countries

The 1995 statement therefore offers a good basis towards a more systematic approach to quality assessment by AESOP.

A closer look at the 1995 statement allows the identification of a key issue to be dealt with when engaging in "European wide" quality assessment: this activity has to deal with the tension (identified in the 1995 statement) between:

- « *European countries to a large extent face the same kind of planning problems »*
- « *European countries are becoming more and more aware that exactly their differences … are perhaps the most important assets of this continent* »

Consequence: Core curriculum requirements should not be too detailed in order to allow for differences between planning schools.

The central elements of the core curriculum of spatial planning education are the following:

- Theoretical and practical knowledge on the desireability of, legitimacy of and conditions for purposeful planning intervention;
- Theoretical and practical knowledge on the preparation and advancement of such interventions and on judging the effects thus generated;
- Technological knowledge and skills to actually engage in planning activities in real life situations

The translation of these central elements into core requirements is structured in three categories. The core curriculum develops the **knowledge** that the students should acquire, **competencies** that they should develop, and a **professional attitude** that they should develop. It also states that students should have the possibility to specialise in particular fields of planning. Besides these "learning outcomes", the core curriculum contains **practical requirements** concerning the duration of the programme and the link with planning practice.

This core curriculum is still up to date, and could serve as a basis for further steps in the process of quality assurance by AESOP. In order to proceed in this direction, the following steps could be taken:

Adaptation of the **contents** of the core requirements

- « operationnalise » the core requirements: towards a checklist
- Distinction Bachelor and Masters level: other requirements or same requirements but different degree of understanding?
- Create sensitivity to national situations: propose different models, use « best practice »
- …

Develop the **practical modalities**

- Offer assistance in (national) procedures of quality assurance
- Develop a procedure for quality assessment by AESOP
- Create and offer expertise in evaluation of planning curricula
- …

4. Accreditation and quality assessment in the UK, Sue Percy (RTPI)

RTPI has an international dimension: oversees members and also accreditation of foreign planning curricula.

The move from land use planning towards spatial planning was incited by RTPI at the beginning of 2000.

An RTPI education committee, created in 2003, has developed quite an extensive view of what planning education is (going beyond initial education). This provides material for AESOP's reflexions on quality assessment of planning education at a European level. AESOP is primarily concerned with the initial education.

Some key principles underpinning the quality assessment of planning education as developed by RTPI are:

- Learning outcomes;
- Quality, not quantity
- Application of theory to practice and vv.
- Start of a cycle of life long learning

The stages of accreditation:

- Provisional accreditation (sort of "health check" of the institute. Also, marketing element, convince staff/university of the use of this degree. One day event).
- Full accreditation (accreditation board dies complete check of the school. School submits documents and two day visit of the school).
- Partnership boards (for established planning schools. Yearly meeting, two way relation).

Some central difficulties of this kind of activity:

- How to combine scrutiny and development?
- How to allow for innovation and yet state the criteria against which planning schools can be assessed.

On the basis of its experience, RTPI notes that accreditation is very labour intensive, as well for the accreditating body as for the school under scrutiny. AESOP has to be aware of this when thinking about engaging in this direction.

5. Some comments, Gerhard Schimak (TU Wien)

Common issue of all the presentations is quality, our central question is: what can AESOP do?

How to address the issue of quality: quality assessment, assurance, management? Quality assurance is much appreciated because it seems to indicate that there is quality, you only need to make sure that it persists. So I suggest we use this word.

We have heard a lot about quality in education, the question of research remains unanswered: how to assure the quality of research? However, this is maybe not our issue here.

Quality assessment of course concerns the contents, but it also concerns processes. There is a lot to be won in improving the quality of decision making procedures in schools (for example: how are new professors appointed?)

A particular problem for planning is: it is an interdisciplinary activity. It is not the same as for example chemistry. People teaching planning have varied backgrounds. In this field it is very difficult to set up standards which apply to the whole of the planning field. Identifying the “core” is very difficult.

This difficulty is reinforced by the dynamics of the discipline. The core of planning evolves, so flexibility is required in the formulation of the core of planning. Changes can be very radical. Issues become important or disappear (example of ecology). This also concerns the competencies, not only the knowledge.

So back to the question: what is the role of AESOP? We need to answer to a real question by the schools. What is this question? Many schools in many countries are confronted to national accreditation procedures. In order to validate their reflections, they need expertise. This could be provided by AESOP: a neutral platform for expertise (to get rid of “expert connections”). So a list of experts could be a simple thing to start with. But: we have to work out what we have to ask from these people (e.g. managerial experience, no links to the university under scrutiny)

What AESOP could do further is advising schools who develop new planning curricula (for example, AESOP could have a list of existing curricula that could be used by those schools).

And the work on the core curriculum is important. If this exists, national accreditation procedures could not ignore it, so it would be a good way for AESOP to feed into national accreditation procedures.

PART II – WORKSHOPS

1. Contents of core curriculum

(Chair: Maros Finka, minutes: Roelof Verhage)

We discuss this through by five questions:

1. Is it realistic for AESOP to prepare this type of quality assessment?
2. If the answer is yes: where are necessities for further development
3. Where should we start? Can we take the 1995 document?
4. Which shape should the AESOP core curriculum take?
5. How can we organise this?

1. The question whether there is a political will to develop assessment is important. It makes no sense to do anything when there is no need for it or when we cannot deliver. And AESOP can deliver a description of the core curriculum, it has proven it in the 1995 statement. A central question that needs to be answered though, in order to take the core curriculum further, is the required level of abstraction. A high level of abstraction is probably necessary in order to be operational in different contexts. But: how to determine the level of precision that is required in the core requirements?

From the point of view of Italy, turning the core curriculum into quality criteria for planning schools is not only realistic, but it is necessary. The core curriculum needs to be addressed in parallel to the issue of accreditation. For Italian schools to get accreditation, the experience of fellow schools is important. Many schools have longer traditions than the Italian schools. Now they have to reform their planning curriculum in line with the Bologna process, they need to know what other schools do.

Part of the answer here needs to be a reflection upon what we want to achieve with the core curriculum. The answer probably is multiple. The core requirements can serve:

- To define the planning profession in contexts where it has to get legitimacy.
- To do quality management (assessments, but also helping to create quality).
- To allow mobility of planning professionals.
- To assure quality of planning education in a context of increased mobility of students, between countries and between studies.

2. The situation has changed a lot since 1995, so core curriculum needs to be revised. A very important change is the change to bachelor and master. We have to reflect upon how to introduce this into the core curriculum.

The core curriculum is very good, but there are three main developments since 1995 which make its revision necessary:

- Bologna process,
- Changes in the profile of professionals: globalisation, European integration,
- More attention for quality assessment in higher education.

The question is: how to revise the 1995 core curriculum and make it applicable to bachelors and masters. Especially the bachelors are posing problems. Public administration does not always accept bachelors as students who finished their studies. The question whether the difference between bachelor and master is only a matter of "going deeper into the material" or whether there is a structural difference between bachelor and masters is very important. The answer is probably that the difference goes further than only going deeper into the material, because bachelors students come from another background then masters students.

The RTPI answer to the question is a focus on learning outcomes. These are the same for bachelors and masters. Also: professional accreditation (becoming a chartered member of RTI) is only possible after a masters' degree.

Other differences which could exist between bachelors and masters: there is a difference in the degree of independency. That is a learning outcome, and we could define a level for that in a certain way.

In this respect, a core curriculum requirement could also concern input requirements: what do students need to know to start a masters degree. This can be based on the diploma supplement of the bachelor they fulfilled, compared to the core requirements.

Another reflection upon the bachelors masters question: what do we think about the duration of a planning degree? Three years could be too short to deliver professionals. In relation to this, if ever we want to have core requirements, than we should make sure that these are minimum requirements.

3. The 1995 statement seems to be a good starting point to take the issue of quality assurance further. But it is important to find the right level of precision in the definition of the criteria. A "concretisation" of the general criteria of the core curriculum is required.

4. Some elements to take into account concerning the shape of the AESOP core curriculum:

1. We have to be aware that the profile of the bachelor is formulation towards professional employment and towards further study.
2. We have to build into the professional environment knowledge about the limits of the professional standards, and of the ways certain conditions can be acquired by professional experience.
3. The core curriculum should combine minimum standards and the possibility of developing high quality. AESOP should show what the optimum could be and help the schools in attaining this. But the two need to be addressed in a separate (but combined) way. This is important because of the different functions of the AESOP curriculum requirements: assessing quality (labelling) and stimulating excellence, helping planning schools to develop, etc. Both activities require different procedures.
4. The definition of what we do is necessary, because it is the basis for what we want to teach. We might need to distinguish between spatial planning and spatially relevant plannings.
5. We have to decide whether we want to formulate the core requirements in terms of inputs (evaluation the contents of the curriculum) or formulate it in terms of outcomes (evaluation of learning outcomes). That means that the ultimate test for the curriculum is the works of the students.

5. An AESOP working group should take this issue further. This can be presented as a follow up of the bologna working group. This working group should at the same time work at the "quality management system" that AESOP is providing. The core requirements are one of the elements of the AESOP quality management system. In fact, the reflection upon the AESOP quality management system is the central thing to do. And that reflection should start with a reflection upon what exactly we want to achieve by this system. At the same time, we have to be aware that a lot of things exist in quality assurance. We should only develop things where AESOP has a real value added (to existing accreditation systems).

2. Defining the possible role and means of AESOP implication in quality assessment procedures of planning curricula

(Chair: Gerhard Schimak, Anna Geppert)

- **The diagnosis : an active implication of AESOP in quality assessment and advise on planning curricula is needed and appears as a new task to undertake:**

A consensus appeared among the participants to the workshop as to the fact that we have reached a moment where an active implication of AESOP in quality assessment procedures of planning curricula is needed.

Participants provided various examples where the lack of a « warrant » of European level resulted in difficulties in :

4. national accreditation procedures, due to the fact that national authorities often lack criteria, or even a wider idea, about what is necessary to build a good planning education (interdisciplinarity, balance between theory and practice, etc.)
5. promotion of planning curricula (versus architecture or other fields strongly organized and well known, towards students, etc.)
6. creation of good planning curricula (lack of expertise)

The exchange leads to the conclusion that this is definitely a new task for AESOP, and of outmost importance to support the member schools.

- **The prospects: series services that AESOP could or should be able to provide:**

As second step, participants to the workshop reflected on the nature of services that AESOP could provide for the benefit of its members – in a nearer or further future. The strength and legitimacy of AESOP as unique representative body for planning schools, bringing together a wide membership, could be used in different ways for expertise, advice and promotion of quality.

A brain-storming resulted in a list of possible actions. This list is not limitative, nor definitive, it provides elements which could be built upon:

a. A pool of experts: identify a number of confirmed experts which could be asked to provide external (international) view upon request. For this, AESOP would have to:

- Define a framework (What qualities should experts have ? What are the ethical requirements (not related to the school in present or past, etc.)
- Define their possible roles : international experts for accreditation / quality assessment procedures, advice for establishing new Planning curricula or improving existing ones (new topics, new levels...)
- Establish and run an « experts database ».

b. A pool of excellent programs: identify a series of interesting programs, good practices, examples which might be used by the schools as inspiration or demonstration. For this, AESOP has some resourcesto start with :

- Excellence in teaching prize,
- Track on Planning Education in the main Congress (and its participants)

c. AESOP criteria of excellence: AESOP has a core curriculum (workshop 1 is discussing it), which says what values and criteria we stand for in Planning education. These criteria could be promoted and stranghtened by :

1. Addressing national authorities from supra-national point of vue (providing the criteria, not the accreditation or assessment itself)
2. Addressing and discussing with professional bodies (ECTP, Isocarp...) and sister-organisations (RTPI, ACSP...)

d. AESOP label: building upon the Core curriculum, an AESOP « label » could be considered.

3. Today, full membership is de facto a label (there is an assessment). However, as there is no regular assessment, it remains a very fragile one.
4. A stronger « label » could be given :
    1. upon request (voluntary, not systematic, the school bearing the cost of the expertise)
    2. it should be delivered to planning programs (not universities overall) and for a certain period of time
5. Conditions : as for experts pool, AESOP would have to look very carefully into the organisation of such a label.

3. Conclusion: next steps

The new task is of use for schools and ambitious. However, it also arises the question : how to get this done? We need a working group with meetings, but also more support (secretariat, surveys, etc)... a serious work goes beyond the limits of networking and requires means beyond AESOP's existing capacity in terms of funding or human ressource. Possibilities :

- Funding: Possibilities:
    1. Funding by the European commission (such as Erasmus mundus action 4, Innovative programs, Espon on planning capacities, etc)
    2. Other ?

- Human ressource :
    1. The support of an ExCo officer fully responsible for this task seems necessary to make sure that things move forward.

3. Exploring cooperation possibilities with schools in Central Europe in planning education and research

(Chair Izabela Mironowicz, minutes Giancarlo Cotella)

Introduction

The third workshop organized during the HoS Lodz meeting 2008 focused on somehow different issues if compared to the other two, mainly concerned with AESOP core curriculum's role in quality assessment and accreditation.

Titled *Exploring cooperation possibilities with schools in Central Europe in planning education and research*, the third workshop aimed to constitute a first collective attempt to discuss the role of Central and Eastern European planning schools inside the broader AESOP framework, and focused on the definition of future possibilities for cooperation and networking and on the analysis of the benefits of such activities for both AESOP as a whole and its different member schools.

The meeting has been attended by a good number of experts from both the Central-Eastern and the Western side of the continent, ensuring the confrontation of a high variety of perspectives and interpretations within a proactive environment based on sharing and mutual understanding. The aim of the present report is to bring together the main elements of the discussion and its most important outcomes.

Not "How" but "Why"

Whereas the main issue raised by the workshop's title concerned the exploration of *cooperation possibilities*, as soon as the discussion took off it appeared clear that to start from the definition of cooperation means would not have led to many concrete results. A preliminary brainstorming of proposals, ranging from the formalization of national sections of AESOP, through the organization of informal yearly national meeting (following the examples offered by UK and the Netherlands) up to the establishment of a specific thematic group dealing Central and Eastern Europe showed how, before any speculation on future means for cooperation, there existed the evident need to understand the main issues that such a cooperation should have dealt with.

Therefore the efforts of the participants rapidly left the issue of "how to organize networking&collaboration", and converged on answering the question "why to cooperate?". The discussion moved on the exploration of existing *challenges* and *barriers* as well as main common elements characterizing planning activity in the present Central and Eastern European reality, in order to consider them as the driving elements for future cooperation

In general, the audience widely recognized how CEE's planning schools face specific problems, mainly due to the peculiar situation of the planning discipline in such a context. Two main elements have been pointed out as common issues needing further exploration:

- The scarce importance attributed to planning activity by the different government bodies, together with its weak institutional alignment.
- The persisting strong division of the planning activity in two branches, namely identifiable with on the one hand with the practice of physical and urban design and on the other one with the realm of regional economic planning.

CEE Contextual Embeddedness of the Planning Discipline

Due to its scarce legitimacy *vis a vis* the governmental sector and its plural character, planning is hardly recognized as an stand-alone discipline in Central and Eastern Europe. Such a situation is well reflected by a highly sectoral education system that alarmingly translate the multidisciplinarity of

planning in the fragmentation of planning education through many different institutes specialised in technical science, geography, economy and social science, hence allowing for a further weakening of its legitimization.

Nevertheless the widely shared need of recognition of the planning discipline by the public authority as a stand-alone, although multi-disciplinary, practical activity and teaching subject, such a situation is perceived as hardly solvable in the short term. A pessimistic view emerged from many different interventions describing the many attempt that have been put into practice, both in planning education and practice, in order to promote planning, without the achievement of many concrete results for such efforts.

The main causes behind the described situation have been identified as follows:

- The scarce maturity of the discipline of spatial planning, intended in present terms, in Central and Eastern Europe;
- The widespread negative identification of the planning activity with central control consolidated in the previous historical period;

In was stressed several times how, in the Central and Eastern European context, planning activity is, in people's mind, still very much embedded with its socialist representation, and therefore seen mainly as a constrain for the market freedom that both governments and economical stakeholders are willing to preserve.

How to Go on? Hints for Future Collaboration

Once individuated the critical elements of the present situation, it seemed interesting to build on them in order to further define what could be the main themes that should characterize future cooperation between planning schools of Central and Eastern Europe. Few nteresting common ideas have emerged from the discussion:

- The will to cooperate to further explore and better define the current situation of the planning discipline in the Central and Eastern European context;
- The need to identify the main challenges for the future legitimization of planning activity and planning education;
- The need to organize networking&collaboration activities focused on the promotion of planning vis a vis the political sector and the different society stakeholders.

The Crucial Role of Planning Education

Furthermore, in the believe that planning will grow in importance as an activity, as further rationalization of the distribution of human activities in the space will be growingly required by both the government and the market sectors, the excellent education of the future generation of planners has been pointed out as the primary goal of possible future cooperation efforts.

While cooperation in scientific research do not suffer particular handicaps, also due to the many networking platform offered in the past years by the EU and other international organization, planning education is still a field where cooperation activity needs to develop new and more efficient means.

In this sense, whereas cooperation between CEECs is likely going to be very important, mainly due to the common heritage that such countries have to deal with, even more important will be to establish permanent links with Western European planning schools in order to take advantage from established experience. In this concern, Aesop is considered to provide a perfect multi-cultural environment that may help to establish specific cooperation activities:

- Bi- or Multi-lateral agreement on the mobility exchanges of teaching staff and students;
- Organization of abroad workshops and projects in order to analyse peculiar case studies from different contexts and get in touch with different research approaches;
- Exchange of pedagogical and organizational “good practices”.

Final Remarks

The establishment of specific cooperation activities between the different AESOP members on specific CEE focused issues, both for what concerns planning education and practice, is considered an important incentive that will enhance the attractiveness of Aesop environment for Central and Eastern European planning schools, and may contribute to increase the number of AESOP members from this side of the continent as well as to further widen and depth cooperation activity in the name of European integration.

As planning education is highly contextually embedded activity, in order to achieve such an important result AESOP should carefully consider the possibility to elaborate a flexible Quality Assurance system, for the lack of flexibility of such a tool may translate into the lack of recognition of the peculiar challenges faced by the planning discipline in CEE.

Workshop materials

Workshop 1 : Admission criteria

Roelof Verhage

13-03-09

AESOP HoS Lille

March 28th, 2009-03-05

Towards AESOP admission criteria for new member schools

--- Working document ---

« *AESOP and especially its individual members will try to ensure that planning education in European member states follows the core curriculum* »

« *AESOP will develop and maintain a directory of planning schools that adhere to the curriculum* »

« *AESOP will look for any opportunity to advance the requirements of the core curriculum to become the European Standard* »

(1995 AESOP Statement on planning education)

In order to take further steps in the direction announced in the 1995 AESOP statement on planning education, AESOP has started a process towards a clearer definition of the required qualities of planning schools[1]. This has been discussed at the AESOP Heads of Schools meetings in Leuven in 2007 and Lodz in 2008. A next step in the process is the "operationalisation" of the AESOP core curriculum, as laid down in the 1995 statement, in the form of a check list for planning schools. This checklist could be used for the admission of new member schools, making this process more transparent and contributing to the AESOP core curriculum becoming the European standards for planning education. This document presents a first draft of such a checklist, for discussion at the 2009 HoS meeting in Lille.

[1] See Geppert and Verhage (2008), Towards a European recognition for the planning profession, *Planning education*, n° 1 and minutes of the 2008 Lodz HoS meeting.

Checklist

AESOP admission criteria for new member schools

I. GENERALITIES

The curriculum of AESOP member schools is articulated around three core issues:

- Theoretical and practical knowledge on the desirability of, legitimacy of and conditions for purposeful spatial planning intervention;
- Theoretical and practical knowledge on the preparation and advancement of such interventions and on judging the effects thus generated;
- Technological knowledge and skills to actually engage in spatial planning activities in real life situations.

An interdisciplinary approach is a requirement in order to address these issues adequately.

II. EDUCATION - LEARNING OUTCOMES

1. Difference Bachelors / Masters Degree

The issues that are being addressed in a Bachelors and a Masters degree of spatial planning, and the knowledge, competencies and attitudes that are transmitted are basically the same. However, the degree to which knowledge, competencies and attitudes are internalised by the students vary.

- Graduates of a Bachelors degree in spatial planning are able:
    - to enter into a programme delivering a masters degree in spatial planning;
    - to actively participate in the identification, analysis and solution of spatial planning issues and problems in a professional context.
- Graduates of a Masters degree in spatial planning are capable of:
    - independently dealing with spatial planning issues, at any stage of the process from the identification of planning problems and issues to the implementation of solutions.

The differences between Bachelors and Masters Degrees have consequences for the respective curricula at two levels:

- **Teaching modalities**: at the Masters level, a heavier emphasis is put on the confrontation of students with real life planning problems than at the Bachelors level. An individual dissertation is a requirement at the Masters level.
- **Complexity of taught material**: Graduates at the Bachelors level should have a comprehension of the mechanisms underlying spatial planning issues. In the course modules, this sometimes

requires an analytical approach focussing on parts of spatial planning issues at a time. Graduates of the Masters level should be able to deal with the complexity of spatial planning issues. This requires a more global and synthetic approach in the course modules.

Students entering a Masters degree should have successfully completed a Bachelors degree, but not necessarily in the field of spatial planning.

2. Core curriculum requirements

Knowledge:

- General (disciplinary) knowledge applied to spatial planning (minimum 25% of credits in Bachelors, 15% of credits in Masters degree)
    - Disciplinary (geographical, economical, sociological, historical, …) approaches to the object of spatial planning: the natural and man-made environment.
    - Developments in the natural and man-made (economic and social) environment and knowledge of men's exploitation, i.e. possibilities for sustainable development

- Specific knowledge of spatial planning (minimum 25% of credits in Bachelors, 15% of credits in Masters degree)
    - The nature, purposes, theory and methods of spatial planning;
    - The history of spatial planning as an institution and a profession;
    - The cultural differences of spatial planning on a European and an international level
    - The political, legal and institutional context of spatial planning practice
    - The instruments and performance of instruments for implementing planning policies
    - Specialised fields in spatial planning and the relationships across and between these fields
-

Competencies:

- Professional skills specific to spatial planning (minimum 15% of credits in Bachelor, 25% of credits in Masters degree)
    - Methods for problem definition and collaborative problem solving in interdisciplinary and multi-disciplinary settings
    - Thinking in terms of concepts, instruments and measures and management of knowledge for practical application
    - Valuing and managing the built and natural environment
    - Anticipating future needs of society, including the appreciation of new trends and emerging issues in planning
    - Integrating aesthetic and design dimensions in spatial planning proposals
    - Devising plans, programmes and measures and guiding implementation policies

- Tools used in the professional field of spatial planning (minimum 10% of credits in Bachelors, 15% of credits in Masters degree)
    - Techniques for data collection and for data analyses and synthesizing
    - Techniques and tools for the graphic representation of spatial planning proposals

- Methods for generating strategic spatial planning proposals and the advancement of implementation

Professional attitude

Based on an awareness of:

- Spatial planning to be basically oriented towards solving the needs of society within the framework of sustainable development
- The cultural embeddedness of the man-made environment;
- The value dimension of planning;
- The ethical implications of planning

No minimum of credits is attached to this category of learning outcomes, as they are addressed to a large extent throughout courses in the first two categories.

The remaining 25% (Bachelors degree) or 30% (Masters degree) of credits are to be used according to the particularities of each school.

III. PRACTICAL REQUIREMENTS

In order for the above mentioned learning outcomes to be assured, a number of practical requirements concerning the organisation of the degree, the teaching modalities and the composition of the teaching staff should be fulfilled.

1. Duration

- A Bachelors degree in spatial planning requires a duration of minimum three academic years or 180 ECTS.
- A Masters degree in spatial planning requires a duration of minimum one calendar year or 90 ECTS, to be realised after the successful completion of a Bachelors degree.

2. Teaching modalities

- Planning schools propose a variety of teaching methods, in order for the students to obtain a variety of skills (lectures, applied work, seminars, workshops, internships, study trips, individual and collective dissertations, …)
- During both the Bachelor and the masters degree, regular exposure to and interaction with planning practice is required. The exposure of students to real life planning problems can take the shape of study trips, intervention of planning professional in course modules, interviews with professionals, training periods, professional workshops, …
- A “European dimension” is present in the curriculum. This can take various forms (student and teaching staff exchanges; field trips; course modules on planning in other countries).
- Students have the possibility to specialise in particular fields of planning, by choosing optional courses, training periods, dissertations, …
- At the Masters level, the individual realisation of an individual dissertation on a spatial planning issue is required of all graduates.

3. Teaching staff

- The composition of the teaching staff reflects the interdisciplinary character of planning education: various disciplinary backgrounds or specialisations should be represented (policy science, geography, architecture, law, economics, …)
- Professionals working in the field of planning are involved in various teaching modules (especially at the masters level) in order to assure the connexion with planning practice.

4. Students

- The recruitment of students from a variety of disciplinary backgrounds (geography, economy, sociology, law, policy sciences, architecture, engineers, …) is encouraged, or at least students from various disciplinary backgrounds have the possibility to enter into degrees in spatial planning.

IV. RESEARCH

The planning school – through the intermediary of its staff members – is not only involved in transferring knowledge (teaching), but also in producing knowledge (research), and has a concern for linking research to teaching. In order to do this effectively:

- Members of (teaching) staff are involved in research projects and programmes concerning spatial planning or related issues.
- Members of (teaching) staff direct PhD theses and actively involve PhD students in teaching activities.
- Members of (teaching) staff are active in the dissemination of research findings to a wide audience, including students.

Workshop 2. Dublin criteria

Anna Geppert

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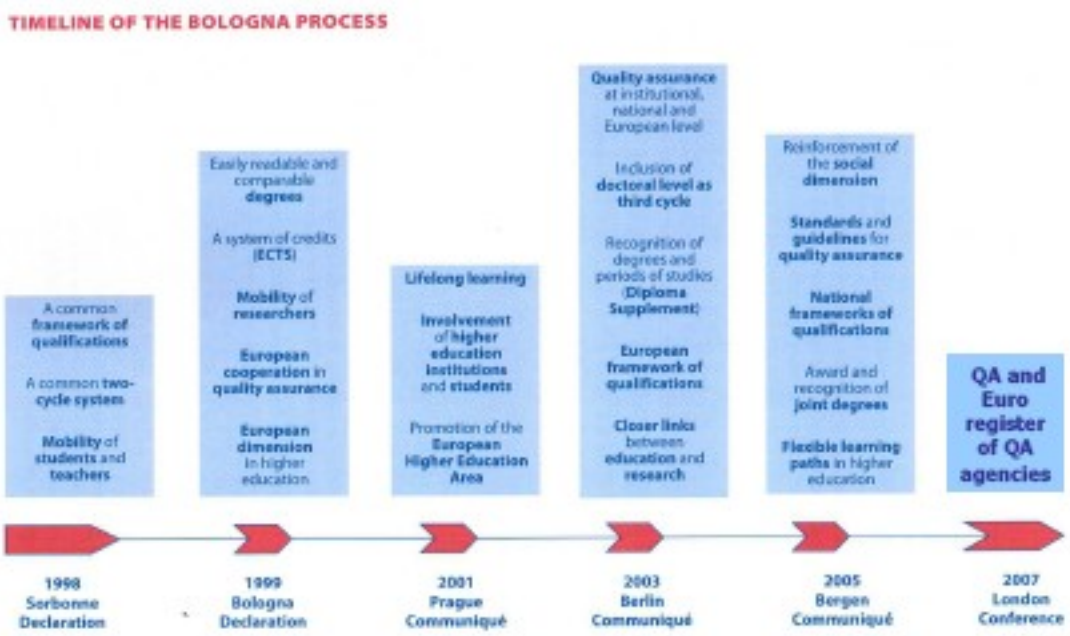
Note to the working group on Dublin criteria, AESOP, Lille, March 28th, 2009

The Dublin descriptors have been elaborated by the Joint Quality Initiative working. Group (see www.jointquality.nl). Their use is recommended by the European Universities Association, since its meeting in Graz (May 2003). (see www.eua.be)

Higher Education remains a competence of EU member states, thus neither of these is mandatory. Moreover the question of the differentiation between Bachelors and Masters has not reached consensus so far. Also, this is to be understood as an element for discussion only.

1. The context : the Bologna processand the European Higher Education Area



Ministers encourage the member States to elaborate a framework of ***comparable and compatible*** *qualifications for their higher education systems, which should seek to* ***describe qualifications*** *in terms of workload, level, learning outcomes, competences and profile. They also undertake to elaborate an overarching* ***framework of qualifications*** *for the European Higher Education Area.*

(Conclusions,Berlin conference of Ministers responsible for Higher Education, 19 sept. 2003)

The analysis of the Bologna process shows that the question of the descriptors of academic quality in strongly interlinked with numerous important issues :

a. comparability, in order to enhance mobility during and after the study periods and employability of graduates in all European member states. With respect to this question, the use the Dublin descriptors of academic quality is :

- complementary with the ECTS sytem
- coherent with the Diploma Supplement, Europass curriculum vitae, joint diplomas

b. quality assessment : the emphasis put on quality assessment and the trend towards the development of QA registers and agencies is an issue for all our schools. The language of the Dublin descriptors is becoming the common language in various fields.

c. differentiating the cycles : although no overall agreement has been reached, the question remains in debate and harmonization likely to progressively happen. The present moment appears a good opportunity for planning common standards if we may agree upon them.**2. A typology focusing on learning outcomes**

Five "families" :

- Knowledge and understanding:
- Applying knowledge and understanding:
- Making judgements:
- Communication
- Learning skills

Two aspects to take into account :

- General (transversal)
- Specific (here : to planning)

3. Differentiating Bachelors and Masters (text by the JQI) :

Bachelor's degrees are awarded to students who :

- Have demonstrated knowledge and understanding in a field of study that builds upon and supersedes their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;
- Can apply their knowledge and understanding in a manner that indicates a *professional (1)* approach to their work or vocation, and have c*ompetences (2)* typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;
- Can communicate information, ideas, problems and solutions to both specialist and nonspecialist audiences;
- Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

Master's degrees are awarded to students who:

- Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a *research (3)* context; can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;
- Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

Definitions :

1. The word '**professional**' is used in the descriptors in its broadest sense, relating to those attributes relevant to undertaking work or a vocation and that involves the application of some aspects of advanced learning. It is not used with regard to those specific requirements relating to regulated professions. The latter may be identified with the profile / specification.
2. The word '**competence**' is used in the descriptors in its broadest sense, allowing for gradation of abilities or skills. It is not used in the narrower sense identified solely on the basis of a 'yes/no' assessment.

3. The word '**research**' is used to cover a wide variety of activities, with the context often related to a field of study; the term is used here to represent a careful study or investigation based on a systematic understanding and critical awareness of knowledge. The word is used in an inclusive way to accommodate the range of activities that support original and innovative work in the whole range of academic, professional and technological fields, including the humanities, and traditional, performing, and other creative arts. It is not used in any limited or restricted sense, or relating solely to a traditional 'scientific method'.

An exemple of differenciation between the cycles (proposal JQI)

Cycle	**Knowledge and understanding:**
1 Bachelor	[Is] supported by advanced text books [with] some aspects informed by knowledge at the forefront of their field of study ..
2 Master	provides a basis or opportunity for originality in developing or applying ideas often in a research* context ..
3 Doctor	[includes] a systematic understanding of their field of study and mastery of the methods of research* associated with that field..

	Applying knowledge and understanding:
1 Bachelor	[through] devising and sustaining arguments
2 Master	[through] problem solving abilities [applied] in new or unfamiliar environments within broader (or multidisciplinary) contexts ..
3 Doctor	[is demonstrated by the] ability to conceive, design, implement and adapt a substantial process of research* with scholarly integrity .. [is in the context of] a contribution that extends the frontier of knowledge by developing a substantial body of work some of which merits national or international refereed publication ..

	Making judgements:
1 Bachelor	[involves] gathering and interpreting relevant data ..
2 Master	[demonstrates] the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete data ..
3 Doctor	[requires being] capable of critical analysis, evaluation and synthesis of new and complex ideas..

	Communication
1 Bachelor	[of] information, ideas, problems and solutions ..
2 Master	[of] their conclusions and the underpinning knowledge and rationale (restricted scope) to specialist and non-specialist audiences (monologue) ..
3 Doctor	with their peers, the larger scholarly community and with society in general (dialogue) about their areas of expertise (broad scope)..

	Learning skills ..
1 Bachelor	have developed those skills needed to study further with a high level of autonomy ..
2 Master	study in a manner that may be largely self-directed or autonomous..
3 Doctor	expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement ..

4. An exemple in the field of Planning :

Master in Spatial Planning, joint diploma by the University of Reims, France the Slovak Technical University of Bratislava)

- Acquired competencies and learning outcomes (according to Dublin descriptors of academic quality):

K - Knowledge and understanding with regard to:

- Spatial planning and policy-making in different institutional contexts;
- Theoretical foundations of planning concepts, methods and styles in a comparative international perspective;
- The processes that determine urban and regional development as well as their interconnectedness with the three dimensions of sustainability (economical, societal, environmental) ;
- Robust knowledge reflecting the current state of the art within the 2 specialisations chosen in the program's offer : Territorial policies of the European Union – Planning cities and regions for competitiveness – Planning the transition towards the knowledge society – Regeneration of wide distressed urban areas – Project management – Innovative tools for planning)

T- Technical skills: ability to apply the knowledge to the professional practise:

- Carry out advanced studies on current problems, opportunities and future needs in the field of planning at the local, national and international level and for this purpose:
  - Use quantitative and qualitative tools for spatial analysis
  - Analyse the game of the stakeholders
  - Relate a planning question to its social, economical, environmental, political context
- Propose a comprehensive strategy to cope with a planning issue and for this purpose:
  - Develop inter-sectoral and mutli-scalar approaches
  - Evaluate the institutional and financial implications of a planning project and/or policy
  - Carry out an environmental assessment of of planning project/policy

O- Overall ability to judge:

- Assess the merits of various theoretical and policy-based analyses of planning
- Detect the implicit assumptions in theoretical and societal views on planning problems
- Contextualise planning objectives and policies in different timely, cultural and institutional backgrounds
- Develop their own opinion on the nature and manner of dealing with new planning problems

C- Communicative skills:

- Make effective and oral an written presentations of complex tasks in urban planning and regional development
- Use of the modern communication techniques and tools
- Lead and work in international, multi-disciplinary contexts
- Negotiate with institutional and non-institutional stakeholders

L- Learning abilities:

- Independently track developments within the discipline
- Define his needs and make good use of life-long professional learning opportunities
- Adapt to the evolutions of a carreer and when relevant develop/transform his profile
- Study at post-mater level, including PhD

5. Next steps ? Proposals for our discussion :

Action 1. Provide schools with a helpul "information kit" :

All of us may face it some day, the purpose of this action is to provide schools with basic information i.e the present note, completed with other examples (see action2)

Location : a dedicated space on our website and the next edition of Planning Education.

Availability : to all website users ? To AESOP members through identification ?

Action 2. Establish a database collecting "good practices"

Through :

- a call to Heads of Schools
- suggesting members / new members to provide these elements (not mandatory)

This could be completed with similar elements concerning Diploma Supplements, Europass.

Location : a dedicated space on our website, a special edition of Planning Education ?

Action 3. Integrate these elements to our quality policy

An analysis of these elements could provide backgrounds to several debates ongoing in AESOP. Is this suitable for :

- admission criteria ?
- bachelor's / master's ?

Action 4. Have AESOP represented in the bodies reflecting about the European Higher Education Area :

Such as : JQI, EUA...

Is is suitable?

Do we have people to conduct this ?

NB. This part seems submitted to :

- the success of actions 1-3
- the integration of the outcomes of todays workshop by the AESOP working group on quality.