

Bologna Survey - Results 2008

Peter Ache

Karolina Jarenko

European Metropolitan Planning



Bologna 2008 survey

- The new cycles
- Degree qualification structure
- Professional qualifications
- Research assessment
- AESOP role

Cycle System

4+1

Technische Universität Dortmund, Germany
University of Liverpool, U.K
the University of Glasgow, U.K
Heriot-Watt University, U.K

4+2

the Brno University of Technology, Czech Republic
the University of Architecture and Urbanism Ion Mincu Bucharest, Romania
Yildiz Technical University, Turkey
the Middle East Technical University, Turkey (4+2 or 3)
University of Architecture, Civil Engineering and Geodesy, Bulgaria (4+1,5)

3+1

the University of Kassel, Germany
the University of Reading, U.K.
the Utrecht University, the Netherlands
the University of Applied Sciences Rapperswil, Switzerland (3+1,5)

3+2

- The Vienna University of Economics and Business Administration, Austria
- the Czech Technical University in Prague, the Czech Republic
- the Aalborg University, Denmark
- the Polytechnic of Milan, Italy
- the Polytechnic of Turin, Italy
- the University of Napoli "Federico II", Italy
- the University Iuav of Venice, Italy
- the Delft University of Technology, The Netherlands
- the Wageningen University, The Netherlands
- the University of Tromso, Norway
- the Cracow University of Economics, Poland
- the University of the Azores, Portugal
- The University of Belgrad, Serbia
- The Slovak University of Technology, Slovakia
- The Royal Institute of Technology, Sweden
- the Swedish University of Agricultural Sciences, Sweden

- Wroclaw University of Technology, Poland (3,5+2)

Summary – Cycles

- modular organization of curriculum - more logical and gives students a more integrated comprehension on specific problems and themes
- Bachelor more pragmatically oriented – Master develop especially capabilities in research
- Master - possible for students to individualize curriculum through optional courses and thesis
- Master studies - English language
- International aspect - “opened windows” both cognitively and working possibilities
- Restructuring according to international exemplars mediates the national/cultural dimension of education

Challenges

- Reorganizing of courses - finding balance between cycles, courses and modules
- Switching the language
- Accompanying students along the change – fairness to students in transition
- Incompatibility between universities - barriers for students to go abroad
- Strain on persons realizing the transition caused by opposition
- Recruiting students to the BSc degree
- Reasons for challenges being specific:
 - tension between planners and architects; multi-disciplinarity of education; practical orientation of degree

The quality of education - Advantages

- Better structured and articulated curriculum
- International comparability - improving courses according to highest international benchmarks
- Broader selection of planning courses
- Provide deeper insight in planning for students
- Allow specializations
- Allow international exchange
- Provide flexibility in general
- Better selection of students
- Multi-disciplinarity of MSc students - improved quality of education

The quality of education - Disadvantages

- Shorter master-cycle decreased maturity of graduates
- Shorter bachelor-cycle decreased maturity of master students and BSc graduates' readiness for work-life
- Higher fragmentation in learning competencies
- System forces students on certain 'tracks'
- Finding suitable requirements for knowledge for external students is challenging

Acceptance of BSc/MSc

Advantages:

- Acknowledgement of a master degree, also internationally
- Clarity of degree levels
- An academic degree (BSc) accessible to a wider population
- Intense (1 yr.) master education attracts new students
- Master-cycle a possibility to offer supplementary education to professionals
- An opportunity to rethink and restructure both the education and national practice systems

Disadvantages:

- Almost all expressed concern for the acceptance of the new qualifications, but none saw it as a lasting phenomenon

Employability

- Outlooks were very good for MSc graduates.
- Wide concern for the acceptance of BSc degree, but only temporarily
- National labour-market situation affects outlooks: where demand is great, few concerns were expressed

Other issues

- Continuous change in the curriculum might begin to undermine the degree.
- Ever-increasing budget constraints in universities
- Advantages of the new system might be nullified through national restrictions

ECTS

- 75% have adopted the ECTS, CAPs scheme in use in the U.K.
- key issues - comparability with old system, gaining acceptance and understanding from partner institutes, explaining new educational profiles to employers
- Incomparability with ECTS and the old system - exchange students
- The workload to teachers and staff caused by the transition concerned many

Nature of the bachelor degree:

- basic learning, elementary skills, understanding simple realities, analytical orientation, ability to system decomposition, understanding of the planning systems, basic methods and instruments, a generic capacity of sharing a working prompt experience, preparedness to work as a team member, capability to identification of problems and management of simple planning processes

Nature of Master Degree:

- specialized learning, high skills, understanding complex realities, more creative planning orientation, synthetically and creative thinking, a specific capacity of leading a working group activity, preparedness to work as highly qualified professionals with specializations and of whom coordination and creativity is expected of, ability to manage planning processes and to develop methods and instruments, research orientation.

Accreditation

- Three out of four schools - increase cw 2006
 - Formal accreditation of planners: Italy, Bulgaria, Belgium, Romania.
 - Regulation of courses/curriculum: Italy, the Netherlands, Romania, Slovakia, Germany, Poland, U.K., Czech Republic, Austria.

Professional aspects

- Internationalization: Exchange programs facilitated, joint degree agreements, increased mobility of staff
- More attention to comparative planning issues
- The modular structure of the curriculum
- The development of quality assessment systems, linking state's financial support to performances
- Planning education having higher national status
- Increased competition through enabling comparison between countries
- BSc programs used as supplementary education to basic level planning administrators

Research Assessment

- More internal than external
- More formal than informal
- Mostly annually – 3/4/5 a cycles

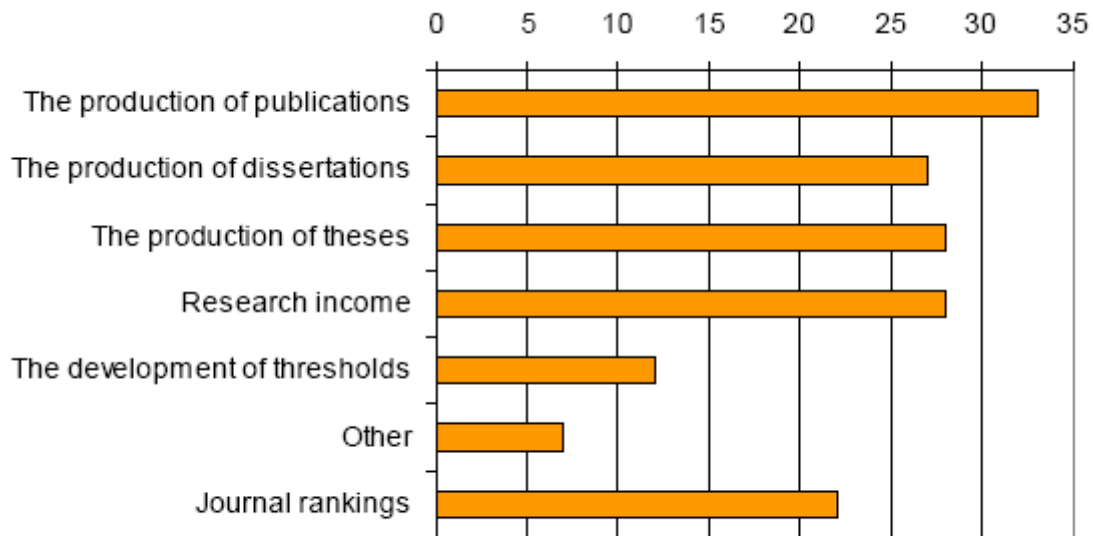


Figure 4. Research performance methods in use

AESOP Role

Quality assurance/professional qualification

:

- Describing minimum requirements for professional qualifications/course content
- Participation in national processes
- Providing quality assurance framework
- Providing a system of validation of schools
- Providing information

Research assessment:

- Quality assessment and accreditation
- Providing information concerning assessment
- Help through providing comparison and setting strategic priorities
- Contribution to research assessment only indirectly through helping members improve their substance competence.

AESOP Role

Other:

- Facilitating personnel and student mobility
- Being active towards EU institutions