

Quality agenda of the AESOP Lille, March 2009

AESOP ExCo

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Common understanding of the QAS philosophy

- QAS – it is not only about an assessment of the curricula**
- It is not possible to cut the quality of the education and the quality of scientific work, as well as quality of the education and the requirements concerning the professional performance (output requirements – planners)**
- QAS – is not only about assessment criteria – is about process, about assuring the quality,**
- QAS in the AESOP is about the exchange of best practice as well and about the quality of AESOP activities (events, publications etc.)**

Current overall frameworks

- **Standards and Guidelines for Quality Assurance in the European Higher Education Area** (ESG) (Bergen in 2005)
- **Lisbon recognition convention** (LRC) (Lisbon)
- **London communiqué** (2007) - the overarching Framework for Qualifications of the EHEA as an important instruments in achieving comparability and transparency. It should also help HEIs to develop modules and study programmes **based on learning outcomes and credits**, and improve the **recognition of qualifications**
- **Dublin descriptors of academic quality**
- **ENQA Position Paper on Quality Assurance in the EHEA** (2009)
 - ENQA does not promote the creation of a unified, pan-European quality assurance regime and respects diversity,
 - ENQA does promote the harmonisation and convergence of quality assurance processes, based on common principles
 - External dimension of the quality assurance processes should pay more attention to qualifications frameworks in general, and to intended learning outcomes in particular
- **Diverse national specific QAS systems**

Continuity in AESOP's QAS agenda

- Previous **AESOP** activities (Bologna AESOP overview (Alessandro, Simin))
- **ECTP activities** Common Core of the Profession (1995) – need to be revised, ECTP documents (Lancrenon, Thompson, Correia) „the requirements should be formulated in terms of competences of planners as outcomes of the education, rather than in terms of input“)
- **ECTP-AESOP interactions** concerning professional profile (see Leuven agenda)
- Existing **national professional criteria** (e.g. NPC for the Accreditation of Courses of Study in City/Spatial Planning in Germany)

The main focus / topics of the AESOP QAS policy proposal:

1. Quality management in the planners' education – active and passive elements of the quality management (assessment, motivation, control, collaboration, stakeholders, ...)

System of supportive activities of the AESOP including:

- Transfer of experience, best practice and know-how in the field of methods, instruments, procedure, responsibilities
- Creation of competitive environment
- Creation of collaborative environment

The main focus / topics of the AESOP QAS policy proposal:

2. Evaluation/assessment in the planners' education

System of supportive activities of the AESOP focusing at:

- a. Output quality definition– requirements concerning profile of professionals, research outputs, planning/engineering works**
- b. Definition of the “model(s)” (standards) concerning:**
 - Educational process quality – educational methods and instruments,
 - Professional capacity, quality of scientific work, professional performance of the staff
 - Specific evaluation criteria (problem of the discipline “planning” in the context of the overall scientometric indicators)
 - Evaluation procedures/methods
 - Responsibilities and involvement
- c. Definition of the best practice models as the basis for the benchmarking**

The main focus / topics of the AESOP QAS policy proposal:

3. Quality in the AESOP activities –
System of activities/procedures of the AESOP focusing at the quality of AESOP outcomes:
conferences, workshops, summer schools..., (charter)

Proposed steps

1. establishment of the working group on quality issues
2. up-dated overview about currently used assessment criteria
 - Evaluation criteria set by EUA and other international bodies/associations etc.
 - National specific criteria for QA in the planning education

Proposed steps

3. Contact with the professional representatives (ICTP) – joint work on the definition of requirements on profile and quality of the graduates
4. Definition of the specific mission of AESOP in the QAS, what are opportunities of AESOP to intervene, strategy for interventions and steps

Proposed steps

5. Creation of AESOP pool of knowledge and experience supporting the QAS in AESOP

- personalities as the holders of knowledge and experience, best practice and

- materialized expertise – documents, papers, reports, guidelines, sets of criteria... (AESOP web)

Quality agenda of the AESOP 2009-2010

reflection of the progress Lodz/Lille meetings

= experts/expertise pool

= professional requirements

**- framework qualifications, as the basis
for the model curricula development**

**= proposal for the main elements of the
AESOP quality assurance policy**