



Dear colleague,

I am writing to seek your cooperation in a survey which aims to establish the progress made toward the **Bologna Process** and the challenges faced by planning schools in making the necessary adjustments.

Planning education is undergoing major reforms in many European countries, not least as a result of the Bologna Process which aims to create a compatible *European Higher Education and Research Area*¹ across Europe by 2010.

While all 40 signatory states have already started working towards achieving Bologna objectives, there are still major challenges ahead. Concerns remain as to whether the process would lead to heterogeneous, rather than homogenous, outcomes, given the variety of national educational traditions. More importantly, concerns have been raised about the impact of the Bologna Process on the quality of planning education and the employability of planning students.

The key aims of this survey are as follows²:

- To take stock of the progress made towards the Bologna Process in different planning schools
- To examine key challenges faced by the planning schools in responding to Bologna reform
- To examine the implications of the Bologna on the quality of planning education, qualification, quality assurance and accreditation

Promoting high quality planning education in Europe is at the heart of AESOP's activities. Hence, it is vital that we gain a better understanding of the ongoing changes in the field, and develop appropriate responses and support mechanisms for our members.

¹ For further information about Bologna, visit: http://europa.eu.int.comm/education/bologna_en.html

² An earlier survey was conducted by AESOOP in 1999. However, given the early stage of Bologna at that time and a poor response, the results were very limited.

To this end, a Working Group on Planning Education³ was set up in Vienna in July 2005 to undertake a survey of planning schools. The survey will be conducted by Paul Ellison in Leeds Metropolitan University under the supervision of the Working Group. In order to draw a comprehensive picture, we need your full cooperation and your prompt response to the attached questionnaire.

Our intention is to make the preliminary findings of the survey available to the next meeting of the Council of Representatives (CoRep) in March 2006, to which all Heads of Planning Schools have also been invited.

Please return the completed questionnaire by 16 January 2006, to Paul Ellison:

Email: p.ellison@leedsmet.ac.uk

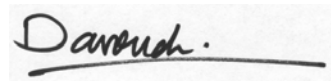
Fax: +44 0113 283 3

Tel: +44 0113 283

Address: CUDEM, Leeds Metropolitan University, Brunswick Terrace,
Leeds, LS2 8BU, UK.

If you have any questions and / or need further clarifications, please do not hesitate to contact me or Paul.

Many thanks and with best wishes,

A handwritten signature in black ink that reads "Davoudi." with a horizontal line underneath.

Professor Simin Davoudi

President of AESOP

³ Members of the Working Group include: Simin Davoudi (facilitator), Klaus Kunzmann, Barrie Needham, Anna Geppert, Peter Ache, Silvia Saccomani

Implications of the Bologna Process on Planning Education in Europe

Questionnaire sent to AESOP members in November 2005

National Reports on implementation of Bologna:

As you may know, the ministry of education in your country has already provided two brief reports on the implementation of Bologna (2003 and 2005). These reports provide reliable sources of information on the progress made across the higher education system in your country. They also provide the wider context for responding to this survey's specific questions on planning education

Hence, it would be useful if you would read these reports before completing the questionnaire. You can find the National Report for your country on:

<http://www.bologna-bergen2005.no/>

Click on 'National Implementation' (on the left hand side of the menu) and then on 'National Reports 2003 and 2005'.

Scope of the survey

The Bologna process consists of 10 action programmes covering various aspects of education and research⁴. This survey, however, aims to focus on the following areas:

- The two-cycle degree system (this survey does not cover the third (doctoral) cycle)
- Degree qualification structure
- Professional qualification (certification and accreditation)
- Potential role for AESOP

Please add your comments below each question and use as much space as you see appropriate

1. Institutional details

1.1 Name of unit/department/school:

1.2 Name of university:

1.3 Name and email of the person who completed the questionnaire:

⁴ For further information about Bologna, visit: http://europa.eu.int.comm/education/bologna_en.html

2. Number of Staff and Students

2.1 Average annual number of *undergraduate* students studying planning in your institution

2.2 Average annual number of *postgraduate* students studying planning in your institution

2.3 Total number of fulltime equivalent staff involved in teaching on planning courses / programme in your institution

3. The two-cycle degree system

(3-4 years UG and 1-2 years PG degree system)

3.1 Have you adopted the two-cycle system? If yes, when? and how many years in each cycle do you have?

3.2 If you have not yet adopted the two-cycle system, when do you plan to do so and how many years in each cycle will you have?

3.3 Please describe your current planning degree systems (e.g. is it already 3 year UG plus 2 years PG; or is it continuous 5/6 year degree)

3.4 Has (will) the adoption of Bologna Process led (lead) to a comprehensive restructuring of the planning curriculum? If so, what were (will be) the most important changes?

3.5 In adopting the two-cycle system, what do you consider as the most challenging task?

3.6. Have these challenges been specific to planning degrees? If yes, how and why? Please give examples

3.7 In your view, what are the advantages of a two-cycle system with regard to:

- The quality of planning education
- The acceptance of the new first cycle qualification (in social and cultural terms)
- The employability of first cycle graduates
- Other issues of concerns

3.8 In your view, what are the disadvantages of a two-cycle system with regard to:

- The quality of planning education
- The acceptance of the new first cycle qualification
- The employability of first cycle graduates

- Other issues of concerns

3.9 Have you introduced (or do you intend to introduce) the Diploma Supplement and the European Credit Transfer System (ECTS)? If so, what were the key issues that you needed to address?

4. Degree qualification structures

While many European countries have adopted (or will soon adopt) the two-cycle qualification structure (based on Bachelor's-Master's distinction), there is little common understanding about what exactly distinguishes the two. The purpose of the following questions is to find out the methods used in planning schools to explain qualifications and to distinguish between the two cycles.

4.1 Which of the following methods do you use (before and after Bologna) to classify and explain qualifications (please explain in more details):

- Time-based (number of years) approaches?
- International credit framework?
- Integrated national credit frameworks?
- Learning outcomes and competencies- generic and specific?
- Bachelor-Master generic descriptors?
- Bachelor-Master Subject specific benchmarks?
- Levels descriptors / indicators including sub-divisions within the Bologna cycles?
- Qualification descriptors / indicators including sub-divisions within the Bologna cycles?
- Any other methods?

4.2 If you have had to change from one method to another as a result of Bologna reform, what do you think are the implications (positive and negative) of such change for the quality and acceptability of planning education?

4.3 If you are using 'learning outcomes / competencies', what are the key learning outcomes / competencies that the students have to achieve to be awarded a Bachelor degree in planning?

4.4 What are the key learning outcomes / competencies that the students have to achieve to be awarded a Masters degree in planning?

4.5 Do you accept direct admission to your Masters in Planning for students who do not hold a Bachelor degree in planning?

4.6 If yes, do the students have to do a 'conversion course' to be able to be admitted to the Masters Course?

4.7 If yes, briefly explain the key element / content of the conversion course.

4.8. If no, what criteria do you use for admitting students without a Bachelor in planning into your Masters course in planning?

5. Professional qualifications

5.1 What is the key professional body (ies) for planning in your country?

5.2 Are your planning courses subject to a formal or informal system of regulation / accreditation by a professional body? If yes, please briefly explain the main criteria and procedure used for accreditation

5.3 Has the Bologna process changed in any way the criteria and / or the procedures for accreditation? If yes; do you consider these changes positive or negative? Please explain why?

5.4 Have these bodies been supportive of adopting the Bologna Process? If so, have they been helpful in its implementation? If yes, how? If no, why?

6. Other issues

6.1 Has the Bologna Process facilitated or triggered other changes in planning education? If yes; what are these changes and have they been positive or negative? Please explain in what ways?

6.2 What role has the University and the government played in assisting you to adopt the Bologna Process?

6.3 Do you see a role for AESOP in quality assurance and / or professional qualification process? If yes, what such role might be?

Please feel free to add any other comments which may help the overall aim of this survey?

Thanks you for your time

The Working Group on Planning Education