

**BOLOGNA SURVEY
2006**





Implications of the Bologna Process for Planning Education in Europe

Results of the 2006 survey

Produced by Oxford Brookes University, Department of Planning
On behalf of AESOP

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Introduction

This report is the outcome of a survey undertaken on behalf of the AESOP Working Group on Planning Education (WGPE) as part of a wider programme of action, which was set up in Grenoble in 2004¹, in order to raise the profile of AESOP and make progress towards achieving its goals, which are outlined in the AESOP's Charter as follows:

- Represent the interest of planning schools in Europe
- Promote the development of education and research in the field of planning
- Facilitate co-operation and exchange between planning schools in Europe
- Articulate a European dimension within planning education
- Foster and enrich higher education in planning across Europe by mutual support, regular dialogue, exchange visits and dissemination

The Action Programme focuses on 4 areas which together sum up the core activities of AESOP. These are:

- Planning education
- Planning research
- European planning policy
- Organisation and communication

In order to make progress across these areas, AESOP has set in motion a series of activities which are outlined in the President's 2005 Report². As regards Planning Education, a Working Group was set up in Vienna in July 2005. Its first task was to commission a survey on the potential effects of the Bologna Process on the quality of planning education across AESOP member schools.

1 As part of the AESOP President's activities during her term of office in 2004-06

2 See AESOP Year Book, 2005



1. Why a Bologna survey?

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*³ across Europe by 2010. The Bologna Declaration of 1999 is considered by many as the most significant and widest reaching reform to European higher education in recent decades, both in terms of the extent of the reform at the European, national, and institutional level, and the growing number of countries which have committed themselves to this process. By 2005, 40 countries had already joined, with more signing up to it in the follow up Ministerial meetings. While all signatory states have already started working towards achieving Bologna objectives, there are still major challenges ahead. For example, concerns remain as to whether the process would lead to heterogeneous, rather than homogenous, outcomes, given the diversity of national educational traditions.

Within the planning communities, concerns have been raised about the impact of the Bologna Process on the quality of planning education and the employability of planning students. Furthermore, a considerable level of unease exists with regard to the potential imposition of an Anglo-American education system across Europe⁴.

Promoting high quality planning education in Europe is a key objective of AESOP. Hence, it is vital that AESOP help gaining a better understanding of the ongoing changes in the field, and facilitates debates about appropriate responses and support mechanisms for its members. The need for providing an overview of the Bologna Process in planning schools was first recognised in 1999, when AESOP conducted a survey. Given the early stage of Bologna at that time and a poor response, the results were very limited. Hence, a new survey was deemed necessary and timely:

2. Aims of the survey

- 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

³ For further information about Bologna, visit: http://europa.eu.int.comm/education/bologna_en.html

⁴ Kunzman, K, 2004, Key note address to AESOP General Assembly, July, www.aesop.eu

- To examine the implications of the Bologna on the quality of planning education, qualification, quality assurance and accreditation

3. Scope of the survey

The Bologna process consists of 10 action programmes covering various aspects of education and research⁵. Given the time and resources available to WGPE, this survey had to be tightly focused on a few key areas in the first instance. These include:

1. The two-cycle degree system⁶
2. Degree qualification structure
3. Professional qualification (certification and accreditation)
4. Potential role for AESOP

The preliminary findings of the survey was presented at the Spring meeting of the AESOP Council of Representatives (CoRep) and the first seminar of the Heads of Planning Schools, hosted by the Slovak University of Technology in Bratislava, 16-18 March 2006 (see Appendix 3 for a list of participants).



The feedback from this seminar is recorded in Appendix 6, and has been taken into account in the production of this report.



⁵ For further information about Bologna, visit: http://europa.eu.int.comm/education/bologna_en.html

⁶ Given the time and resource constraints, the survey did not include the third (doctoral) cycle

4. Responses to the survey

The questionnaire was sent to all members of AESOP by e-mail in December 2005. This amounts to over 100 full members who have an established planning course within their schools. 37 responses, covering 16 European countries were received (see Table 1 below).

Table 1. Number of Staff and Students (Questions 2.1-2.3)					
Country	Total no. of AESOP members in country	University/city	UG Student Intake (FTE)	PG Student Intake (FTE)	FTE Staff
Belgium	3	Ghent University, Ghent	No UG course	40	5.2
Czech Republic	3	Czech Technical University, Prague	210	140	19.4
		Technical University of Ostrava, Ostrava	220	-	5
Denmark	2	Aalborg University, Aalborg	25	23	20
France	18	Université Pierre Mendès-France, Grenoble	176	160	16
		Université de Reims Champagne-Ardenne, Reims		50	8
		Université des Sciences et Technologies de Lille	30	95	17
		Université François Rabelais, Tours	No UG course	65	30
Germany	13	Technische Universität Berlin, Berlin	60	60	20
		Hamburg Harbourcity University, Hamburg	75	60	31.5
		Universität Dortmund, Dortmund	190	30	60
Greece	2	University of Thessaly, Volos	50	36	34
Italy	14	University Iuav, Venice	200	75	35
		University of Napoli "Federico II", Napoli, Naples	40	45	31
		Università degli Studi di Palermo, Palermo	100	20	22
		Politecnico di Torino, Turin	40	11	26
		Politecnico di Milano, Milan	No response		
Netherlands	8	University of Nijmegen, Nijmegen	30	30	6.5
		Rijksuniversiteit Groningen, Groningen	70	65	6
		Wageningen University, Wageningen	15	20	7
Norway	7	Volda University College, Volda	30	25	7
		Norwegian University of Life Sciences, Ås	No response		
Portugal	8	Universidade Lusófona de Humanidades e Tecnologias, Lisbon	35	30	25
Serbia & Montenegro	1	University of Belgrade, Belgrade	50	25	15
Spain	3	Universidad de Las Palmas de Gran Canaria, Las Palmas	50	20	9

Sweden	7	Luleå University of Technology, Luleå	40	10	3
		Swedish University of Agricultural Sciences, Uppsala	35	15	7
		Stockholm University School of Planning	75	40	No response
Switzerland	2	Hochschule für Technik, Rapperswil	22	0	No response
Turkey	6	Middle East Technical University, Ankara	55	55	21
United Kingdom	26	Heriot-Watt University, Edinburgh	20	60	19
		Liverpool John Moores University, Liverpool	20	40	7
		University of Westminster, London	No UG course	100	9
		University of the West of England, Bristol	115	85	27
		London School of Economics and Political Science, London	No UG course	25	10
		University of Newcastle, Newcastle	200	65	16
		Leeds Metropolitan University, Leeds	10	45	8

As Table 1 shows, there is a wide variation across planning schools in terms of both the size of student intake at undergraduate and postgraduate levels and number of full time staff who teach on planning courses. It should be noted that the number of schools holding AESOP membership varies considerably between the countries. The responses received for each country therefore represent varying proportions of total AESOP membership.

5. Structure of the report

The report consists of three main sections:

- Thematic analysis
- Country reports
- Summary of responses

While the report is mainly based on the results of the questionnaire survey, accounts have also been taken from other 'stock taking' studies which have been conducted at a much larger scale across the European higher education systems and as part of the monitoring of the progress towards meeting the Bologna's objectives. For example, since the start of the Bologna Process, the European University Association (EUA) has been undertaking biannual studies for the Ministerial meetings. The purpose of these studies, published as *Trend Reports*, is to reflect on the ways in which Europe's higher education

institutions (HEIs) are implementing the Bologna reforms, and to find out what progress has been made and what challenges are to be faced. The latest in these Series, *Trend IV*⁷ focused on the conditions, problems, challenges and achievements which are encountered by Europe's HEIs in implementing the Bologna reforms. We have drawn on the findings of this report in order to fill the gaps and to position the results of our survey in the wider context of ongoing debates.

In addition, the ministries of education have produced two brief reports on the implementation of Bologna in their country (2003 and 2005)⁸. These reports provide reliable sources of information on the progress made across the higher education system in each country. They also provide the wider context for analysing the results of the planning education survey for this report. The Country Reports in section two of this document provide a summary of the relevant parts of these reports as a background to the specific analysis arising from the survey results.

⁷ Reichert, S and Tauch, C., 2005, *Trend IV: European universities implementing Bologna*, European University Association

⁸ See <http://www.bologna-bergen2005.no/>

Section One: Thematic Analysis

This section of the report provides a summary of the key outcomes of the survey and is structured under the four main themes covered by the questionnaire. These are as follows:

1. The two-cycle degree system
2. Degree qualification structure
3. Professional qualification (certification and accreditation)
4. Potential role for AESOP

1. Two Cycle Degree Structure

The Berlin Communiqué (2003) on the Bologna Process concluded that:

"All Ministers commit themselves to having started the implementation of the two cycle system by 2005... 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... First cycle degrees should give access, in the sense of the Lisbon Recognition Convention, to second cycle programmes. Second cycle degrees should give access to doctoral studies"

Creating a system of easily readable and comparable degrees has been regarded as an essential objective of the Bologna process. Since 1999, however, as pointed out by the *Trend VI Report* (2005), the introduction of the two (or three) cycles to Europe's national higher education systems has been coupled with different and at times conflicting interpretations regarding the duration and orientation of programmes.

Almost all 29 countries that took part in *Trend VI* (2005) study had introduced the two-cycle system. The only exceptions were those HEI which were still waiting for more detailed governmental regulations regarding the operational aspects of the system, such as the length of the cycles, ECTS, and the Diploma

1 ECTP: European Council of Town Planners; RSA: Regional Studies Association; ERSA: European Regional Science Association

Supplement. Examples, as of 2004, included HEI in Portugal, Spain and Sweden. However, government decrees were passed in Spain in January 2005. It should also be noted that in some Bologna signatory countries, such as the UK, the HEI have the autonomy to make structural changes without having to wait for governmental/legislative reforms.

1.1 Adoption of the 2-cycle system

The result of AESOP survey confirms the above findings. Progress across European planning schools in the adoption of the two-cycle system is reflected in Section 3, Table 2. Most of the respondents (73%) have already adopted the two-cycle system in their institutions, in the majority of cases this happened between 2000 and 2005. A small number have adopted the two-cycle system much earlier than this, quite independently from the Bologna Process (at the University of Belgrade in 1983, at the Middle East Technical University in 1962 and several UK institutions).

19% of those completing the survey reported that they were on track to adopt the two-cycle system by 2006/7. Schools teaching planning in Germany (Technische Universität Berlin, and Universität Dortmund) and Sweden (Swedish University of Life Sciences) are all soon to move from a 5 year continuous degree to the two-cycle structure. Courses of a similar length are also currently taught at the Luleå University of Technology in Sweden and the Norwegian University of Life Sciences, but it is not yet clear for these institutions when the two-cycle system may be adopted.

Summary

73% have adopted 2-cycle system

19% on track for adoption by 2006/07

Uncertainties in Sweden and Norway

1.2 Composition of the two-cycle system

A more significant result from the survey is the variation in the composition of the two-cycles. For a majority (57%) of schools delivering planning education at both Bachelors and Masters level, course durations are 3 years and 2 years (3+2) respectively. Other formats adopted include 4+2 at schools in the Czech Republic (Technical University of Ostrava), Serbia (University of Belgrade) and Turkey (Middle East Technical University) and also 3+1 in the Netherlands (University of Nijmegen, Rijksuniversiteit Groningen), Sweden (Stockholm University School of Planning) and the U.K. (Heriot-Watt University, Liverpool John Moores University, Leeds Metropolitan University). In the UK, while the

3+1 is increasingly becoming the norm, some planning schools (e.g. Newcastle University) still continue with their 5+1 system with 3 years BA and 2 years Diploma.

The evidence from the *Trend VI Report*, clearly shows that the speed of, and motivation for the reforms, have varied considerably across different disciplines and faculties. For example, while in some universities the Humanities disciplines seem to have the least problems in offering first- and second-cycle degrees; in others they find it almost impossible to do something meaningful at Bachelor level. This is particularly the case for the 'regulated professions' where professional bodies play a significant role in helping or hindering the introduction of the new degree structures. We will discuss this further later in this report.

Summary

3+2 offered by majority of schools

4+2 provided by some schools (Czech Republic, Serbia and Turkey)

3+1 offered in others (UK and Netherlands)

1.3 Key changes as a result of the Bologna Process

Beyond the obvious change of degree structure in adopting the two-cycle system, a number of important changes arising from the Bologna process have been identified, as seen in Section 3, Table 3.

In Italy there has been a marked development of the professional and educational profile of planning. The growth of planning as an independent discipline is evidenced by, for example, the creation of a new Planning School at the University of Napoli "Federico II" and the establishment of a Professional Association of Planners as a sub-division of the Ordine Professionale degli Architetti (reported by Politecnico di Torino). In addition to this, where planning was previously taught within the architecture degree at the Politecnico di Torino, a new independent planning degree has been created. Similarly, in the Netherlands, an independent planning degree at Bachelors level has also been introduced at the University of Nijmegen.

In contrast to this experience, the Université de Reims Champagne-Ardenne has witnessed a loss of identity for its postgraduate planning diploma, after relegation of the curriculum to a sub-division of a wide-ranging 'literature and social science' masters course. It is considered that this is the result of pressure from authorities to suppress diplomas with smaller student numbers



when implementing the Bologna Process.

In some other schools, planning curricula have undergone changes. For example: courses have been restructured in Université Pierre Mendès-France, Université François Rabelais and Technische Universität Berlin, and the curriculum has been revised at Université François Rabelais, University Iuav and Wageningen University. In this latter example, not only *what* is being taught, but *how* it is being delivered has changed. In these universities, as in Rijksuniversiteit Groningen and Aalborg University, the Masters is now being taught in English to cover a more international curriculum and attract foreign students.

Further changes to methods of course delivery are noted by other schools. This includes: the reduction of teaching hours observed by Technical University of Ostrava and University Iuav, and changes to course structure by, for example, moving to teach in semesters (Université Pierre Mendès-France) and dividing the curriculum into modules (Hochschule für Technik, which now has more interdisciplinary lectures and project work). Modularisation was also implemented at University Iuav, but this approach was later abandoned due to a lack of integration.

Summary

Masters level now taught in English (Denmark, Netherlands)
 Growth of planning as independent discipline
 Creation of a new planning school (Italy)
 Creation of new, independent UG planning degrees (Italy, Netherlands)
 Loss of Postgraduate Diploma in planning (France)
 National reform of the professional body and creation of a planning sub-division within PB for architects (Italy)
 Reduction of teaching hours (Italy, Czech Republic, France)
 Internationalisation of curriculum (Netherlands, Germany, Italy)
 Modularisation (Switzerland) and Semesterisation (France)
 Institutional and curriculum change (France)

1.4 Main challenges in adopting the two-cycle system

It is no surprise that many of the issues identified by planning schools as important changes relating to the Bologna process also feature in the list of key challenges experienced in adopting the two-cycle process. Even when change is welcome it is often accompanied by difficulties with implementation. Table 4 in Section 3 sets out the main challenges identified by each school.

In Italy (University Iuav, Università degli Studi di Palermo) and the U.K (University of Westminster) schools have noted the problematic task of condensing the curriculum into a shorter time. As regards the first cycle, concerns are expressed about the ability to sufficiently cover the required knowledge and skills within the shorter time available.

The effects of the shorter study period are considered a major challenge by several respondents. The Université Pierre Mendès-France sees difficulty in teaching Masters students with less academic experience (3 years as opposed to 4 previously). In addition, a number of schools note the difficult task of ensuring the employability of a 3 year first cycle graduate (Université Pierre Mendès-France, Hamburg Harbourn University, University of Napoli "Federico II" and Politecnico di Torino).

At the University of Nijmegen, the Rijksuniversiteit Groningen and the Swedish University of Agricultural Sciences, the development of new planning degrees and curricula is reported by those involved in the process as a considerable challenge. Furthermore, the teaching of degrees in English and the internationalisation of the curriculum has meant overcoming obstacles such as the translation of course content (Wageningen University), the reliance on only English literature for reading (Aalborg University) and the development of material with a more international scope (University of Napoli "Federico II" and Wageningen University).

Several schools consider their biggest challenge being related to the transition of students from varied disciplines and institutions to a Masters in planning. Ghent University notes the problematic task of preparing students with a general first-cycle degree for the planning-specific requirements of the profession. Aalborg University reports on the difficulty of preparing foreign students for their particular methods of study. The Czech Technical University notes the challenge of opening its Masters degree to students from other disciplines.

The challenge of actually attracting Masters students from other disciplines is experienced at the Politecnico di Torino, where traditionally the postgraduate course has been a continuation of undergraduate studies. Conversely, at the University of the West of England, the Bachelors degree in planning is competing with other disciplines for students who perceive more value in combining planning with another subject at this level.

Another transition-related challenge has been the identification of appropriate criteria for admitting external students to the Masters degree. This has been experienced by the Swedish University of Agricultural Sciences, and is also anticipated (though not only with regard to external students) at the Norwegian University of Life Sciences, should the 2 year Masters degree be developed there as expected.

Summary

Condensing curriculum into shorter time (Italy, UK)

Effects of shorter study period:

Masters students with less academic experience (France)

Employability after 3 years (Italy)

Creation of independent planning degrees and curricula (Netherlands, Sweden)

Teaching/studying in English and internationalisation of curriculum (Denmark, Netherlands, Italy)

Managing transition of students from varied disciplines to Masters in Planning (Belgium, Czech Republic, Italy)

Determining admission requirements for 2nd cycle degree (Norway, Sweden)

1.5 Planning-specific challenges

Respondents were asked to comment on whether or not they consider the challenges they identified to be specific to planning degrees. The aim was to distinguish between generic challenges as a result of the Bologna Process that relate to all disciplines, and those pertinent to the experience of planning schools. Table 5 in Section 3 shows that a slight majority (59%) of respondents considered that the challenges they had experienced were planning-specific.

Ghent University considers that the nature of planning is such that it attracts students from a wide variety of disciplines, and this variety creates the aforementioned difficulties of accommodating such diversity of experience and knowledge. The Politecnico di Torino uses a similar line of reasoning, stating that, although it believes the challenges are not *specific* to planning, they are accentuated for those involved because of the scope of study areas that planning education encompasses.

Aalborg University considers that the difficulties of teaching in English are more pertinent in planning courses in which case study and project-based learning play an important role. Given that the materials for such cases mainly come from local sources (i.e. Danish / Scandinavian) and hence are not

translated or available in English, the use of such materials in a course taught in English becomes highly problematic.

With reference to the shortening of teaching time previously highlighted, Hamburg Harbourcity University believes that this is a particular challenge for planning education because of the diversity of the subjects and topics that planning education covers.

In the UK, the shortening of the duration of the Masters courses is a particular example of a planning-specific issue, as noted by the University of West of England. This is because the change has been a direct result of the requirement of the planning professional body (RTPI).

The issue of employability after first-cycle degrees has already been noted, and this is seen to be of particular relevance to planning in the experience of the Politecnico di Milano's, where it is suggested that the traditional employers in the field of planning have been slow to recognise the new two-cycle system, and thus are reluctant to consider recent graduates for filling job vacancies.

Summary

Postgraduate planning has intake of students from diverse disciplines, with varied experience (Belgium)

Dilemma of teaching in English but having to draw upon non-English local case study materials (Denmark)

Regulatory links with professional bodies affected (France)

Planning is thought to require a longer period of study (Germany)

Wide scope of planning studies accentuates general challenges (Italy)

Requirements of planning professional bodies (UK)

Planning employers slow to recognise change in system (Italy)

1.6 Advantages and disadvantages of the two-cycle system

Advantages and disadvantages brought about by the introduction of the two-cycle system, are structured under four main headings: the quality of planning education, acceptance of the first-cycle qualification, employability of first-cycle graduates and other issues relevant to the Bologna Process. The responses of each school are shown in Tables 6 and 7 of section 3, arranged by these headings.

1.6.1 Quality of planning education

Advantages

Respondents described a range of actual and anticipated improvements to the quality of planning education as a result of adopting the two-cycle system.

The increased teaching of planning at Bachelors level is regarded as a positive development under the Bologna Process by schools in France (Université Pierre Mendès-France), Italy (Politecnico di Torino) and Turkey (Middle East Technical University). It is thought that this early introduction to the basic skills and knowledge of planning consequently brings advantages in terms of an improved continuity between the two cycles, as noted by the Université de Reims Champagne-Ardenne and the Université des Sciences et Technologies de Lille, and also offers more opportunity for specialisation at Masters level, according to the Université Pierre Mendès-France, the University of Thessaly and the Middle East Technical University.

A number of respondents (Università degli Studi di Palermo, Universidad de Las Palmas de Gran Canaria, and Stockholm University School of Planning) consider it beneficial that the Bologna Process has led to a greater emphasis on the practical application of knowledge, as opposed to “more discursive teaching”.

Despite concerns raised regarding the employability of first-cycle graduates (see Challenges p. 13), in Germany both the Technische Universität Berlin and Hamburg Harbourocity University see a potential benefit for the quality of postgraduate education as a consequence of employment opportunities for Bachelors students. This possibility of work for first-cycle graduates may increase the proportion of second-cycle students who are more motivated by an interest in advance planning topics than by employment, and it is thought that relevant work experience taken between the two cycles may improve the quality of Masters student.

It appears that the challenges set by the Bologna Process have led to improvements in the supporting framework for planning education: schools in Italy (University of Napoli “Federico II” and Università degli Studi di Palermo) describe a greater clarity achieved in defining professional skills and the aims and outcomes of studies. In the Netherlands (Rijksuniversiteit Groningen) the task of restructuring the curriculum has focused attention on quality assurance and control. Again in the Netherlands, at the University of Nijmegen, adoption of the two-cycle system has initiated a thorough consideration of the difference

in academic level between the two cycles. Wageningen University reports that standards of scientific excellence have been raised as a result of reconsidering curriculum foundations.

Other potential benefits to the quality of planning education include more opportunities for interdisciplinary study, as noted by the Université de Reims Champagne-Ardenne, and the increased ease of comparing education programmes across Europe, bringing a consequential improvement in quality, as noted by the Swedish University of Agricultural Sciences.

Summary

Development of planning teaching at UG level (Belgium, France, Italy, Turkey)

Teaching basic skills and knowledge at UG level improves continuity and

opportunity for specialisation at PG level (France, Greece, Turkey)

Better quality PG students due to opportunity for employment after 1st cycle (Germany)

More emphasis on practical application of knowledge (Italy, Spain, Sweden)

More clearly defined skills, aims and outcomes (Italy, Netherlands)

Improved skills and quality assurance procedures (Italy, Netherlands)

Clear consideration of academic difference in UG and PG levels (Netherlands)

More opportunity for interdisciplinary study (France)

Increased ability to compare courses across Europe will improve quality (Sweden)

Disadvantages

Emerging from the survey is a clear message that the duration of both the first and second cycles is considered too short to deliver good quality planning education. For a number of schools the three year first cycle is thought to be of insufficient length to allow a comprehensive education in planning. This is the case for Hamburg Harbourn City University. The Università degli Studi di Palermo raises a concern over the 'squeezing out' of the more theoretical aspects of planning as a result of compressing and reducing the curriculum. The Swedish University of Agricultural Sciences also reports on the pressure to retain all aspects of the planning course particularly the practical training which is seen as an integral part of the first cycle.

Where the second cycle is just one year long this is causing concern for the standard of education. In the University of Nijmegen the pressure to educate students in most of the professional aspects of planning in addition to a strong emphasis on a principally academic Masters thesis is seen as a disadvantage. In the UK, where many second-cycle degrees are being delivered within



one year, Heriot-Watt University expresses doubt about the extent to which students can be sufficiently educated in the time available.

At the Norwegian University of Life Sciences the Masters course is two years long, however even this is considered to be too short to adequately cover the wide-ranging scope of planning subjects. It is felt that the first cycle degree should compensate the shortage of time in the second cycle.

Summary

Varied academic experiences and planning expertise create problems in accepting Masters level entrants (Belgium, Denmark)

3 year first cycle not long enough for comprehensive planning education (Germany, Italy, Sweden, Greece)

1 year Masters not long enough to sufficiently educate students (Netherlands, UK)

2 year Masters not long enough to cover all subjects (Norway)

1.6.2 Acceptance of the first-cycle qualification

Advantages

Positive comments are limited, perhaps revealing a commonly held belief that the first-cycle qualification is not yet well accepted. Indeed the Rijksuniversiteit Groningen may speak for many with the view that, given that most students continue with studies into the second cycle, it is difficult to see how the first-cycle qualification will be accepted.

One of the few schools to mention a perceived advantage in this respect, the Technische Universität Berlin, reports an increased international acceptance of German degrees. The Norwegian University of Life Sciences considers acceptance of the qualification to be generally 'okay', but the Universidade Lusofona de Humanidades e Tecnologias sees a clear benefit in terms of increased recognition and acceptance of the scientific status of urban studies.

Summary

Increased international acceptance of German planning degrees (Germany)

Acceptance is 'okay' (Norway)

Most UG students progress to PG level anyway (Netherlands)

Disadvantages

Several responses indicate a common view that the first-cycle qualification in planning is, so far, poorly accepted by both students and employers. Aalborg University reports that very few of its students choose to end their education at Bachelors level. The same is true of the Université François Rabelais, where there seems to be a definite pressure for students to acquire a Masters degree, perhaps as a result of the low acceptance of the first-cycle qualification amongst employers. In Italy the experience is repeated: the Politecnico di Torino also sees most of its students progressing to Masters level as a result of undervaluing of the Bachelors degree, and the Università degli Studi di Palermo finds it difficult to promote the image and status of the first-cycle qualification both in society and in professional arenas. In Germany the Universität Dortmund also reports about the low level of acceptance of the first-cycle degree.

Summary

Generally considered little acceptance of UG qualification (Belgium, Denmark, France, Germany, Italy)

In UK, 2-cycle system is a pre-Bologna traditional, so no disadvantages related to UG acceptance are identified

1.6.3 Employability of first-cycle graduates

Advantages

Respondents identify a number of potential advantages with respect to the employment of Bachelors graduates, however none of these statements indicate any definite benefits, which may reflect a general doubt about this issue, or may signify the lack of time schools have had to experience effects of the Bologna Process.

In France, the Université de Reims Champagne-Ardenne suggests that courses aimed more at the practical application of knowledge may improve employment opportunities in the future. Another advantage may be for students who are unable to progress to the second cycle. These individuals, according to Hamburg Harbourocity University, at least have a greater chance of employability as a result of the Bologna Process, than if they had to finish studies early within the previous system.

The Swedish University of Agricultural Sciences considers that first-cycle graduates could find suitable employment as trainee planners. This view is



supported by the Middle East Technical University, which comments that the 4-year first cycle in Turkey gives the necessary skills for employment, but adds that local competition for jobs leads to further study for most students.

Summary

More practical application may improve employment opportunities (France)

Students unable to progress to 2nd cycle will have better employment opportunities (Germany)

Scientific status of studies will improve employability (Portugal)

Employment as trainees possible after 1st cycle (Sweden)

4 yr 1st cycle offers skills for employment, but competition for jobs leads to further study (Turkey)

Disadvantages

Views on the employability of first-cycle graduates can be inferred from one or two of the comments on acceptance (see above) which state that employers are not readily recognising the Bachelors qualification in planning. The Politecnico di Torino illustrates this point in observing that the public administration sector, a key source of planning jobs in Italy, is not recognising the first-cycle qualification when advertising planning positions. The Technische Universität Berlin observes that, during the transition period of adoption of the two-cycle system, and until acceptance of the qualification grows, Bachelors students will struggle to compete with Masters students for scarce planning jobs.

In addition, it is considered (in three responses, from the Université de Reims Champagne-Ardenne, Hamburg Harbournity University and the University Iuav) that the immaturity of graduates could be a real obstacle to finding employment; "some students may not have sufficient maturity and experience to be considered for certain jobs". This opinion is also shared by the Czech Technical University, where it is felt that three years of undergraduate study is too short a time to prepare students for a career in planning.

Some of these findings are similar to those reported in *Trend VI* (2005). In general, concerns about the employability of first cycle graduates are higher in those countries that are moving away from a long first cycle. It is stated that, "many academics are not ready yet to trust fully the new first cycle qualifications, and are frequently advising their students to remain in higher education until the end of the second cycle. On the other hand, institutions in countries where the structural reforms began earlier report far fewer problems

of labour market acceptance of first cycle graduates"⁹.

Trend VI Report rightly suggests that more public debate on the reforms is needed and public authorities need to adapt their own career structures to accommodate new first cycle qualifications. Similarly, professional bodies also play an important role in new programmes.

Summary

Immaturity of graduates considered an obstacle (France, Germany, Italy)

3 yrs is too short to prepare students for employment (Czech Republic)

Employers are slow to accept qualification (Italy)

1.6.4 Other issues

Advantages

A range of other perceived advantages inherent in the Bologna Process are revealed by the survey. Several institutions (Université de Reims Champagne-Ardenne, University of Nijmegen, Luleå University of Technology and Swedish University of Agricultural Sciences) think that the two-cycle system will lead to increased mobility of students, both nationally and internationally. Students can also follow study programmes with more flexibility than previously, as the break in cycles creates the opportunity for perhaps selecting a different area of studies (noted by University Iuav) or stopping and resuming studies at a later date (Swedish University of Agricultural Sciences).

Others suggest that the Bologna Process has had the effect of improving the coherence and compatibility of professional profiles and studies across Europe. This observation is shared by the Université Pierre Mendès-France, the Universidad de Las Palmas de Gran Canaria and the Hochschule für Technik.

In Italy it is felt that the two-cycle system brings actual improvements to the number of successful graduates. At the Politecnico di Torino this is put down to the first-cycle qualification being more achievable; at the Politecnico di Milano the new system is thought to provide students with greater motivation to complete their studies.

9 Reichert, S and Tauch, C., 2005, *Trend IV: European universities implementing Bologna*, European University Association

Summary

Improvement to national and international mobility of students (France, Netherlands, Sweden)
 1st cycle qualification improves graduation rates (Italy)
 More flexible study programmes – students can change after 1st cycle (Italy, Sweden)
 More coherence between professional profiles and studies across Europe (France, Spain, Switzerland)
 More institutions may consider introducing 1st cycle urban studies (Portugal)
 Better rates of completing studies, influenced by more 'pressure and rhythm' in 2-cycle system

Disadvantages

Several other disadvantages resulting from the adoption of the two-cycle system (and adoption of the Bologna Process in general) are identified by the survey. In most cases the issues raised are specific to the institution reporting them and are not commonly noted in other responses. This is not to say that these experiences have no wider significance, for example it is possible that they are shared by other institutions that did not submit a completed questionnaire.

Experience at Aalborg University, where a Masters course is now delivered in English, is noted as problematic. Here, it is suggested that Danish-speaking lecturers and students have difficulties with teaching and studying in a second language.

The Université Pierre Mendès-France raises concerns regarding the Bologna Process including: the narrowing of the range of disciplines studied by applicants to the Masters course; the weakening of links with professional bodies; the loss of autonomy for planning schools and loss of identity of the planning discipline.

The Universität Dortmund is concerned that as a direct result of the Bologna Process a well known and internationally recognised degree has had to make way for the two-cycle system.

Experience in the Netherlands leads to a comment from Rijksuniversiteit Groningen that the new two-cycle system is more rigid than was previously the case, allowing less flexibility for students and staff. It is felt that this is particularly the case for the Masters degree, which is only one year long. The same institution, in common with Stockholm University School of

Planning, also considers that the new system requires more staff to provide administration and management support which, without additional funding, puts a strain on university resources.

Summary

Delivery of course in English creates problems for lecturers and students (Denmark)

Loss of autonomy for planning schools (France)

Weakened links with professional bodies (France)

Loss of a well known and accepted degree (Germany)

Continuing cultural prejudice towards "non architect" planners (Italy)

New system is less flexible, particularly for 1 year Masters (Netherlands)

New system requires more administration, management and staff, putting strain on university resources (Netherlands, Sweden)

1.7 Adoption of the Diploma Supplement and the European Credit Transfer and Accumulation System (ECTS)

ECTS was introduced as part of the Erasmus framework in 1989 to assign credits to course components based on the student workload. As such it is closely aligned to the Bologna Process objective of establishing a system of credits for the European Higher Education Area.

The Diploma Supplement is a document provided to students on graduation. It aims to describe the qualification, its content and the structure of the awarding higher education institution in a standard format that is easy to read and compare. It therefore ties in strongly with the Bologna Process objective to create a system of easily readable and comparable degrees.

Both of these are considered as key Bologna transparency tools. Improved quality in the use of these tools is seen as essential in a more automatic recognition of qualifications across Europe. As *Trend VI Report* (2005) suggests the Diploma Supplement has been introduced in all the countries included in the report, in line with the Berlin Communiqué. However, there remain not only technical problems, but also the challenge of providing clear information about learning outcomes. ECTS is being widely used for 'student transfer'. However, "it is still often perceived as a tool to translate national systems into a European language, rather than as a central feature of curriculum design". The report argues that "strengthening efforts to mainstream these European tools in institutions across Europe continues to be a priority" (p.5).



Question 3.9 of our survey attempted to chart the progress made by planning schools in adopting the Diploma Supplement and the European Credit Transfer System. Table 8 of Section 3 shows a summary of the responses in this regard. Overall, the answers given suggest that ECTS is more widely understood and implemented than the Diploma Supplement. 55% of those who responded to this section confirmed that ECTS was already adopted at their institution, with a further 15% anticipating its implementation in the near future (a specific timeframe was not often indicated). In contrast only 24% of respondents reported the DS being in place, with another 15% intending to adopt it soon.

The survey did not identify many important issues relating to ECTS and DS. Of those worth noting, perhaps the most fundamental came from the Université Pierre Mendès-France stating that while ECTS aims to standardise the accumulation of educational credits across Europe, differences in the individual validation of courses by schools could result in different levels of credits for the same programme.

Elsewhere, there has been difficulty in initially understanding the ECTS system and applying it to certain components (Hamburg Harbourcity University). Also, there have been practical challenges in adopting ECTS (Wageningen University). In the latter case, once the obstacles to adoption had been overcome, the introduction of the system led to innovation and improved coherence in the curriculum.

Summary

60% of respondents confirm ECTS adopted, with further 16% soon to adopt
 24% confirmed DS adopted, with further 16% soon to adopt
 Adoption caused initial practical problems but triggered innovation in curriculum (Netherlands)

2. Degree qualification structure

2.1 Level and Degree classification methods

As part of the survey, planning schools were asked to identify the methods they used to classify and describe qualifications. The question prompted respondents to identify the methods in use *before* adopting the two-cycle system, as well as those used *after* adoption, in order to give some indication of the effect of the Bologna Process. However, in all but one case, answers referred only to the current system in place, which was principally a two-cycle system.

The questionnaire provided a list of possible classification methods, against which respondents could indicate the particular ones they used and provide related information. The results of this exercise can be seen in Table 9, Section 3.

Responses illustrate the wide variety of methods currently used to classify and explain qualifications and levels of education. The most popular methods, in terms of the number of schools using them, appear to be time based approaches, the international credit framework, learning outcomes and competencies, and qualifications descriptors and indicators.

The survey finds that the time-based approach is in use across most of Europe, but is generally not favoured in the UK. Apart from this trend, there appears to be no clear pattern in the range of methods used; there is no clearly identifiable consistency either between countries or (for countries giving multiple responses) between schools within countries.

The first in a set of specified objectives of the Bologna Declaration is:-

- The adoption of a common framework of readable and comparable degrees

As can be seen in Table 7, there are substantial diversities in the way that schools across Europe are defining and expressing their qualification structure. This is despite the fact that, apart from Sweden and Norway, all the schools surveyed have already adopted or are about to adopt the two-cycle system. In this respect there is a potential danger that the creation of the Bachelor and Masters awards could mask significant differences in the ways in which different levels /cycles are described and distinguished from each other.

Summary

Time-based (number of years) approaches

Belgium, France, Germany, Greece, Italy, Netherlands, Portugal, Serbia, Sweden, Switzerland, Turkey, UK

International credit framework

Belgium, France, Germany, Italy, Netherlands, Norway, Portugal, Switzerland

Integrated national credit frameworks

Germany, Italy, Sweden, UK

Learning outcomes and competencies generic and specific

Belgium, France, Germany, Italy, Portugal, Serbia, Switzerland, Turkey, UK



Bachelor-Master generic descriptors

France, Italy, Netherlands, Portugal, Serbia, UK

Bachelor-Master Subject specific benchmarks

France, Germany, Netherlands, Serbia, UK

Levels descriptors / indicators including sub-divisions within the Bologna cycles

France, Netherlands, Portugal, Sweden, UK

Qualification descriptors / indicators including sub-divisions within the Bologna cycles

France, Italy, Netherlands, Portugal, Sweden, Turkey, UK

2.2 The implications of change for classifying qualifications

Where there had been recent changes in the approach to explaining and classifying degree levels and qualification, respondents were asked to identify any effects on the quality and acceptability of planning education. These are recorded in Table 10 Section 3.

A number of schools reported little or no such changes, and this was most notably the case in France (3 out of 4 schools report no major change) and the UK (all 7 schools state no change in methods).

A number of positive implications are identified in the survey, including the development of wider international recognition of degrees and more transparency (Technische Universität Berlin) and the introduction of more structure and balance to studies resulting from the influence of a new national credit framework (Università degli Studi di Palermo). In addition, at Wageningen University, it is thought that careful implementation of a system based on competencies may bring an improvement in the form of removing more subjective elements of assessment from the course.

However, Wageningen University also reports that the change of method is not without problems: the implementation of a competency-oriented system, replacing a goals-oriented approach, is challenged by the lack of understanding amongst staff and students of both the system itself and the rationale behind the change. Other negative implications are noted, including increased stress for students as a result of change (Stockholm University School of Planning) and the expectation of organisational chaos during and soon after changes (University of Belgrade)

Summary

Positive implications

- Wider international recognition and transparency (Germany)
- More structure and balance in studies through introduction of credit framework (Italy)
- Removal of subjective elements of assessment through careful use of competencies system (Netherlands)
- Improved acceptability of planning education by recognition of planning as scientific discipline (Portugal)

Negative implications

- More formalisation, less content discussions (Germany)
- Lack of understanding amongst staff and students of change from a goal oriented to competency oriented system (Netherlands)
- Increased stress for students (Sweden)
- Chaos during transitional period (Serbia)

2.3 *Learning outcomes and competencies*

With the aim of exploring the ways in which planning schools across Europe differentiate between the two cycles, the questionnaire asked those institutions currently using learning outcomes and competencies to identify the key ones that students must achieve to be awarded a Bachelors or Masters degree in planning.

From the varied answers received (shown in Tables 11 and 12, Section 3) it is possible to form an overview of the current situation.

2.3.1 *Bachelor level*

At Bachelor level there is evidence of a wide variety of approaches to specifying learning outcomes. This ranges from the very detailed specifications used at a number of institutions (all schools in the UK, Université Pierre Mendès-France, Hochschule für Technik, Middle East Technical University) to much broader generalisations such as “skills in planning and administration” (Volda University College) and “capability to work in .. spatial planning institutions .. [and] .. continue scientific education towards Master and PhD degree” (University of Belgrade)

There is also considerable variation in the nature of specified learning outcomes and competencies, both between countries and between schools. These include elements ranging from building construction (Czech Technical University) and engineering (Technische Universität Berlin) to planning theory (Hochschule für Technik).



Summary

Evidence of a wide variety of approaches to specifying the learning outcomes
 Ranging from detailed specifications (as in the UK, Switzerland, Turkey, France,...) to broad generalisation (as in Serbia)

Large variations in the specified learning outcomes/ competencies between countries and schools

Ranging from building construction (Czech Rep.) and engineering (Germany)
 to planning theory (Switzerland)

2.3.2 Masters level

As is the case at Bachelor level, responses range from the detailed specification of outcomes, such as those featured in the UK's Royal Town Planning Institute's 17 indicative learning outcomes (see examples below), to general statements such as:

- "more theoretical knowledge; specialisation" (Universität Dortmund)
- "reflection, 'know why'" (Aalborg University)
- "students must complete a qualified thesis" (Stockholm University School of Planning)

Examples of the RTPI indicative learning outcomes:-

- Ability to articulate integrated strategies and plans with means of implementation
- Understanding of market processes, built form relationships and community gain through development
- Development of management skills: negotiation, mediation, advocacy and inter-professional working

It is clear from the responses that, although the two-cycle system is now adopted in many planning institutions across Europe, with regard to the classification of qualifications and differentiation between cycles there is a continuing diversity of approaches. It seems that this diversity is masked by Bologna's appearance of harmonisation.

Summary

Responses range from detailed specification of learning outcomes, such as the RTPI's 17 indicative learning outcomes

To broad statements, such as:

"More theoretical knowledge, specialisation" (Dortmund)

"Reflection, know why" (Aalborg)

"Students must complete a qualified thesis" (Stockholm)

Illustrating the continuing diversity of approaches which are masqueraded by the Bologna's appearance of harmonisation

2.4 Direct admission to Masters for students without a Bachelors degree in planning

The questionnaire aimed to find out the extent to which Masters degrees in planning are accessible for students from diverse disciplines and educational backgrounds. Hence, institutions were asked to indicate whether or not direct admission is accepted to the Masters in planning for students not holding a Bachelor degree in planning.

As shown in Table 13 Section 3, the majority of respondents (74%) state that students without a first-cycle planning qualification can apply for direct admission to their planning Masters. However for a few of these schools it is noted that, although direct admission is possible, the relevance of the first-cycle degree is a key consideration, hence:

- The Technische Universität Berlin refers only to architecture as a related degree and requires that holders of non-related qualifications must have considerable experience of planning;
- The University of Nijmegen considers students only if they hold closely related degrees such as human geography or environmental studies.
- In Portugal the Universidade Lusofona de Humanidades e Tecnologias also stipulates the possession of a relevant degree but casts a slightly wider net to include, for example, sociology, architecture, civil engineering and geography.
- The University of the West of England specifies that applicants must hold cognate degrees, and those not doing so are required to complete online learning prior to enrolment.

Approximately half of the schools who accept direct admission require students to 'catch up' with planning studies, if deemed necessary. This is often achieved by the student attending Bachelors level classes, rather than by means of a conversion course. Where a conversion course is in use (for example at Ghent University, University Iuav, University of Nijmegen and University of Belgrade) course content covers a range of subjects including:-

- Introduction to logic, process and dynamics of spatial development
- Key issues in spatial analysis, planning and urban design techniques, policy analysis, urban and regional economics
- Acquiring basic knowledge in theory and methodology of spatial, regional, urban and rural planning, and basic mapping methods

Of the remaining schools (24%) reporting that direct admission to a Masters in planning is not accepted without a planning degree, some firmly state that admission is only possible with a specific degree, such as Architecture (Czech Technical University) or Planning (Universität Dortmund). The Universidad de Las Palmas de Gran Canaria has more in common with the 'related degrees' group identified above: it states that direct admission is not normally accepted without a planning degree, but notes that exceptions are made for holders of economic, civil engineering or similar degrees.

Summary

74% accept direct admission to Masters

For a few, relevance of UG degree and/or professional experience in planning is key requirement (Germany, Netherlands, Portugal, UK)

Approximately half require student to 'catch up' with planning studies by attending UG classes. Mostly this programme is tailored to student, rather than a standard conversion course

Where conversion courses are used (Italy, Netherlands, Serbia), content includes:

Introduction to logic, process and dynamics of spatial development

Key issues in spatial analysis, planning and urban design techniques, policy analysis, urban and regional economics

Acquiring basic knowledge in theory and methodology of spatial, regional, urban and rural planning, and basic mapping methods

24% do not accept direct admission to Masters

Some require UG degree in planning or specific degrees Arch. (Czech Rep),

Planning (Dortmund), related degrees (Berlin), civil engineering (Spain), Human Geog or Env't. (Netherlands)

Others require completion of elements of UG planning course prior to admission (Turkey, Portugal, UWE)

UK requires good quality honours degree

3. Professional qualifications

3.1 Key professional bodies for planning

Respondents were asked to identify the key professional body for planning in their respective countries. The results can be seen in Section 3 Table 14.

8 of the 16 countries responding to the survey (Denmark, France, the Netherlands, the Republic of Serbia, Sweden, Switzerland, Turkey and the UK) identify a national body that is specific to the planning profession.

The majority of the remainder (the Czech Republic, Germany, Greece, Italy, Norway and Spain) identify national bodies associated with another professional discipline, such as architecture or engineering, that have links with planning.

Italy is an interesting case: following a national reform of professional bodies, the former Ordine Professionale degli Architetti is now sub-divided into 3 smaller bodies concerning Architecture, Restoration and Planning. As noted earlier, the Bologna Process has been instrumental in the recognition of planning as a sub-division of the former Professional Body of Architects.

Summary

National body, specific to planning

France, Netherlands, Republic of Serbia, Sweden, Switzerland, Turkey, UK

National body, linked to architecture / engineering

Czech Republic, Germany, Greece, Italy, Norway, Spain

Public authorities (Belgium)

Institute based (Portugal)

3.2 Regulation/accreditation of the planning courses by professional bodies

Of all the European planning schools that completed the survey, only 22% have their planning courses formally regulated and accredited by a professional body (see Section 3, Table 15). Six UK respondents constitute the majority of this group (75%), with only two other schools reporting formal arrangements (at the Czech Technical University and the University Iuav)

Responses from all schools in France and the Netherlands describe largely informal arrangements for regulation and accreditation, which in neither countries is actually undertaken by a discipline-specific professional body. In France the OPQU (Office Professionnel de Qualification des Urbanistes) is a public certification office and in the Netherlands, QANU (Quality Assurance Netherlands Universities) is an independent foundation for general academic quality assurance.

The remainder of those completing the survey (57%) indicate that there is no accreditation or regulation of their courses by a professional body.

Summary

57% of respondents have no course accreditation / regulation

22% run courses that are formally regulated / accredited by a professional body (planning or architecture)

75% of these are in the UK, the remaining in Venice and Prague

19% report informal arrangements (France, Netherlands)

3.3 The impact of Bologna on the criteria / procedures for accreditation

Given that a considerable number of schools report no professional accreditation of courses, it is unsurprising that many did not consider this section of the survey applicable to their situation. Of those that did respond, around half say that there has been no change in their accreditation arrangements, although this includes several schools that have no formal accreditation procedures in place.

Where there are reported experiences of change, most are felt to be positive. The accreditation-related benefits described include an increased transparency with regard to teaching responsibilities, administration and programming (University Iuav), the creation of a new planning-specific sub-division of a professional body (University of Napoli "Federico II") and a newly defined

professional profile for a Bachelors course (Politecnico di Milano). Positive experiences are not just limited to Italy: changes are also seen in a positive light (without specifying how) by the Rijksuniversiteit Groningen (Netherlands) and Volda University College (Norway).

Summary

52% of respondents report no change

Of those experiencing change, a majority (64%) say it is positive, benefits including:

Increased transparency regarding teaching responsibilities,
administration and programming (Italy)
Creation of new planning-specific arm of professional body (Italy)
Newly defined professional profile for Bachelor course (Italy)

From reports of negative change, problems include:

Lack of awareness of accreditation bodies and their accountability
(Dortmund)
Risk of reducing teaching to administrative process (Venice)
Further burden on overstretched departments (Groningen)

3.4 Support in the adoption and implementation of the Bologna Process

The survey asked schools to describe any support they were given in adopting the Bologna Process, either from professional bodies, their institution or the government. The information returned is summarised below, with regard firstly to assistance from professional bodies (see Section 3, Table 17) and from universities and governments (see Table 18).

3.4.1 Support from professional bodies

A large majority (80%) of those completing this section of the survey received little or no support from professional bodies in their country.

A variety of reasons are put forward for this lack of support:

- The Université Pierre Mendès-France reports the public sector's "wait and see" attitude before giving assistance;
- The Université François Rabelais suggests that support was prevented by inherent problems in communicating with professional partners and



organising collaborative action due to the intricacy of the system and a multi-stage process of adoption;

- In both Germany and Greece it seems that support is not forthcoming because the two-cycle system will not be accepted by the profession where, in both cases, a 5 year education is favoured (Hamburg Harbournity University and University of Thessaly).

Elsewhere, reasons for the lack of support include a:

- Long-standing separation of practice and academia in the Netherlands (Wageningen University);
- Professional body that is focused on its own Bologna-related problems (University of Belgrade); and,
- Reluctance to engage with the Bologna Process due to fear of losing competencies (Universidad de Las Palmas de Gran Canaria).

In two schools reporting some assistance received in the adoption of the two-cycle system, support has come from an academic rather than professional body, for example the Italian National Committee of University Vice-Chancellors/Rectors (Università degli Studi di Palermo) and the Association of Turkish Planning Schools (Middle East Technical University). In the UK, however, it is felt that the Royal Town Planning Institute has been supportive (Liverpool John Moores University and University of Westminster), given that the two-cycle system is already widely established in this country.

Summary

Majority (80%) report little or no support from professional bodies. Reasons include:

- "Wait and see" attitude before support is given (France)
- Communication/organisation difficulties due to intricacy of system and multi-stage process (France)
- Opinion that 2-cycle system will not be accepted by the profession (Germany, Greece)
- Professional practice and academia traditionally distant (Netherlands)
- Focused on own problems linked to transition (Serbia)
- Reluctance to engage with Bologna based on fear of losing competences (Spain)

Where respondents report some support, in most cases it is from an academic rather than professional body (Italy, Turkey).

The UK is an exception, where the RTPI is seen as supportive

3.4.2 Support from University and the Government

Many respondents consider their University to have played an active role in helping with the adoption of the Bologna Process. The nature and extent of support provided is varied and includes: the provision of extra resources such as administrative staff (Technische Universität Berlin), management personnel (University Iuav) and additional funding (Swedish University of Agricultural Sciences); and assistance with the development of programmes and procedures (Ghent University, Czech Technical University, Politecnico di Torino). Experience in the Netherlands is less positive, where support from the University seems to be limited to being 'very active on paper' (Rijksuniversiteit Groningen) or 'very active in issuing directives' (Wageningen University).

The main exception to this general approval is in the UK, where little evidence is provided of support from Universities. However, this is not surprising given that the educational system in the UK largely conforms to the Bologna process already.

Across all of the schools surveyed there are only few mentions of the government's role in adopting the two-cycle system (see also Appendix 5). Reference is made to new legislation on the Bologna process by the University of Thessaly, Hamburg Harbournicity University, the Università degli Studi di Palermo, the Politecnico di Torino and the Université François Rabelais. Of these schools, those in Germany, Greece and Italy do not indicate whether the government's role is felt to be helpful or otherwise; comment from France reveals opinion that Bologna changes have been imposed without consideration for the specific requirements of planning education. Simultaneously in France it is felt that the government has been passive regarding the Bologna Process (Université des Sciences et Technologies de Lille), as too has the Norwegian government, according to Volda University College.

Summary

University support

Many consider University as playing an active role, but with varying levels and types of support:

Providing extra resources (Germany, Italy, Sweden)

Providing assistance with procedures (Belgium, Czech Republic,



Denmark, Italy)

Support limited to 'activity on paper' or issuing directives (Netherlands)

Exceptions are UK (little support because system largely conforms to Bologna) and Netherlands (need for, and absence of extra resources)

Government support

Government support receives little mention.

Seen as passive (France, Norway)

Except in Italy, where Govt. approved 2-cycle system with national law, as in Spain.

3.5 Other changes resulting from the Bologna Process

As part of the survey planning schools were asked to identify any key Bologna-related changes not addressed by the questionnaire. A variety of positive and negative changes are identified (listed in Section 3, Table 19) and summarised below.

Improvements to education are noted by several schools. It is thought that adoption of the Bologna Process has resulted in an improved internationalisation of planning studies (Université François Rabelais, Politecnico di Milano, Rijksuniversiteit Groningen and Wageningen University) and, in the case of Ghent University, more cooperation between institutions is expected to serve to rationalise a currently fragmented education in planning. The Universität Dortmund also reports on Bologna-influenced reforms, such as a more systematic technical education (e.g. featuring GIS, CAD).

The Bologna Process appears to have been a driver for much needed change: Aalborg University notes that the process served as leverage for a profound change of the curriculum – a switch of focus from construction engineering to spatial planning; University Iuav considers that the Bologna Process acted as a catalyst for discussions on the curricula in relation to new social and political demands.

Other implications for planning education identified in the survey have not been so positive. At the Technical University of Ostrava the Bologna Process is thought to have undermined planning education in the faculty. In France, at the Université Pierre Mendès-France, planning education has been reduced to an 'option' within the Masters programme of a more established discipline as a result of Bologna-related reforms. Concerns for professional integrity are expressed at the Politecnico di Torino where the Bologna Process has reduced

the planning content of the architecture degree, graduates of which can still register as planners with the professional body. The Politecnico di Milano reports on experience of organisational stress due to pressure on staff to implement Bologna changes.

Summary

Positive changes

Rationalisation of fragmented planning education through cooperation between universities (Belgium)

Facilitated profound change to curriculum and renewal of old, inappropriate content (Denmark)

Introduction of more systematic technical education – GIS, CAD etc. (Germany)

Catalyst for discussion on curricula relating to new social and political demands (Italy)

Improved internationalisation of studies (France, Italy, Netherlands)

Negative changes

Undermining of planning education in the faculty (Czech Rep.)

Planning education reduced to an 'option' in masters in more established disciplines (Grenoble)

Less planning content in architecture degree, but graduates can still register as planners with professional body (Turin)

Organisational stress due to pressure on staff to implement Bologna Process (Milan)

4. The potential role for AESOP

Planning schools were asked to consider what would be an appropriate role for AESOP in the future and the responses received were full and varied, with a number of alternative ideas suggested (see Section 3, Table 20).

Numerous respondents (Université Pierre Mendès-France, Politecnico di Torino, Middle East Technical University, University of Iuav and University of Thessaly) feel that AESOP could *coordinate or advise* European schools on planning curricula.

Others suggest that AESOP could provide *support* for planning schools seeking to strengthen the quality of education (Swedish University of Agricultural Sciences, Stockholm University School of Planning, Wageningen University), or could act as a *promoter* of planning education (Universidade Lusofona de Humanidades e Tecnologias and Politecnico di Milano) and a *facilitator of exchange* of information and experiences (Technical University of Ostrava,



Université des Sciences et Technologies de Lille, and Wageningen University).

Another potential role for AESOP may lie in the direction of *quality assurance* and *setting standards* of planning education, as suggested by Technische Universität Berlin, Ghent University, Norwegian University of Life Sciences, Université Pierre Mendès-France , and the University of Belgrade.

Several schools propose that AESOP be involved in the accreditation process as an *external evaluator* (Université de Reims Champagne-Ardenne, Technische Universität Berlin, Hamburg Harbourcity University, Università degli Studi di Palermo, Politecnico di Milano)

A further idea from the Rijksuniversiteit Groningen is that AESOP could give assistance in setting *admission criteria* for international students.

AESOP could also possibly *work with the European Council of Town Planners* to revisit its charter of competencies (noted by Université Pierre Mendès-France) and attract attention to professional standards (noted by University of Nijmegen).

Finally, another possible future role for AESOP is that of *communicator* with a focus on raising the profile of the planning discipline on a European and intercontinental stage.

There is a notable absence of suggestions from UK planning schools, and some comments reveal what is possibly a commonly held view in the UK, that AESOP should avoid further bureaucracy and not make any further moves towards a role in quality assurance or professional qualifications. It is likely that this opinion has been formed as a response to the considerable scrutiny and regulation already imposed on planning education in the UK by RTPI partnership boards and universities' own quality assurance systems.

In addition to the survey responses, many interesting comments about AESOP's future role were made at the Heads of Planning Schools seminar, held in Bratislava in March 2006. Please refer to the third section of Appendix 6 for more information.

Summary

AESOP as coordinator of, or adviser on planning curricula

Grenoble, Turin, Turkey, Venice, Volos

AESOP as supporter, promoter, exchange facilitator

Sweden, Lisbon, Czech Rep., Lille, Wageningen, Milan
 AESOP involved in quality assurance / setting standards
 Berlin, Belgium, Norway UMB, Grenoble, Serbia
 AESOP involved in accreditation process as external evaluator
 Palermo, Reims, Berlin, Hamburg, Milan
 AESOP setting admission criteria for international students
 Groningen
 AESOP working with ECTP to
 revisit its Charter of Competencies (Grenoble)
 attract attention to professional standards (Nijmegen)
 AESOP as communicator, raising the profile of planning
 Milan, Volos
 No specific role mentioned
 UK, Spain
 Further comments made at AESOP Heads of Planning Schools seminar
 (see third section of Appendix 6)

5. Conclusion and the way forward

Higher education is today international in a way it has not been since the heyday of Europe's great medieval universities, and on a vastly greater scale. Even as recently as two decades ago, number of students studying abroad were statistically negligible. In 2003, according to the International Finance Corporation, the numbers were approaching 2% of the world's total 100 million students¹⁰. While profit-seeking institutions are still very rare in Europe, almost all universities have begun to compete for not just money but also talent. Increasingly, universities are adopting their teaching practices and students' social life to meet the needs of students from different cultures and backgrounds. As reflected in our survey, for example, teaching in English in non-English speaking countries is on the rise.

The Bologna Declaration, which aims to achieve greater compatibility and comparability in the systems of higher education, can be seen as a response to the twenty first century's two big trends of internationalisation and competition. Its aim is to increase the international competitiveness of the European higher education systems.

The Declaration acknowledges the significant role played the higher education institutions across Europe for the success of the Bologna Process. It recognises

¹⁰ Quoted in the *Economist*, 2005, *Free degrees to fly*, 26 February, pp. 77-79

the value and diversity of European higher education systems and the need for maintaining Universities' independence and autonomy, as reflected in its reference to the fundamental principles laid down in the *Magna Charta Universitatum*, which was also signed in Bologna in 1988.

Given that 40 countries have now signed up to the principles of Bologna Process, it is important that Universities in general, and planning schools in particular, play an active role in the process.

As the survey has shown, most planning schools have already adopted or are in the process of adopting the two-cycle system. Some have had to introduce Bachelors courses while others have had to adopt their Masters courses to the needs of a more mobile and selective national and international students.

However, despite the appearance of homogeneity with the two-cycle system, the survey has revealed major differences in defining the degree levels. The crucial issue for planning education in the emerging post-Bologna environment is how the common core of planning education is to be distributed between the first and second cycles. In what ways distinctions have to be made between basic knowledge at the Bachelors level and advanced and/ or specialised knowledge at the Masters level, whilst responding to the inter-disciplinary nature of the planning education.

It is clear from the responses to the questionnaire survey that a more pro-active role by AESOP is not only desirable but also necessary. However, what should be the exact nature of that role is a question which requires further deliberations in the future Heads of Planning Schools seminars, facilitated by AESOP's Working Group on Planning Education.

Given that parallel to the work of AESOP on Bologna, the European Council of Town Planners (ECTP) is also actively seeking to establish a 'common platform' in response to the EU Directive for Recognition of Professional Qualification, it is important that the two associations work closely on issues of competence, education and training.

Hence, a constructive way forward for AESOP is to work more closely with the ECTP, focusing on the issues where there is a lack of clarity and common understanding, particularly with regards to the BA-MA distinctions and professional qualifications.

One concrete recommendation, arising from this work, is to hold another HoS seminar in 2007, focusing on the above issues and extending the invitation to key members of ECTP Council.

The Bologna Process is already underway, so what matters now is to use the opportunity for change to improve planning educations in Europe, to raise its profile and to make it more attractive to talented students from across the world.



Section Two: Country Reports

1. Introduction

This section of the report provides a summary of progress made towards Bologna in those countries that responded to the questionnaire survey as well as a summary of the implications of the Bologna process for planning education in each country.

In providing these summaries for each country we have drawn upon two sources of information: firstly, the National Report 2004-2005¹¹ and, secondly, the responses to the questionnaire survey. It should be noted that the amount of information provided by the National Reports and the way in which they are organised varies in each country. Furthermore, this report has focused only on the information relevant to the issues covered by the survey.

2. Belgium – Flemish Community

2.1 Introduction

In Flanders the Flemish Education Department is responsible for dissemination of information relevant to the implementation of the Bologna Process. A Flemish Bologna Promoters team was established in July 2004. The general framework for the Bologna Process is now in place and implementation started in 2004/2005. Moving forward, the main focus will be on deepening the process. In doing this the main challenge will be to raise the awareness for the Bologna process up to the level of the individual HE institution, staff member, and student.

Progress on the adoption of the Bologna Process in the Flemish Community of Belgium is indicated, in this survey, by the experience of one school, which currently offers only a 1 year 3rd cycle degree in planning to students who have already completed postgraduate education. In this case, therefore, the response to the Bologna survey is limited, but does offer some insight into the experience in the country.

2.2 The two-cycle degree system

The school will move to offer a two year second cycle degree in planning from 2007. This replacement of the current one year third cycle degree is understandably identified as a major change for the school. The task of preparing students from diverse disciplines for planning research and the planning profession is anticipated to be a key challenge. There is concern that

¹¹ The national report for each country can be found on <http://www.bologna-bergen2005.no/>

students with less specific expertise will have an impact on the interdisciplinary aspects of the programme, and could potentially reduce the quality of planning education at the institution.

It is reported that there is no planning education at Bachelors level in Flanders. As an obvious consequence there is little acceptance of the Bachelors qualification and there are few employment prospects for first-cycle graduates qualifying elsewhere.

A Flemish credit system based wholly on ECTS has been in place for university programmes since 1991. The new Decree on the Structure of Higher Education (2003) endorses the compatibility of the existing credit system with ECTS.

In Flanders a compulsory Diploma Supplement has been awarded automatically at university level since 1991 and at non-university level since 1994. The Flemish Diploma Supplement is now adapted to the international one.

2.3 Degree qualification structure

Planning related qualifications at the responding school are classified and explained on the basis of learning outcomes and competencies, the international credit framework and time based approaches. With no bachelor degree offered, learning outcomes at masters level focus on the attainment of a 'profound knowledge' of wide-ranging aspects of planning, and production of a masters thesis.

Because no undergraduate planning course is available, direct admission for students not holding a planning Bachelors is welcomed. Conversion courses of varying length and content must be followed by students with non-cognate degrees. The conversion course provides an introduction to the logic, processes and dynamics of spatial development

2.4 Professional qualifications

From the survey response it is not clear whether there exists a professional body for planning in Flanders, however it is indicated that a formal system of professional accreditation is in place.

No support for the adoption of the Bologna process was received from professional bodies, however assistance in developing the program did come from the University in the form of a transfer of expertise from other masters programs.



It is thought that the Bologna Process may serve to improve the currently fragmented nature of planning education in Flanders, where six planning schools currently operate. By means of cooperating in associations, universities and colleges can integrate individual planning programs into a joint program.

2.5 Future role of AESOP

The Belgian (Flemish) response identifies a possible quality management role for AESOP.

3. Czech Republic

3.1 Introduction

Overseeing the implementation of the Bologna process is the responsibility of the National Bologna Group, which was established before the Berlin conference. At present, it consists of 12 academic experts. A continuing series of seminars serves as a platform for exchange of experience nationally. The members of the group also provide guidance to HEIs upon their request.

With regard to the effect of the Bologna Process on planning education in the Czech Republic, information is provided by two schools, one of which does not offer a specific planning degree but teaches planning to Civil Engineering students. Consequently the responses to some areas of the survey are quite limited.

The Higher Education Act necessitates a long term strategy for the development of higher education, which is currently being developed and should be updated annually. It enables the state to introduce funding mechanisms aimed at creating incentives and motivation for institutions to implement changes, mainly for the improvement of:

- access to higher education
- financial support for HEIs
- quality of education and research and the employability of graduates and competitiveness of Czech HEIs as its consequence
- social welfare of students.

3.2 The two-cycle degree system

In the Czech Republic the vast majority of higher education institutions have undergone restructuring and accreditation of study programmes to implement the two-cycle system. Except for certain courses where the subject requires it (medicine, dentistry, veterinary med., pharmacy), students are no longer accepted to the continuous study programmes leading to a Masters. In 2004/5 therefore, student intake was mostly to new Bachelors study programmes.

Reflecting this process, two Czech schools responding to the survey have adopted the two-cycle degree system in 2002 and 2003, teaching undergraduate and postgraduate courses in 3+2 and 4+2 formats. A third school offers degrees in a 4+1 structure, where the 1 year Masters must be preceded by a year of



professional experience¹². At this school the length of the second cycle is being discussed, and is currently thought by some to be too short.

The schools' observations regarding the impact of the Bologna Process include a potential improvement to student mobility when progressing from undergraduate to postgraduate courses, and a challenge to make the Masters course accessible to students from disciplines other than architecture. In one school it is felt that, due to pressure on teaching time as a consequence of adopting the two-cycle system, planning elements have been squeezed out of the course and coverage is limited as a result. The length of the first cycle at another school is deemed too short to sufficiently prepare students for embarking on a professional career.

The Higher Education Act states that the Diploma Supplement will be issued to every graduate on request. In 2004 a group of experts from HEIs and the ministry, with a national Diploma Supplement coordinator, prepared documentation to help Czech institutions to meet the demand of the Berlin Communiqué – to issue the Diploma Supplement for every graduate in 2005. Evidence from the survey bears out this information and suggests that the European Credit Transfer System has already been adopted in the Czech Republic.

3.3 Degree qualification structure

Methods used to classify and explain qualifications at Czech institutions are not indicated, and learning outcomes and competencies are not specifically identified, although a range of planning-related subject areas are listed in the survey response (see Tables 11 & 12).

For the one school responding that has a Masters course in planning, direct admission is only possible for students holding a Bachelors in Architecture.

3.4 Professional qualifications

The professional body for planning is the Czech Chamber of Architects which accredits certain programmes in architecture, urban and regional planning, landscape and garden design. The extent to which the Czech Chamber of Architects was supportive in the implementation of the Bologna Process is not reported. It is not thought that the Bologna Process has affected accreditation procedures.

¹² A third school, the Faculty of Architecture at the Technical University Brno, did not initially respond to the questionnaire, but at the feedback stage took the opportunity to explain its degree structure.

3.5 Future role of AESOP

As regards the future role of AESOP, the emphasis was put on the need for recognising the diversity of national qualification systems.

4. Denmark

4.1 Introduction

To implement the Bologna Process a Danish Bologna Follow Up Group was established in 2000, representing all principal stakeholders. The group adopted a work plan for the implementation which followed the action lines of the Bologna Declaration. The group has functioned as a reference group for European Bologna questions and for EU initiatives in Higher Education.

A new act on universities was adopted in May 2003 with the purpose of enhancing institutional autonomy and introducing external boards. The executive orders issued are on:

- Doctoral studies (previous, 2002)
- Bachelor/Master programmes
- Access to university programmes
- Examinations
- Quality Assurance (Spring 2005)

An OECD review on Danish universities recommends developing integrated study programmes or joint Master courses to facilitate study abroad, and promoting to students the benefits of studying abroad. Hence, in Denmark the future Bologna-related challenges seem to focus on:

- The internationalisation of Danish Higher Education Institutions
- Enhancing international mobility of staff
- Making Danish higher education attractive to foreign students

Progress in the adoption of the Bologna Process in Denmark is partially illustrated by the survey responses of one Danish planning school.

4.2 The two-cycle degree system

In the example given, the two cycle system (3+2 years) was adopted in 2000 and the Masters level is now taught in English.

The Bologna Process facilitated a major change in curriculum at this school, which was originally based on construction engineering. The process was used

as leverage to remove such content and focus the curriculum firmly on spatial planning.

The key challenges of the Bologna process identified in relation to planning education are aligned with the national picture, being associated with the delivery of the course in a second language: engaging with different study cultures of foreign students and using only literature in English as reading material which is causing difficulties for lecturers and students alike. This challenge in particular is thought to be specific to the planning degree because the use of local/national case studies is preferable, for which material in English is not available.

Concerns about the two-cycle system are evident in comments on the possible lack of fit between the masters course and undergraduate degrees held by external students. The current trend for very few students ending studies after the first cycle indicates a low acceptance of the undergraduate degree.

The current status with regard to the introduction of the Diploma Supplement and the European Credit Transfer System in Denmark is not indicated.

4.3 Degree qualification structure

Methods of classifying qualifications are not indicated and learning outcomes and competencies are not specifically identified. Direct admission to the Masters is possible for students without a Bachelor degree in planning (who have qualified with 3 years of similar education), with a requirement to follow a conversion course if necessary, tailored to individual needs.

4.4 Professional qualifications

In terms of general academic accreditation, universities can decide on the provision of programmes but new programmes must be approved by the Ministry of Science. The university has to submit information on research base, labour market relevance, quality assurance procedures, access requirements and relation to other programmes.

The professional body for planning is identified as the Association of Town Planners in Denmark (Foreningen af byplanlaeggere), but it appears that this body is not involved in any regulation or accreditation of planning courses. Existing courses are subject to regular evaluation by the State Education Evaluation Center. Assistance in adopting the Bologna Process is evident at the University level. Within the University itself such assistance is provided by

key staff including the Dean and Head of School. It is not indicated whether support in this area has been provided by the Government or the professional planning body.

4.5 Future role of AESOP

It is considered that AESOP should not consider a role in quality assurance or professional qualifications, so as to avoid unnecessary bureaucracy and streamlining.

5. France

5.1 Introduction

Implementation of the Bologna Process has been a Government objective since 1999. Since then, it has been gradually introduced within different higher education sectors.

5.2 The two-cycle degree system

Approximately 75% of institutions under the competence of the ministry of National Education, Higher Education and Research (MENESR) have so far adopted the so-called 'L.M.D' ('*Licence/Master/Doctorat*') scheme. It is likely that this will be implemented by all universities by 2006, or at the latest by 2007.

Current priorities in France include redefining methods to evaluate and/or accredit the quality of institutions, programmes and staff, as well as clarifying the higher education system by working towards a closer alignment of the universities, '*grandes écoles*' and research institutions.

The main challenges identified for the future include: the implementation of the two-cycle system across the whole French higher education system (by 2006 for universities and 2010 for all other French institutions); strengthening the educational offer's international dimension through mobility of students and development of joint programmes; and moving the quality assurance system to shift towards international standards.

The survey received responses from four French schools with planning courses. Three of the schools have adopted the two cycle system in 3+2 format, and one offers a 3-year masters course to students who have completed 2 years at Licence level. All these schools have implemented the Bologna Process between 2000 and 2005, suggesting that the Government's objective is being realised.

Amongst the schools in France there have been varied experiences of and approaches to the Bologna Process. Important changes include the complete restructuring of a Masters curriculum, the abandoning of the traditional candidate selection process (which took place after 4 years of study), the marginalisation of planning Masters due to redefinition as part of wider diplomas, and institutional change aimed at avoiding anticipated negative effects of the Bologna Process.



Key Bologna-related challenges relate to the teaching of less experienced students (completing only 3 years of undergraduate study as opposed to 4 years previously) and maintaining the independent profile of planning studies, which are losing identity through integration within more general Masters courses. Furthermore, improving the continuity of studies between first and second cycles and overcoming organisational obstacles associated with interdisciplinary study are also regarded as challenges.

The schools identify possible benefits of the two-cycle system in terms of better continuity between the two levels and more opportunity for specialisation at Masters level, brought about by the development of more planning teaching in the first cycle. However, although the Licence level was already well established in France, there appears to be little acceptance of the first cycle qualification by employers, and consequently students aim to progress straight to a Masters. A key disadvantage noted by French schools relates to the lack of fit between the newly adopted two-cycle system and the traditional candidate selection process, which now falls between the first and second years of the Masters. This is disrupting regulatory links with the planning labour market.

5.3 Degree qualification structure

ECTS and DS are already adopted by most schools and all report the use of the learning outcomes and competencies and the international credit framework to classify and explain qualifications. The latter method is only used internally by three schools, who also employ time-based approaches and Bachelor-Master subject specific benchmarks, and who also report no major changes to classification methods with the adoption of the Bologna Process.

5.4 Professional qualifications

Learning outcomes and competencies are more thoroughly identified at Masters than at Bachelors level, and direct admission to the Masters for students not possessing a Bachelors degree in planning is possible at all of these schools.

All schools identify the Conseil Français des Urbanistes (CFDU), established by the Société Française des Urbanistes (SFU), as the key professional body for planning in France, and there is a system of informal accreditation of planning courses by the Office Professionnel de Qualification des Urbanistes (OPQU) – a public certification office set up by the SFU. No changes to accreditation as a result of the Bologna process are noted.

It appears that little or no support for the adoption and implementation of the Bologna Process came from the professional body. It is suggested that the public sector's 'wait and see' attitude and the multi-stage process of adoption hindered communication and collaborative action. The French government is also seen to be of little help in this respect. Instead it seems to be creating constraints and imposing requirements for multi-disciplinary curricula with little consideration for the specificity of planning as a discipline.

5.5 Future role of AESOP

Several proposals for AESOP's future are put forward by the French planning schools. It is suggested that AESOP could possibly work with the European Council of Town Planners to revisit its competencies charter, or could advise or coordinate schools across Europe with regard to planning curricula. Other roles could be to establish a network to facilitate the exchange of information and experiences, or to focus communication towards raising the profile of planning at a European level. Furthermore, a role in the quality assurance of planning education is suggested, together with a proposal that AESOP be involved in the accreditation process as an *external evaluator*

6. Germany

6.1 Introduction

In Germany in 2003, ministers agreed in principle to the implementation of the two-cycle degree system (preferably nationwide) by 2010. Bachelors and Masters courses currently constitute some 26.3 per cent of available degree programmes (as of January 2005) and availability of accredited Bachelors and Masters degrees will be expanded.

6.2 The two-cycle degree system

Two issues are seen to be key to the acceptance and development of the system overall: transition between the Bachelors, Masters and Doctoral phases, and transition to and from higher education and employment. Of particular interest is the transition from Bachelors to Masters study.

Willingness among higher education institutions to offer Bachelors and Masters degrees, and among students to take up structured degree programmes, largely depends on the acceptance of Bachelors and Masters degrees in the labour market and society in general. Higher education institutions and the Federal and Länder governments are intent on ensuring the quality of qualifications and on providing comprehensive information to potential students and employers. Both students and the social partners place great importance on promoting acceptance of these new academic qualifications.

Adoption of the two-cycle system continues in Germany, with further implementation in 2006/7 to include a move away from the 5 year continuous diploma offered in some schools. In terms of course length, not all institutions will offer 3+2 years. Some may offer 4+1 or 4+2 according to the subject.

Several changes are identified as arising from the Bologna Process, including the introduction of the ECTS system, more integration between important courses and a reduction in the number of theoretical courses.

The biggest challenge of the two-cycle system is considered to be the effect of the new degree structure on the employability of students, particularly those seeking work at the end of the first cycle. In common with Germany's national report on the Bologna process, concern is expressed about the extent to which employers and society accept the first-cycle qualification. In relation to employability there are also worries expressed regarding the maturity and

experience of first-cycle graduates, and the short time available in which to cover all aspects of planning adequately. These problems are thought to be particularly acute during the transition period, when new first-cycle graduates may be in competition with graduates of the old 5 year course for planning jobs.

Other challenges include maintaining the scientific profile of the study programme, striking the balance between offering a variety of study schedules with course structures to suit individual needs, and maintaining international and interdisciplinary transferability of the new system

Some of these difficulties are considered common to other university departments, but it is felt that the issue of first-cycle graduate employability is particularly specific to planning, because of concern that insufficient experience of most aspects of planning will result from anything less than the 5 year diploma.

Those German planning schools responding to the survey highlighted certain perceived advantages of the two-cycle system relating to employment and mobility. A possible improvement in the quality of second-cycle students may be delivered by two factors: an increased opportunity to gain practical experience between the first and second cycles and, theoretically, the removal of employment as the principal motivation for second-cycle studies, if work opportunities for first-cycle graduates improve. It is also thought that the ability to study abroad in the second cycle will bring improvements in international student mobility.

Nevertheless, despite the identification of such benefits, there is concern for student maturity and understanding of planning issues by the end of the first cycle. It is thought that the labour market will be slow to recognise the first cycle qualification and, during the transition phase, first cycle graduates will struggle to compete with graduates from traditional degrees for scarce planning jobs. A potential disadvantage of the two-cycle system could lie in the possible over-specialisation of some masters courses, which may fail to provide the necessary depth of education across a wide range of planning issues.

According to respondents in Germany the European Credit Transfer System has been introduced largely without any problem. However, one school reported some initial difficulties in applying the system to certain outcomes based on time requirement rather than workload. There was a mixed response regarding the Diploma Supplement, which may be due to a respondent

not recognising the term. The national report states that higher education institutions will continue to receive assistance in awarding ECTS, modularisation, internationalisation and producing the Diploma Supplement.

6.3 Degree qualification structure

According to the survey, the classification of qualifications in Germany is largely by means of time-based approaches and learning outcomes and competencies, with national and international credit frameworks also in use. It is not generally indicated whether these methods have changed as a result of the Bologna Process (although one school expects to use credit frameworks in the future). However it is thought that the process has brought a broader international recognition and transparency to planning education in Germany. It is also considered that the new system has resulted in planning education becoming more formalised, with less discrepancy concerning course content.

At both Bachelor and Masters level there is evidence of great variation in defining learning outcomes and competencies, ranging from a list of detailed, specific outcomes to much more general statements.

There is also a mixed response regarding direct admission to a Masters in planning for students not holding a first-cycle planning degree. One school will only admit students with a planning degree but elsewhere direct admission is possible for those holding a cognate degree or those with planning knowledge who take an oral exam and attend undergraduate classes in the first year to 'fill the gaps'.

6.4 Professional qualifications

In Germany, several professional planning bodies are mentioned, but the main authority lies with the Chamber of Architects in each state. This has legal responsibility for administering a register of planners. For formal accreditation, acceptance to this planning register is on the basis of holding a 5-year degree and 3 years practical experience.

Where the impact of the Bologna process on accreditation procedures are considered, the effects are seen to be negative: people do not know the accreditation bodies or their staff, and democratic control mechanisms are felt to be non-existent.

In one instance it is felt that the Chamber of Architects has not been supportive of the Bologna process, because it only considers a five year degree as an acceptable basis for the planning profession.

Respondents report varied levels of assistance from Universities and the government in adopting the Bologna process, ranging from simply dictating the rules, to the University checking new regulations against rules defined by federal and national law, to providing administrative staff to assist with development of the two-cycle programme).

In Germany it is considered that the Bologna process may have facilitated an increase in the teaching of soft skills in the planning curriculum, although it is acknowledged that such skills have always been important in planning education and are already taught in several classes. It is also felt that a more systematic technical education (e.g. GIS, CAD) has been introduced as a result of Bologna reforms.

6.5 Future role of AESOP

Suggestions for AESOP's role in accreditation and quality assurance include acting as an external evaluator to provide accreditation in addition to national procedures, and performing a consultative role to help universities implement and evaluate the new two-cycle structure.

Greece

7.1 Introduction

The Greek government is committed to promptly enacting legislative reform in accordance with the Bologna Process on the basis of two principles : European convergence and national / institutional diversity. While recognising the need for common goals, structures, practices, standards and guidelines toward a European Higher Education Area , the government wants to simultaneously emphasize that, articulated within the national Bologna strategy should be the national agenda with its constraints and priorities, and the institutional policies developed within a diverse and politically sensitive higher education context.

In order to maintain some flexibility in implementation, it is likely that the Greek government will avoid detailed regulatory legislation regarding specific issues pertaining to the Bologna Process, and will instead aim to implement a more general legislative framework for higher education.

The impact of the Bologna Process on planning schools in Greece is indicated in the survey by the comments of one respondent. This school has not implemented the Bologna Process and so responses to some areas of the survey have not been possible, or have been considered in the form of possible future developments, should Bologna be adopted.

7.2 The two-cycle degree system

It is acknowledged in Greece that the two-cycle degree structure is necessary to increase quality and transparency of higher education and for provision of applicability of this type of degree structure and its requirements.

The school offers a 5 year diploma, considered equivalent to an undergraduate degree, with a further 1 ½ year Masters. However, some of the other Engineering schools in Greece consider their 5 year diplomas equivalent to Masters level. These schools offer a further Masters course which is inter-departmental. As such it is considered that there is a two-cycle system in place (albeit of a different form to Bologna's norm), but this system was established independently to and much earlier than the Bologna Process.

Should the 5 year diploma ever be shortened to more closely resemble the 3 year first-cycle degree now common across Europe, there is concern that qualified planners ready for the labour market could not be produced in such a short time. It is envisaged that, although chances of employment may not

decrease, graduates of a 3 year degree would be paid less and for positions inferior to the ones held by more qualified planners. It is thought that the undergraduate education would suffer a certain devaluation as a result. Shortening the first-cycle degree could also potentially cause difficulties for professional bodies, if graduates of a 3 year course were to claim the same professional rights as graduates of the earlier 5 year course.

There is evidence of some concern that if a 3 year first-cycle degree is adopted by most other countries in Europe, there will be problems of compatibility with Greek degrees. However, many difficulties are associated with the idea of a change to the shorter period of study, including: a drop in the quality of planning education; the creation of chaos in universities; pressure on universities to become technical schools; fewer opportunities for students to study abroad as part of the course; and damage to the acceptability of degrees.

The majority of higher education institutions in Greece are employing the ECTS system, and a concerted effort is being made towards universal adoption. The situation is similar as regards the Diploma Supplement.

7.3 Degree qualification structure

The school focuses on a time-based approach to classifying and explaining qualifications, but methods also used include: national and international credit frameworks, learning outcomes and competencies, Bachelor-Master generic descriptors and subject specific benchmarks, and qualification descriptors and indicators. Competencies are indicated in a wide range of planning-related fields, which can be seen in Section 3, Tables 11 and 12.

As the school has not adopted the Bologna Process there have been no changes in the above methods.

Direct admission to the planning Masters is accepted for students who hold a first degree and are competent in English. If the first degree is cognate to planning, the student may follow a more specialised stream within the Masters, but otherwise will study more generalised planning content.

7.4 Professional qualifications

The professional body pertaining to planning in Greece is reported to be the Technical Chamber of Greece, within which planning graduates are currently registered on a list of architects. This arrangement is expected to change. Support for the adoption of the Bologna Process has not been received from



the Technical Chamber of Greece. In fact, the professional body is insistent on maintaining the 5 year diploma, which presents an obstacle for implementing the process.

There is no regulation or accreditation by the professional body, however for professionally accredited degrees obtained abroad, The Section of Recognition of Professional Qualifications (SAEI) has been set up to assist with professional accreditation.

7.5 Future role of AESOP

As regards the future of AESOP, it is proposed that it could adopt an advisory role to assist schools in determining planning curricula, or could possibly act to create networks that link planning schools and those in planning education with relevant EU institutions.

8. Italy

8.1 Introduction

In Italy the Bologna Process has been implemented through national laws and regulations which will apply to all Higher Education Institutions (HEIs).

With reference to national Bologna strategies, Italy gives particular emphasis to the provision of joint degrees and integrated study programmes which are seen to offer a genuine European dimension and foster inter-institutional cooperation. Italian legislation allows Universities to award joint academic qualifications. Furthermore, ministerial decrees establish that Italian universities may award degrees in conjunction with foreign universities.

Looking ahead to future challenges, the main goals identified for higher education in Italy are the greater internationalisation of all HEIs, and a significant increase in the percentage of foreign students in Italy.

8.2 The two-cycle degree system

It appears that the two-cycle system is well established in Italy, having been adopted in 2000 and 2001 in most cases, and in 2003 in one instance. In all those surveyed the format was the same: a 3 year Bachelor and 2 year Masters is in place.

Key changes as a result of implementing the Bologna Process mostly relate to a raising of the profile of planning education and the planning profession in Italy. Changes include the introduction of an independent planning degree (content was previously delivered as part of an architecture degree), the creation of an autonomous planning school (where previously the planning curricula was taught within the school of architecture), and the new formal recognition of planners by means of professional registration.

A further key change identified is the reduction in time available for teaching the undergraduate degree. On a number of occasions reference is made to the challenges of developing adequate knowledge and skills and preparing students for employment. There are also concerns over the task of ensuring that students progress smoothly and quickly from first to second cycle, and of attracting graduates from other disciplines to study a planning Masters.

Such challenges are not consistently thought to be specific to planning education, although with regard to employability, a comment reveals that



some employers in planning have been slow to recognise the new degree system and qualification.

The greater professional and educational autonomy that planning has received through the Bologna Process is clearly seen as an advantage. Other benefits include improvements to the quality of planning education brought about by more clearly defined aims, outcomes and professional skills, as well as by more focused attention on teaching practical skills. It is thought that students can enjoy a greater flexibility in their studies as a result of the two-cycle system (with the ability to change study areas between cycles). Also, the two cycle may improve graduation rates in Italy for two reasons: firstly because the first-cycle qualification is more accessible, and secondly because the structure of the new system better encourages students to finish their studies.

But schools in Italy do not see the effects of the Bologna Process as purely positive. Concerns are expressed about the acceptance of the first-cycle qualification and the opportunities for employment of first-cycle graduates. Problems are also identified in relation to pressures to compress curricula into shorter periods of teaching, and the effect this has on the quality of planning education.

In Italy the ECTS and Diploma Supplement have been adopted by national law. However, it appears that these tools have not been fully introduced at institutional level; only one school confirms the adoption of ECTS and no schools report that DS is in place.

8.3 Degree qualification structure

After ratification of the Lisbon Recognition Convention in 2002, the recognition of foreign qualifications is now based on their global evaluation (levels of comparability) instead of detailed analysis of contents. Work is underway for the drawing up of a national qualifications framework compatible with an overarching European qualifications framework.

A mixed picture emerges from the survey with regard to the methods used in Italy to classify and explain planning qualifications. Only the national credit framework is utilised by all schools responding to the questionnaire. Other methods most commonly in use are learning outcomes and competencies, the international credit framework and time-based approaches.

Effects of the change in methods used are not widely indicated, although one comment reveals that, for one school, the system of qualifications has

been strongly influenced by the new credit framework, resulting in a more structured and well-balanced articulation of studies.

Learning outcomes and competencies at both Bachelor and Masters levels in Italy appear to be quite generalised, ranging from 'knowledge of the main planning techniques' to more specific outcomes which are referred to but not listed.

It is evident from the survey that direct admission to a Masters in planning is generally possible in Italy for all students regardless of whether they possess a planning degree. In some instances a conversion course is required, and in other cases the student is assessed in terms of credits and must attend undergraduate studies to make up any shortfall.

8.4 Professional qualifications

The professional body for planning in Italy is now known as the Ordine degli Architetti, Pianificatori, Paesaggisti, Conservatori, indicating the sub-division in 2001 of the former Professional Body of Architects to incorporate separate bodies covering Planning, Landscape Architecture and Conservation. This is uniformly seen by the schools as a positive development.

From the survey responses it appears that planning courses in Italy are not accredited by the professional body, which is reported to have been initially unsupportive of adopting the Bologna process. The situation is said to have improved with more help offered since the introduction of national laws relating to Bologna reform. It is considered that the government has actively provided assistance with the Bologna process, in the form of Bologna-specific legislation. Universities also appear to have been largely supportive, by means of assisting with procedures or with additional resources.

8.5 Future role of AESOP

Italian schools make a number of suggestions in this area. It is proposed that AESOP could play a part in coordinating planning curricula amongst planning schools and promote planning education across Europe. It is suggested that AESOP could also be involved in the accreditation process as an external evaluator.

9. Netherlands

9.1 Introduction

Strategies for the Bologna Process in the Netherlands focus on implementation and further development of the three cycle structure including facilitation of joint programmes and joint degrees and furthering various internationally attractive “top” Masters programmes.

A new funding scheme for higher education (both institutions and students) was to be introduced by 2006, also taking into account joint programmes and joint degrees and mobility of students.

Recently, work has started on a new law for higher education, to be introduced in 2007. This legislation will also take into consideration the possibilities of offering joint programmes and joint degrees.

9.2 The two-cycle degree system

The implementation of the two cycle system has taken place relatively quickly, with 82% of programmes changed at the onset of the academic year 2002/2003. Experiences are being monitored with a view to making adjustments as necessary. All the Dutch schools responding to the survey had adopted the two-cycle system by 2004.

It is evident from the survey that many institutions are offering a first-cycle degree in planning of three year duration, although such uniformity does not apply to the length of the second cycle, which can be one or two years.

Planning schools in the Netherlands report a number of key changes resulting from the Bologna Process: the introduction of two cycles has meant that the difference in the two academic levels must be addressed and that new separate curricula have been introduced. At one school the three year Bachelors course has become an independent degree; and certain Masters courses now have a more international scope and are taught in English. In addition, other changes have involved the introduction of a new system of accreditation, and altering methods of classifying qualifications to include student competencies.

When adopting the two-cycle system the schools found the biggest challenges lay in developing an independent Bachelor degree and new planning curricula, in moving from Dutch to English as the teaching language, and in giving the Masters a more international focus. According to responses it is not generally

considered that these challenges are only specific to planning, although it is noted that the requirements of the planning professional body had to be considered, and that certain tasks marked a drastic change for the planning group.

The benefits of the Bologna Process for the quality of planning education in the Netherlands are seen to take the form of: accounting for the difference in academic level between Bachelor and Masters levels; the inter-departmental discussion of quality assurance and control as a result of curriculum restructuring; and the raising of scientific standards of excellence brought about by reconsidering curriculum foundations and links between groups. However it is also thought that quality may suffer as a result of Bologna changes, particularly where the Masters is one year long and there are pressures for sufficient delivery of various professional aspects of planning in this time.

An increased potential for student mobility is considered as a Bologna-related advantage. Disadvantages are noted as being: less flexibility for students and staff within a more rigid new system; increased pressure on University resources due to needs for more administration, management and staff to run a more bureaucratic system, and also due to a less stable postgraduate educational market (brought about by heavy international competition and unpredictable student numbers); and the low chances for employment of the 3 year first-cycle graduate, as compared to graduates of 4 year Bachelor degrees in professional universities.

Since the end of 2004 all HE institutions have been legally obliged to present all students with a Diploma Supplement (automatically and free of charge) written in the Dutch or English language. Respondents to the survey all confirm that both the ECTS and DS are in place, except for one school which did not recognise the 'DS' term. One institution reports that, despite the adoption of ECTS causing considerable practical problems, innovative changes were made to the curriculum, which made them more coherent as a result.

9.3 Degree qualification structure

In the Netherlands generally the accredited programmes are centrally registered and described by universities in terms of content, level, workload, profile, ECTS-credits, and in some fields in terms of learning outcomes and competences.

Because of the mixed level of response to the survey regarding methods of describing degree qualifications, it is not possible to ascertain a particular trend amongst Dutch planning schools and compare this to the national



picture. One of the schools indicates a change in methods as a result of the Bologna Process, with time-based references and Bachelor-Master generic descriptors newly in place, and a switch from using national to international credit frameworks. In this example the change has been problematic in that many staff and students have not understood the rationale or the mechanics of the change from a goals-oriented to a competency-oriented system. However the new competencies-based system is expected to bring more objectivity to assessment and is therefore considered to be a positive development.

A mixed response was again received regarding the use of learning outcomes and competencies. Outcomes and competencies at Bachelor level are either not identified, described in a very generalised manner, or by contrast specified in a detailed document identifying a range of core and sub-competencies. A similar picture emerges for Masters level, with additional reference to "AESOP standards" and Dublin descriptors rather than degree-specific indicators.

Direct admission to a Planning Masters degree course for students without a first cycle planning qualification is reported not possible at two of the Dutch schools, although exceptions are noted, and the third allows admission only for holders of a degree in a closely related field such as human geography or environmental studies. In this case, if the student is considered insufficiently prepared, a half year conversion course featuring the more theoretical elements of the Bachelor degree in planning may be necessary.

9.4 Professional qualifications

The professional body for planning in the Netherlands is the Dutch Professional Organisation of Urban Designers and Planners (BNSP). There is an informal system of regulation of courses against a set of criteria which specify a minimum content of planning history, theory and methodology and a basic knowledge of planning core themes. It appears that there have been no changes to the criteria for regulation and accreditation as a result of the Bologna Process. It is worth noting that admission to the professional body is possible for graduates of the 4 year degree at professional universities, but not for graduates of the new 3 year Bachelor degree.

Support for the adoption of the Bologna Process is reportedly scarce according to planning schools in the Netherlands. There is no evidence of any support from the professional body, and comments reveal a general message that the Universities have not provided financial resources where deemed necessary, and that support, if any, has been limited to the issuing of directives.

9.5 Future role of AESOP

Results from the survey indicate no real consensus amongst planning schools in the Netherlands on what role AESOP should adopt in the future, although a number of recommendations are made. It is proposed that, rather than take a direct role, AESOP acts to facilitate the exchange of information amongst European planning schools, particularly with regard to competencies. In addition, one school identifies the need for work on developing international admission criteria, and that AESOP could drive this forward. Furthermore, it is suggested that AESOP could work with the European Council of Town Planners to attract more attention to professional standards.

10. Norway

10.1 Introduction

Most elements of the Bologna Process, up to the Berlin Communiqué, have been implemented through Norway's Quality Reform. Central to the reform is a new degree structure with the Bachelor, Master and Ph.D. degrees following the 3+2+3 model. Additional elements include the establishment of a quality assurance agency, the compulsory use of the Diploma Supplement, the introduction of credits based on the ECTS model, closer counselling of students, change to a teaching and learning-oriented system from the previous final exam-oriented, increased institutional autonomy, new forms of assessment and increased internationalisation.

Although the structural and legal implementation of the Bologna Process is already largely completed, the changes required at institutional level to fully integrate Bologna reforms will only come with time, as staff and students become increasingly familiar with new elements and opportunities.

Responses to the survey come from two Norwegian universities, but it has been difficult to fully ascertain the impact of the Bologna Process at institutional level given the limited information made available for some areas of the questionnaire.

10.2 The two-cycle degree system

Both institutions responding to the survey have adopted the two-cycle system, but only one of the schools is currently teaching planning within a two-cycle degree (in 3 + 2 format). The other school has retained its 5 year degree, which is considered to be more appropriate to a professional degree. For this school the issue of when to adopt two-cycle degrees is still under debate and no indication of a likely time is given.

Key changes and major challenges as a result of the Bologna Process are not identified, except for considering the potential difficulty of establishing proper entrance requirements for students applying to the 2 year Masters degree. In addition, where the 5 year program is still in place, it is thought that a two-cycle degree would, by comparison, be much less flexible (in terms of admission at different levels and accommodating individual curricula).

In considering the introduction of the two-cycle system, the acceptance of the first cycle qualification and the employability of first-cycle graduates are seen

in a reasonably positive light, although comments are not made at length. There is concern for the impact of the new system on the quality of planning education. For example, there are doubts about whether a 2 year Masters could sufficiently accommodate education in the wide range of subjects needed by a professional planner.

It is apparent from the national report that both the Diploma Supplement and the ECTS credits system have been introduced as part of Norway's Quality Reform. Individual responses at school level confirm this, but do not indicate whether the Diploma Supplement is in place.

10.3 Degree qualification structure

Very little information is given regarding methods of classifying and describing qualifications. The use of an international credit framework is the only reported method in one school. A similarly limited response is given for outcomes and competencies: one school does not identify any, and the other provides a very generalised statement rather than specific competencies.

Students without a planning degree are permitted to apply directly to the Masters degree if they are able to demonstrate 2 years experience of work in planning or a leadership role. Where the 5 year degree is still in place, admission to the 2nd, 3rd and 4th years is possible, based on an assessment of the student's former degree work and content.

10.4 Professional qualifications

Responses to the survey suggest that no independent professional body for planning exists in Norway – instead reference is made to associations of other professional disciplines (Norske Sivilingeniørers Forening, Norske Arkitekters Landsforbund and Norske Landskapsarkitekters Forening) and to a Norwegian forum for planning education. It appears that planning degrees are not formally regulated or accredited by any of these professional bodies.

Given these responses, it is no surprise that support from a professional body in adopting the Bologna Process is not reported. One school notes the assistance provided in this regard by an actively involved University, and contrasts this with the passive approach of the government.

10.5 Future role of AESOP

From Norway comes the suggestion that AESOP takes on a role in quality assurance and the professional qualification process.



11. Portugal

11.1 Introduction

Portugal is engaged in the restructuring of its entire Higher Education system, moving towards a two cycle system in general, except for those areas where professions are regulated by specific directives. In these cases, programmes of integrated studies will probably remain for the time being.

New laws have been approved by the Council of Ministers, concerning the application of the ECTS system, the Diploma Supplement and the recognition of Master degrees under the Erasmus Mundus programmes. Portugal is in a legal position to recognise and to provide the means for external recognition of degrees and periods of study, both abroad and within Portugal.

According to the National Report, the Bologna Process is inducing a number of very significant changes in the higher education and R&D systems. Hence new pedagogical methods and degree structures will have to be adopted. It is anticipated that the former will particularly require significant efforts from academics both in reviewing their courses and teaching paradigms, and in thinking about student competence, transnational co-operation and concepts of lifelong learning.

11.2 The two-cycle degree system

The impact of the Bologna Process at institutional level is indicated in the survey by response from one school in Portugal, which adopts the two-cycle system in 2006 in a 3+2 format. This has meant a significant change to degree structure, bringing a clear distinction between basic and specialised studies in the 3 years and 2 years respectively, where previously this was delivered as a 5 year undergraduate and 2 year Masters degree.

The introduction of the two-cycle system is seen in a very positive light, and the main challenge associated with the changes has been limited to more clearly defining inputs and teaching time, which has led to better results. For planning education in Portugal, the key advantage of the new system is felt to be its potential for separating urban studies from architecture degrees at the undergraduate level and improving the acceptance of planning as an independent discipline. It is thought that more universities may consider introducing undergraduate urban studies, and that wider recognition of the scientific status of these studies may improve the employability of first cycle graduates. No disadvantages of the new system are identified.

Both ECTS and the Diploma Supplement are reported to be in use, and for the latter particular attention has been paid to provide details of associated learning outcomes, skills, competencies and the stated aims and objectives of each qualification.

11.3 Degree qualification structure

The respondent uses a wide range of methods to classify and explain qualifications, indeed all those identified by the survey are noted to be in use, except for a national credit framework. Detailed learning outcomes and competencies at the Bachelor level are not specifically identified in the survey response, but reference is made to these. Outcomes and competencies at Masters level are similarly noted, with additional reference to developing specialised skills and research capabilities.

Students without a degree in Planning may apply for direct admission to the Masters degree providing they have studied in a related field, considered to be sociology, architecture, civil or environmental engineering, or geography. A conversion course is not necessary.

11.4 Professional qualifications

A number of professional associations are noted by the respondent, including: the Associação dos Urbanistas Portugueses (AUP), the Associação dos Planeadores Portugueses (APPLA) and the Associação Profissional dos Urbanistas Portugueses (APROURB). These bodies are based at different institutions and offer membership to professionals on the basis of, respectively, an interest in urban affairs, possession of a planning-related degree, and possession of a degree only in urban studies.

In Portugal a national system of degree accreditation is not yet in place. Professional associations of some of the regulated professions have started to do so and run their own accreditation systems. The first of such accreditation systems was started by the Institute of Engineers in 1994. More recently the Institute of Architects and the Institute of Pharmacists have also introduced their own accreditation procedures.

Response to the survey notes that some form of degree regulation is in place, involving a relationship between APROURB and L'Ordre des Urbanistes du Quebec and with reference to the ECTP framework. This arrangement seems to apply to only one school, and it is not clear whether any other form of regulation or accreditation of planning degrees is in place elsewhere in Portugal.



Support for the adoption of the Bologna Process has not come from professional bodies, but in the example given it is said that the University has been deeply engaged in Bologna implementation from an early stage.

11.5 Future role of AESOP

From the perspective of the Portuguese respondent, a worthwhile role for AESOP in the future would be to promote planning education and raise its academic profile. It is hoped that such efforts would help to increase uptake of undergraduate urban studies course amongst universities in Portugal.

12. Serbia

12.1 Introduction

The Republic of Serbia officially joined the Bologna Process by signing the Bologna Declaration in September 2003 in Berlin, at which time the Ministry of Education and Sports was preparing the pre-draft of the Law on Higher Education that would be in accordance with the Bologna principles. The Law, which was passed in October 2005, defines higher education as an activity of special interest for the Republic of Serbia, and part of the international, and especially European educational, scientific, and art space.

Unofficially the Bologna Process has been followed since 2000, when activities related to the reform of the higher education system began. These activities included reform of the curriculum, introduction of one-semester subjects and modular teaching, introduction of ECTS points, and staff development programmes for teachers and associates by means of exchange programmes and improved cooperation with foreign universities.

Research suggests that basic changes such as new curricula and study structure (the two-cycle system) are taking place in Serbia. Initial results indicate that studies are more efficient and courses are generating more interest, but problems are evident in the increased strain on both students and tutors, as well as insufficient communication and increased resistance towards these changes, together with a shortage of necessary financial resources.

However, it is evident that basic changes of the curriculum, including introduction of the two-cycle system, are on the way. The first results show an improvement in the efficiency of studies and increased interest of students for courses.

Looking forward, the main priority is implementation of the new Law at institutional level, with the aim of attaining membership of the European Higher Education Area by 2010.

Experience of the Bologna Process in Serbia at institutional level is provided for the survey by one respondent. With Bologna legislation only recently passed in Serbia, the process is at a very early stage and responses to the survey questionnaire are consequently limited in parts. However, the respondent summarises the current situation, indicating an underlying total confusion about the aims, ways to implement and the future outcomes of what is the largest reform of the Serbian education system since the Second World War.



12.2 The two-cycle degree system

The Serbian school responding to the survey has offered planning degrees in two-cycles since 1983, with a 4 year Bachelor and 2 year Masters degree. From 2006 this will change to a 3 year Bachelor with a 2 year Masters.

In adopting the Bologna Process it is anticipated that the biggest change will apply to the Masters curriculum. A key challenge is seen to lie in preparing students for a completely new transition process, as a result of the change to the degrees.

It is considered to be too early to comment on perceived advantages or disadvantages of the Bologna Process, although some doubt is apparent over the acceptability of the first cycle degree and employability of first cycle graduates.

The Diploma Supplement and ECTS have not been introduced at the one Serbian school responding to the survey.

12.3 Degree qualification structure

Methods used by the respondent to classify and explain qualifications are focused on a time-based approach. In addition, learning outcomes and competencies, Bachelor-Master subject-specific benchmarks, and generic descriptors are also used. It is not clear whether these quoted methods relate to before or after the Bologna Process, though it is noted that, as result of a change in methods, the situation is expected to be 'chaotic' for at least a few years.

Key learning outcomes and competencies at both Bachelor and Masters level are shown to be quite generalised in nature and are related to professional capability and academic skills.

Direct admission to the Masters in Planning is not permitted for students not holding a Bachelor in Planning. Some form of conversion course is, however, available (to acquire basic knowledge in theory and methodology of spatial, regional, urban and rural planning as well as basic methods of mapping). However, it is not clear in what circumstances students are required to take this course.

12.4 Professional qualifications

A number of planning-related professional bodies are identified in the survey response: the Association of Spatial Planners of Serbia, the Republic Agency for Spatial Planning, and the Serbian Chamber of Engineers.

No formal or informal system of regulation or accreditation by professional bodies is reported, and it is said that these bodies have not been supportive of adopting the Bologna Process, due to being preoccupied with issues relating to the privatisation of former state-owned planning institutes.

However, assistance with the Bologna Process has been provided by the University, which has taken a leading role particularly in formal and legislative aspects of the process.

12.5 Future role of AESOP

In common with comments from other respondents, the Serbian view of AESOP's future role proposes involvement with setting standards and minimum competencies for planning education across Europe.

13. Spain

13.1 Introduction

Legislation to implement the main instruments of the Bologna, Prague and Berlin communiqués is now in place in Spain. Rules are already in force on the use of the European Credit Transfer System (September 2003), the issuing of the Diploma Supplement (2003) and the validation and assessment of study programmes and official degrees (2004).

The national Government has allocated €6.6 million to cover university activities for the development of the Bologna process. These funds will be distributed to universities who, through an official call for proposals, will be able to submit specific projects with concrete actions related to the process. Such actions will include the promotion within the teaching staff of the implementation of criteria linked to the new credit system, the improvement of the international profile of Spanish universities, the promotion of student participation, the design of postgraduate programmes and the improvement of coordination with educational policies for other areas of the education system.

13.2 The two-cycle degree system

In January 2005 the Spanish Government approved by Royal Decree the two basic regulations for the establishment of a new structure of Higher Education programmes, consisting of three cycles: first cycle, master and doctoral studies; and has begun the process of transforming the structure of higher education programmes in these three levels. This process, expected to be completed in 2010, will lead to a reduction of the content of the core curriculum, which was previously fixed by the national Government. New curricula will be based on the definition of learning outcomes and competencies, and this will facilitate the creation of joint degrees with other European institutions. The Royal Decrees also include aspects on improving students' access from other countries to Spanish institutions, simplifying procedures for recognition of previous studies and promoting mobility from and to other countries.

Experience of the Bologna Process in Spain is provided by one school, where Planning studies exist as a competency within an architecture degree. This degree takes the form of a 5 year programme (in two cycles), described as undergraduate, followed by a 2 year postgraduate course. It is expected that the degree structure will change in 2006-2007 to adopt a 4 year undergraduate and 2 year postgraduate structure. It is said that the Bachelor and Masters descriptors are not recognised in Spain.

It is said in the survey response that Planning is not taught independently in Spain, rather that nationally it is taught only as part of Architecture and Civil Engineering degrees. There appears to be an issue of non-compatibility between planning studies in Spain and the majority of the rest of Europe. It is noted that the title of a European Planner would not be recognised in Spain without possession of a qualification in Architecture or Civil Engineering. Conversely, a Spanish planning professional would not be recognised as such outside of Spain due to the small proportion of planning education within existing degrees. At the school contributing to the survey it is anticipated that, eventually, Planning will be taught independently from Architecture studies, however expectation of this is currently low.

Within this context it is considered that changes made under the Bologna Process will not affect planning education directly in Spain. It is considered that changes to the amount of planning content in existing degrees would have greater impact on planning education.

Because of the currently marginalised status of planning education in Spain, and because the two-cycle system has only recently been introduced by legislation and is yet to be implemented at institutional level, the impacts of the Bologna Process on factors such as the quality of planning education and the acceptability of the first cycle qualification are not identified in the response to the survey.

Whilst rules on the European Credit Transfer System and Diploma Supplement have already been put in place by the Spanish Government, use of these instruments is not necessarily implemented at institutional level. The Spanish respondent indicates that ECTS will not be in place before 2007.

13.3 Degree qualification structure

Methods used to classify and explain qualifications are not indicated in the survey, although it is reported that learning outcomes and competencies are considered to be an important issue. There appears to be pressure from professional bodies to locate all competencies within the undergraduate level, due to a reluctance to present a more limited range of competencies as a result of specialisation) at postgraduate level.

13.4 Professional qualifications

In Spain the professional bodies identified as relevant to planning are the Colegio de Arquitectos and the Colegio de Ingenieros. It is not clearly indicated



within the survey whether these bodies are involved in the formal or informal accreditation of degrees. It is however noted that the professional bodies are resistant to the Bologna Process, because of a fear of losing competencies to other specialisations.

Support from the university or government for the adoption of the Bologna Process is not indicated. However, as mentioned earlier, the government has provided the legislation basis and substantial financial resources to facilitate the process.

13.5 Future role of AESOP

A future role for AESOP is not identified.

14. Sweden

14.1 Introduction

A review of degrees awarded by Swedish Higher Education Institutions (HEIs) was initiated in 2002. This was primarily concerned with the degree structure (in particular the level and status of the Master's degree), establishing the scope and objectives of a range of degrees and translating degree names into English.

One of the current key challenges is introducing and nurturing discussion about the Bologna Process on a departmental level at each HEI, which will serve to facilitate the realisation of many Bologna-related goals.

Another challenge lies in the protection of national traits within the framework of the Bologna Process. It has proven particularly difficult to combine Sweden's comparable liberal system of flexibly arranged modularised courses with some of the structures proposed by the Bologna Process.

14.2 The two-cycle degree system

The Degree Review Group in Sweden has proposed that higher education degrees should be formally divided into undergraduate, postgraduate and doctoral levels. The group has also proposed that two possible Masters degrees are awarded, either after one year, or after two years of the second-cycle. If this proposal were accepted, access to a third cycle would require only one year of graduate study and student's with a two year Masters would follow a course with reduced content.

Experience of the Bologna Process in Sweden is reported within the survey by three schools, only one of which currently operates a two-cycle system. A second school will adopt two cycles by 2007 (and currently runs a 5 year programme), and the third currently offers a 4½ year continuous programme, but envisages adoption as soon as relevant governmental decisions are made.

Implementation of the Bologna Process in Sweden at the institutional level therefore appears to be at an early stage, and the nature of responses to the survey seem to bear this out, mainly relating to the preparation for Bologna.

Key changes identified include the restructuring of old courses and development of new courses, the introduction of precise learning outcomes across the whole programme, and changes made to ensure a clear progression of planning elements of a landscape architecture degree.



Developing a new Masters course in spatial planning, linked to a landscape architecture degree, has been a challenge for one school, as too has the setting of admission requirements for external students wishing to enter the Masters programme. An additional challenge has been to overcome financial difficulties brought about by the move from a 1 year to a 2 year second cycle.

The impact of the Bologna Process on the quality of planning education is, to some extent, viewed positively by the Swedish respondents. It is thought that an increased ability to compare different programmes across Europe will effect an improvement in planning education. Where Bologna adoption means an additional year for the Masters, this extension is seen to benefit the quality of education by allowing more time for "learning by doing".

Conversely, where the move is from a 5 year continuous programme to a 3+2 structure, there is concern for planning education because of the limited space for practical training within the new first cycle programme. At the same institution, however, the acceptability of the first-cycle qualification is well regarded for its value in increasing the mobility of students between universities. Currently they are regarded as undergraduates even after 5 years of study.

It is hoped that first cycle graduates will find employment as trainees in planning, and these students will have the flexibility to take a break in studies or change institutions before progressing to a second cycle.

A disadvantage of the Bologna Process has been identified in the form of the difficulties in securing necessary additional resources and finance.

The use of the European Credit Transfer System is not yet in place across all planning schools in Sweden: only one respondent reports using ECTS; the other two schools expect to adopt the system in coming years. The National Report on the Bologna process states that the Diploma Supplement has been issued automatically to all students qualifying at Bachelors and Masters level since January 2003. However, it is evident from survey responses that this does not seem to apply to some institutions, or their departments. Only one school out of three confirms that the Diploma Supplement is currently in use.

14.3 Degree qualification structure

The methods currently in use to classify and explain qualifications are partially reported by two Swedish schools, although both respondents

indicate that work is underway to achieve a clear expression of outcomes and competencies, and to bring methods into line with other planning schools in Europe. Methods currently indicated include time-based approaches, the national credit framework, level descriptors and qualification descriptors.

No clear information is evident relating to direct admission to Planning Masters for students not holding a Planning degree. In one instance there is scepticism that direct admission will be possible under new national regulations, and elsewhere it is indicated that this issue has not yet been addressed.

14.4 Professional qualifications

While there is no consensus on the main professional body for planning in Sweden (respondents mention the Swedish Society for Town and Country Planning and also 'Swedish Architects' and 'Association for Planning'), all schools uniformly report that no regulation or accreditation of planning degrees takes place.

No support from professional bodies for the implementation of the Bologna Process is indicated, but it seems clear that Universities have been active in assisting the process. Institutional help has included the arrangement of seminars and meetings to exchange information, funding to make changes to courses, and provision of guidance and a timetable for implementation.

14.5 Future role of AESOP

Suggestions from Sweden for the future role of AESOP focus on the provision of support for planning schools to strengthen the quality of education and also the facilitation of exchanging experience and information between schools.

15. Switzerland

15.1 Introduction

In Switzerland the Bologna reform is considered to present an opportunity to enhance European compatibility and cooperation, and is firmly embedded in national legislative activities aimed at restructuring the entire educational sector to enable it to function more efficiently.

15.2 The two-cycle degree system

The legal framework for the two-cycle degree system was put in place for the universities of applied sciences in 2002 (to start Bachelor programmes in 2005 or 2006) and for other universities in 2003. From 2004/2005 onwards a considerable number of study programmes have been delivered within the two-cycle system, and a large proportion of current first-year intake is entering the new system. Legislation dictates that implementation of the tiered study programmes must be complete by 2010.

Response to the survey in Switzerland comes from one school which currently offers a 3 year first cycle degree only (introduced in 2005) and will add to this with a Masters degree from 2008. The Masters will be 1½ years long.

The main changes made when introducing the two-cycle system have been the development of a new modular system and a move towards more interdisciplinary project work and lectures. Securing approval to offer a second-cycle degree is seen as a major achievement, and this required withstanding tough political scrutiny at regional and national level. This challenge was not felt to be specific to the planning degree.

No comments are received in the survey response regarding perceived advantages or disadvantages of the two-cycle system, except for mention of improvements in compatibility of education systems within Europe.

At a national level efforts are being made to ensure a coordinated implementation of ECTS and the Diploma Supplement. However, according to the National Report, there is currently a widespread feeling that the various "Bologna" tools add to the administrative burden of university staff rather than enhancing and facilitating recognition. The survey response indicates that both ECTS and DS are already in place, and no issues relating to the introduction of these tools are identified.

15.3 Degree qualification structure

The respondent identifies three key methods currently used to classify and explain qualifications. These are: the time-based approach, learning outcomes and competencies, and the international credit framework. No change in the methods used as a result of implementing Bologna is noted.

A number of individual, specific learning outcomes and competencies at Bachelor level are listed by the respondent, and these can be referred to in Section 3, Table 11. As the school currently offers no Masters degree, outcomes and competencies at this level are not identified.

The admission of Bachelor degree holders to Masters programmes is noted as one of a number of nationally important issues which require further clarification and consensus amongst universities in Switzerland. Response to the survey provides no further information in this regard as the school concerned does not offer a Masters course.

15.4 Professional qualifications

Two professional bodies for planning in Switzerland are identified: the Fachverband Schweizer Raumplanerinnen und Raumplaner (FSU) and the Stiftung der Schweizerischen Register der Ingenieure, Architekten und Techniker (REG). It appears that no regulation or accreditation of planning degrees is performed by these bodies, although, in common with other degrees, there is regulation by the Swiss Federal Office for Professional Education and Technology (OPET) and the Federal Commission for Universities of Applied Sciences (FCUAS).

The professional bodies have not been seen to offer support of any note with regard to implementation of the Bologna Process. However, it is observed that the University has played a crucial role in this regard. No further information pertaining to the nature of assistance from the University is available from the survey.

15.5 Future role of AESOP

A future role for AESOP is not identified by the Swiss respondent.

16. Turkey

16.1 Introduction

It is stated that the Turkish higher education system has not experienced any major difficulties in implementing most of the Bologna Declaration objectives, given that a two-tier higher education system is already long established in the country, as is a credit system and transcripts similar to ECTS and Diploma Supplement. Nevertheless, to assist with implementation and understanding of the Bologna Process a national team of 12 Bologna Promoters was established in July 2004.

16.2 The two-cycle degree system

The two-cycle education system in Turkey awards a Bachelor's degree after 4 years undergraduate study and a Master's degree after 1½ years, or 2 years if the Masters programme includes a thesis. Medical programmes are taught in a longer one-tier system.

Experience of the Bologna Process at the University level is provided in the survey by one respondent in Turkey, where degree structure follows the national format of 4 + 2 years, and has been this way since undergraduate degrees were introduced in 1962.

Given the established two-cycle structure in Turkey, issues surrounding the adoption of the two-cycle system are not relevant and survey questions pertaining to this have therefore not been answered.

Advantages of the two-cycle system, with regard to the quality of planning education and employability of first-cycle graduates, are noted from experience in Turkey. It is thought that the Bachelor-Masters structure allows the teaching of basic skills and knowledge at undergraduate level, with scope for specialisation in the second cycle. It is considered that the 4 year first cycle is sufficient to equip graduates with necessary skills and render them competent for professional employment. However, there is mention of increasing competition in the labour market which drives students to progress to postgraduate studies.

No perceived disadvantages of the two-cycle system are reported.

Across higher education institutions in Turkey, implementation of ECTS and the Diploma Supplement has been undertaken under the supervision of the Council

of Higher Education (YOK) and this work is nearing completion. From the 2004-2005 academic year onwards all universities are considered ready to issue DS with the diploma to all students, free of charge, in English and/or in Turkish.

The respondent to the survey reports the adoption of ECTS in 2003 and the Diploma Supplement in 2005. It is felt that both systems, DS in particular, contribute to an improved national and international presentation of the department and its programmes.

16.3 Degree qualification structure

Methods used by the respondent to classify and explain qualifications include a time-based approach, learning outcomes and competencies, Bachelor-Master benchmarks and qualifications descriptors. No change in methods used as a result of the Bologna Process is reported.

Learning outcomes and competencies are identified for both Bachelors and Masters level and are more specific in nature than those reported by many other schools in the survey, yet retain a degree of generalisation such as the acquisition of skills and knowledge in a wide range of planning-related subjects and techniques.

For acceptance to the Masters degree in planning, it is stated that direct admission for students not holding a first-cycle planning degree is not permitted. However it is possible for students without the requisite education in planning to follow a 'scientific preparation programme' made up of content from the undergraduate degree, which is tailored to individuals' specific needs on the basis of an assessment of their educational background.

16.4 Professional qualifications

In the case of the respondent's institution (it is not clear if this applies uniformly across Turkey) the undergraduate programme leads to a diploma and a licence to practice in the planning profession. However, it is stated that the Master's programme does not lead to a professional diploma and does not provide rights to professional practice unless the undergraduate degree is also in urban planning.

The Chamber of City Planners is identified as the professional body for planning in Turkey. However this body does not accredit planning courses. Indeed, it is reported that no accreditation body for planning degrees exists in Turkey, but that all higher education degrees are regulated by the Higher Education Council of Turkey.



With regard to support for the adoption of the Bologna Process, it is noted that the professional body has been involved to the extent of initiating the foundation of the Turkish Association of Planning Schools (TUPOB) in 2004. A process of assessment of planning education across Turkey has been started by TUPOB, and this involves both benchmarking of planning education across the different universities and the evaluation of the quality and content of planning education, with reference to the Bologna Process.

Support for Bologna implementation from the University or Government is not indicated.

16.5 Future role of AESOP

The respondent is not alone in envisaging a future for AESOP in the role of coordinating or advising schools across Europe with regard to planning curricula. Potential is also noted for AESOP to act as a facilitator to encourage exchange of experience and information, such as best practice examples and common challenges, between European planning schools.

17. United Kingdom

17.1 Introduction

By 1999, when the Bologna Process was launched, much of the restructuring and change required by the process had already taken place in the UK Higher Education system. As a result the UK has a longer perspective on Bologna reforms than many other countries in Europe.

There has been a high level of engagement in seminars and debates relating to Bologna, and a close involvement in developing the Bologna Process. The UK's national Bologna strategies in the period between Berlin and Bergen tie in with the priorities identified at the Berlin Ministerial summit in 2003. Amongst the priorities are: quality assurance and the ability to develop mutually shared criteria and methodologies; the two-cycle (now three-cycle) system and the development of an overarching European qualifications framework; and the recognition of degrees and periods of study, including the introduction of the Diploma Supplement by 2005.

Planning schools in the UK were the most responsive to the survey: a total of seven schools provided information on their experiences of Bologna implementation.

17.2 The two-cycle degree system

The basic structure of UK degrees already conforms to the Bologna model of three main cycles of Bachelors, Masters and Doctoral degrees. The traditional Honours degree takes 3 or 4 years to complete and most postgraduate Masters courses take between 1 and 2 years, depending on the particular learning outcomes.

Given the current degree system established in the UK, it is no surprise that nearly all survey respondents report having a two-cycle system in place. There are two exceptions where only a Masters in Planning is taught and an undergraduate course is not offered, but this is still clearly within the general framework of a two-cycle structure. All schools provide a Masters degree that is one year long, reflecting the current requirements of the accrediting professional body. A 3 year Bachelors degree is common amongst the schools.

With the two-cycle system in place before the Bologna Process, little change has been identified. There is mention of changes to the curriculum with stronger emphasis on spatial planning and consolidation of content to fit in a 1



year Masters, but these changes are more associated with recommendations of the professional body than the two-cycle system itself.

Challenges that are identified relate to: defining the difference between undergraduate and postgraduate levels (particularly for a Masters taken by students without a Bachelor in Planning); providing sufficient education within the 1 year Masters; and losing students from longer degrees to more attractive 'fast-track' routes to professional accreditation. It is not universally felt that such challenges relate specifically to planning (for example, other professional disciplines also offer 1 year Masters courses). However, it is noted that certain problems are faced as a result of specific requirements for accreditation stipulated by the professional body.

Advantages of the two-cycle system, with regard to the quality of planning education, acceptability of the first-cycle qualification, and the employability of first-cycle graduates, are not identified by any of the respondents. A related concern is however expressed regarding the limited time available in the 1 year Masters to cover the curriculum sufficiently.

Other perceived advantages of the two-cycle system with a 1 year Masters are noted. For example, postgraduate courses are felt to be more attractive to students having been aligned with degrees in other cognate disciplines; and there is confidence in the future employability of Masters graduates, given the high calibre of students applying to study at this level. It is also felt that the two-cycle system enables schools to distinguish between core and specialist elements of planning education, and provides the student with some flexibility of options after the first cycle.

No disadvantages of the two-cycle system are noted by the UK schools.

In the UK a standard national credit framework already exists and is largely considered to be easily convertible to the European Credit Transfer System. The Burgess Report on Measuring and Recording Student Achievement, published in November 2004, recommended that 'the sector should closely monitor and engage with the development of the European Credit Transfer System (ECTS) as the common European credit system'. As a response to this recommendation, work continues to further integrate ECTS in the UK.

Response to the survey regarding the adoption of ECTS and the Diploma Supplement in the UK is neither complete nor uniform. Only two of the seven

schools confirm that ECTS is used, and no schools report using the DS. In both cases, however, there are several instances of non-response to the survey question.

17.3 Degree qualification structure

In response to the question of which methods are used to classify and explain qualifications, a wide range of methods are reported to be in use. No clear pattern emerges in the variety of methods, although levels descriptors and Bachelor-Master descriptors are most commonly referenced, along with learning outcomes and competencies to a slightly lesser extent.

According to the National Report, the UK Bologna seminar on using learning outcomes was successful in increasing understanding of the term “learning outcomes” and identifying their role in student-centred learning, curriculum design and assessment, qualifications frameworks and quality assurance.

No changes in the methods employed for defining and describing qualifications are identified by the UK schools.

Due to a heavily regulatory environment in the UK and a very closely monitored system of professional accreditation, nearly all respondents refer to the Royal Town Planning Institute’s (RTPI, the professional planning body in the UK) indicative learning outcomes, which are required for professional recognition.

These are very specific in nature and can be viewed at:

<http://www.rtpi.org.uk/resources/publications/education-commission/policy.pdf> .

The majority of respondents confirm that direct admission to their Planning Masters course is possible for students not holding a Bachelor degree in Planning. In none of these instances is a conversion course required. One school requires students without a cognate degree to complete a course of online education in development processes and planning systems, prior to enrolling on the Masters degree.

17.4 Professional qualifications

As mentioned above, the professional body for Planning in the UK is the Royal Town Planning Institute (RTPI), which formally accredits the large majority of Masters degrees in planning by means of a Partnership Board. The board consists of representatives of the RTPI and the University, together with local



practitioners, and meets to evaluate planning courses against specific criteria set out in the RTPI's Education Commission Report.

Perhaps because the UK system of planning education largely conforms with the Bologna agenda, there is little mention of support for Bologna implementation from either the professional body, Universities or the government.

17.5 Future role of AESOP

Response to the survey regarding a future role for AESOP is not fully covered by schools in the UK – several provide no answer to this question. Where comments are made, there emerges a shared viewpoint that AESOP should not develop its role with regard to quality assurance or professional qualifications. Respondents appear keen to avoid further regulation and bureaucracy in planning education in the UK, given that the RTPI's scrutiny boards and quality assurance systems are already in place in universities.

Section Three: Summary of the responses

This section of the report presents a summary of the responses to the Bologna questionnaire. Responses are set out in table form with, in most cases, one table for each survey question. In many cases respondents' comments have been paraphrased in order provide a brief and clear statement suited to the limited space available.

Table 1. Number of Staff and Students (Questions 2.1-2.3)

Country	No. of AESOP members in country	University/city	UG Student Intake (FTE)	PG Student Intake (FTE)	FTE Staff
Belgium	3	Ghent University, Ghent	No UG course	40	5.2
Czech Republic	3	Czech Technical University, Prague	210	140	19.4
		Technical University of Ostrava, Ostrava	220	-	5
Denmark	2	Aalborg University, Aalborg	25	23	20
France	18	Université Pierre Mendès-France, Grenoble	176	160	16
		Université de Reims Champagne-Ardenne, Reims		50	8
		Université des Sciences et Technologies de Lille	30	95	17
		Université François Rabelais, Tours	No UG course	65	30
Germany	13	Technische Universität Berlin, Berlin	60	60?	20
		Hamburg Harbournity University, Hamburg	75	60	31.5
		Universität Dortmund, Dortmund	190	30	60
Greece	2	University of Thessaly, Volos	50	36	34
Italy	14	University Iuav, Venice	200	75	35
		University of Napoli "Federico II", Napoli, Naples	40	45	31
		Università degli Studi di Palermo, Palermo	100	20	22
		Politecnico di Torino, Turin	40	11	26
		Politecnico di Milano, Milan	No response		
Netherlands	8	University of Nijmegen, Nijmegen	30	30	6.5
		Rijksuniversiteit Groningen, Gronigen	70	65	6
		Wageningen University, Wageningen	15	20	7
Norway	7	Volda University College, Volda	30	25	7
		Norwegian University of Life Sciences, Ås	No response		
Portugal	8	Universidade Lusofona de Humanidades e Tecnologias, Lisbon	35	30	25
Serbia & Montenegro	1	University of Belgrade, Belgrade	50	25	15
Spain	3	Universidad de Las Palmas de Gran Canaria, Las Palmas	50	20	9
Sweden	7	Luleå University of Technology, Luleå	40	10	3
		Swedish University of Agricultural Sciences, Uppsala	35	15	7
		Stockholm University School of Planning, Stockholm	75	40	No response
Switzerland	2	Hochschule für Technik, Rapperswil	22	0	No response
Turkey	6	Middle East Technical University, Ankara	55	55	21
United Kingdom	26	Heriot-Watt University, Edinburgh	20	60	19
		Liverpool John Moores University, Liverpool	20	40	7
		University of Westminster, London	No UG course	100	9
		University of the West of England, Bristol	115	85	27
		London School of Economics and Political Science, London	No UG course	25	10
		University of Newcastle, Newcastle	200	65	16
		Leeds Metropolitan University, Leeds	10	45	8

Table 2. Adoption of the two-cycle system (Questions 3.1 – 3.3)

Country	University/city	Two-cycle adopted in	Current no. of years in each cycle		Two-cycle to be adopted by	No. of years in each cycle	
			UG	PG		UG	PG
Belgium	Ghent University, Ghent	-	1 year in 3 rd cycle		2007	-	2
Czech Republic	Czech Technical University, Prague	2002	3	2	-	-	-
	VŠB-Technical University of Ostrava, Ostrava	2003	4	2	-	-	-
Denmark	Aalborg University, Aalborg	2000	3 ¹	2	-	-	-
France	Université Pierre Mendès-France, Grenoble	2000	3	2 ²	-	-	-
	Université de Reims Champagne-Ardenne, Reims	2005	3	2	-	-	-
	Université des Sciences et Technologies de Lille	2004	3	2	-	-	-
	Université François Rabelais, Tours	2005	-	3	-	-	-
Germany	Technische Universität Berlin, Berlin	-	5 yr combined programme		2006	3	2
	Hamburg Harbournicity University, Hamburg	1999 UG 2005 PG	3	2	-	-	-
	Universität Dortmund, Dortmund	-	5 yr combined programme		2006	4	1-2
Greece	University of Thessaly, Volos	-	5 ³	1 ⁴			
Italy	University Iuav, Venice	2000	3	2	-	-	-
	University of Napoli "Federico II", Napoli, Naples	2001	3	2	-	-	-
	Università degli Studi di Palermo, Palermo	2000	3	2	-	-	-
	II Facoltà di Architettura, Politecnico di Torino, Turin	2001	3	2	-	-	-
	Politecnico di Milano, Milan	2003	3	2	-	-	-
Netherlands	University of Nijmegen, Nijmegen	2002	3	1	-	-	-
	Rijksuniversiteit Groningen, Groningen	2002-2004	3	1 or 2 ⁵	-	-	-
	Wageningen University, Wageningen	2002	3	2	-	-	-
Norway	Volda University College, Volda	2000	3	2	-	-	-
	Norwegian University of Life Sciences (UMB), Ås	-	5 yr combined programme		Under debate	-	-
Portugal	Universidade Lusofona de Humanidades e Tecnologias, Lisbon	2006	3	2	-	-	-
Serbia & Montenegro	University of Belgrade, Belgrade	1983	4	2	2006	3	2
Spain	Universidad de Las Palmas de Gran Canaria, Las Palmas	2001	5 yr combined programme		2006 ⁶	4	2

Sweden	Luleå University of Technology, Luleå	-	4.5 yr continuous programme		Not known	-	-
	Swedish University of Agricultural Sciences, Uppsala	-	5 yr continuous programme		2007	3	2
	Stockholm University School of Planning		3	1	2006	3	2 ⁷
Switzerland	Hochschule für Technik, Rapperswil	2005	3	-	2008	-	1.5
Turkey	Middle East Technical University, Ankara	1962	4	2	-	-	-
United Kingdom	Heriot-Watt University, Edinburgh	2004	3 ⁸	1	-	-	-
	Liverpool John Moores University, Liverpool	Not indicated	3	1	-	-	-
	University of Westminster, London	-	-	1	-	-	-
	University of the West of England, Bristol	-	3	1	-	-	-
	London School of Economics and Political Science, London	-	-	1	No plans	-	-
	University of Newcastle, Newcastle	2004 (PG)	5 ⁹	1	-	-	-
	Leeds Metropolitan University, Leeds	-	3	1	-	-	-

**Table 3. Changes as a result of the Bologna Process
(Question 3.4)**

Country	University/city	Key Changes Identified
Belgium	Ghent University, Ghent	<ul style="list-style-type: none"> • Shift of planning education from 3 cycle to 2 cycle degree • Impact on maturity of incoming students (previously would hold PG degree, after Bologna will hold only UG degree)
Czech Republic	Czech Technical University, Prague	<ul style="list-style-type: none"> • Improved potential mobility of students between architecture schools when progressing from UG to PG level
	VŠB-Technical University of Ostrava, Ostrava	<ul style="list-style-type: none"> • Loss of importance and variety of planning subjects due to a fall in teaching hours
Denmark	Aalborg University, Aalborg	<ul style="list-style-type: none"> • PG level now taught in English, enabling foreign students to complete Masters at Aalborg
France	Université Pierre Mendès-France, Grenoble	<ul style="list-style-type: none"> • Total restructuring of new Masters curriculum including split at M2 level into 2 specialisms • Semesters replace continuous study • Legal selection process of M1 level candidates rendered impossible • Integration of 'apprentice' route for students with prior professional vocational training
	Université de Reims Champagne-Ardenne, Reims	<ul style="list-style-type: none"> • Pressure from authorities during implementation of Bologna wanting to suppress diplomas with smaller student contingents in favour of those with larger numbers • Long-running PG planning diploma has lost identity through redefinition under 'literature and social science' master
	Université des Sciences et Technologies de Lille	<ul style="list-style-type: none"> • Better integration of the courses
Germany	Technische Universität Berlin, Berlin	<ul style="list-style-type: none"> • Adoption of two-cycle system • Introduction of ECTS credit system
	Hamburg Harbournicity University, Hamburg	<ul style="list-style-type: none"> • Restructuring of the curriculum but no major changes to content. • Integration of important courses
	Universität Dortmund, Dortmund	<ul style="list-style-type: none"> • Fewer theoretical courses • Devaluation of BA thesis (c.12,000 words) compared with Diploma thesis (c.60,000 words)
Italy	University Iuav, Venice	<ul style="list-style-type: none"> • Introduction of 'basic' professional profile defined within UG cycle • Introduction of 'specialised' professional profile defined within PG cycle. Before Bologna, there was no formal recognition of planners by means of professional registration. • re-design of basic vs. characterizing disciplines • different role of laboratories (sequence: reading spatial structures, planning techniques, planning design; before, open window to spatial issues) • less time to stage in UG course (before 600 hrs, now 250); • initially based on modules, later abandoned for negative effects of modular parcellation and difficulties in integration.
	University of Napoli "Federico II", Napoli, Naples	<ul style="list-style-type: none"> • Creation of Planning School – before Bologna, planning curricula were delivered within School of Architecture • Introduction of basic disciplines, such as sociology, economics, ecology, statistics
	Università degli Studi di Palermo, Palermo	<ul style="list-style-type: none"> • None identified
	II Facoltà di Architettura, Politecnico di Torino, Turin	<ul style="list-style-type: none"> • Introduction of independent degree in planning (previously taught as planning courses within Architecture degree)

Netherlands	University of Nijmegen, Nijmegen	<ul style="list-style-type: none"> • 3 yr Bachelors course made into independent degree • forced to consider difference in academic level between UG and PG • increased possibility of exchange with other institutions of UG students progressing to PG
	Rijksuniversiteit Groningen, Groningen	<ul style="list-style-type: none"> • Introduction of third year Bachelor project • Master in Environmental and Infrastructure Planning now taught in English giving international aspect
	Wageningen University, Wageningen	<ul style="list-style-type: none"> • Introduction of separate curricula for Bsc and Msc • Closer cooperation between staff from landscape architecture, social-spatial analysis and land use planning disciplines • New accreditation system • Organisational changes to simplify administrative framework • Introducing competencies as curriculum goals • Msc now English language only giving international scope • More emphasis on scientific approach of planning, encompassing theory, research methods, knowledge management
Norway	Volda University College, Volda	<ul style="list-style-type: none"> • None identified
	Norwegian University of Life Sciences (UMB), Ås	<ul style="list-style-type: none"> • None identified
Portugal	Universidade Lusofona de Humanidades e Tecnologias, Lisbon	<ul style="list-style-type: none"> • Clear distinction between basic and specialised studies within two-cycle system
Serbia & Montenegro	University of Belgrade, Belgrade	<ul style="list-style-type: none"> • Important changes in Masters curriculum
Spain	Universidad de Las Palmas de Gran Canaria, Las Palmas	<ul style="list-style-type: none"> • None identified
Sweden	Luleå University of Technology, Luleå	<ul style="list-style-type: none"> • Only minor adjustments
	Swedish University of Agricultural Sciences, Uppsala	<ul style="list-style-type: none"> • Changes to ensure clarity of progression in planning elements of landscape architecture
	Stockholm University School of Planning	<ul style="list-style-type: none"> • Prior to adoption, restructuring of old courses and developing new ones • Introduction of more precise learning outcomes for every course and whole programme • Implementation of new grades
Switzerland	Hochschule für Technik, Rapperswil	<ul style="list-style-type: none"> • New modular system and increase in interdisciplinary project work and lectures
Turkey	Middle East Technical University, Ankara	<ul style="list-style-type: none"> • None identified
United Kingdom	Heriot-Watt University, Edinburgh	<ul style="list-style-type: none"> • None identified
	Liverpool John Moores University, Liverpool	<ul style="list-style-type: none"> • None identified
	University of Westminster, London	<ul style="list-style-type: none"> • More emphasis on spatial planning as recommended by RTPI Education Commission
	University of the West of England, Bristol	<ul style="list-style-type: none"> • None identified
	London School of Economics and Political Science, London	<ul style="list-style-type: none"> • None identified
	University of Newcastle, Newcastle	<ul style="list-style-type: none"> • None identified
	Leeds Metropolitan University, Leeds	<ul style="list-style-type: none"> • Condensing courses to move from 2 yr to 1 yr PG • Some of freestanding courses integrated with other modules

Table 4. Main challenges in adopting the two-cycle system (Question 3.5)

Country	University/city	Most challenging task identified
Belgium	Ghent University, Ghent	<ul style="list-style-type: none"> Preparing students, most with a more general UG degree for specific planning profession and planning research
Czech Republic	Czech Technical University, Prague	<ul style="list-style-type: none"> Opening PG level study to UG graduates from other disciplines
	VŠB-Technical University of Ostrava, Ostrava	<ul style="list-style-type: none"> To have more conscious students in second cycle
Denmark	Aalborg University, Aalborg	<ul style="list-style-type: none"> Preparing foreign students for our way of studying Using only English literature for required reading
France	Université Pierre Mendès-France, Grenoble	<ul style="list-style-type: none"> Problem of massification in UG level teaching students with 3 years academic experience as opposed to 4 years maintaining identity of autonomous Planning study and research programme as opposed to sub category of other disciplines
	Université de Reims Champagne-Ardenne, Reims	<ul style="list-style-type: none"> introducing planning options within Geography diploma to improve continuity between UG and PG organisational difficulties associated with interdisciplinary study
	Université des Sciences et Technologies de Lille	<ul style="list-style-type: none"> the international dimension : the system could help mobility in the future
Germany	Technische Universität Berlin, Berlin	<ul style="list-style-type: none"> safeguarding international and interdisciplinary transferability of the new system while allowing students to select individually suited study schedules and course structures
	Hamburg Harbourocity University, Hamburg	<ul style="list-style-type: none"> ensuring employment opportunities after a 3 year UG degree
	Universität Dortmund, Dortmund	<ul style="list-style-type: none"> maintaining scientific profile of the study programme
Italy	University Iuav, Venice	<ul style="list-style-type: none"> providing knowledge and skills awareness within a short 3 year period
	University of Napoli "Federico II", Napoli, Naples	<ul style="list-style-type: none"> ensuring employment opportunities after a 3 year UG degree internationalisation of the planning curricula
	Università degli Studi di Palermo, Palermo	<ul style="list-style-type: none"> achieving balance between time available for study and quality of knowledge and expertise acquired by students reducing time between end of UG and beginning of PG to ensure fluent progression
	II Facoltà di Architettura, Politecnico di Torino, Turin	<ul style="list-style-type: none"> ensuring UG students develop: professional skills for employability; sufficient education to progress to PG level; a continuing professional development approach necessary in planning
Netherlands	University of Nijmegen, Nijmegen	<ul style="list-style-type: none"> creating an independent bachelors degree
	Rijksuniversiteit Groningen, Groningen	<ul style="list-style-type: none"> developing independent planning curricula and dealing with accompanying organisational implications
	Wageningen University, Wageningen	<ul style="list-style-type: none"> Changing the language from Dutch to English and changing the scope from national to international
Norway	Volda University College, Volda	<ul style="list-style-type: none"> No response
	Norwegian University of Life Sciences (UMB), Ås	<ul style="list-style-type: none"> Setting proper entrance requirements for the 2 year PG degree (if this happens as expected)
Portugal	Universidade Lusofona de Humanidades e Tecnologias, Lisbon	<ul style="list-style-type: none"> Achieving clearer definition of inputs and teaching time

Serbia & Montenegro	University of Belgrade, Belgrade	<ul style="list-style-type: none"> Preparing students for new transition process and shift towards market economy
Spain	Universidad de Las Palmas de Gran Canaria, Las Palmas	<ul style="list-style-type: none"> Reducing the content (less credit) and configuration of postgraduate courses
Sweden	Luleå University of Technology, Luleå	<ul style="list-style-type: none"> None identified
	Swedish University of Agricultural Sciences, Uppsala	<ul style="list-style-type: none"> Developing an additional PG degree in spatial planning connected to the landscape architecture programme Determining suitable requirements for admission of external students to the PG programme
	Stockholm University School of Planning	<ul style="list-style-type: none"> Financial problems created by extending the programme by 1 year
Switzerland	Hochschule für Technik, Rapperswil	<ul style="list-style-type: none"> Overcoming politically tough discussions (national and regional level) to offer a second cycle
Turkey	Middle East Technical University, Ankara	<ul style="list-style-type: none"> No response
United Kingdom	Heriot-Watt University, Edinburgh	<ul style="list-style-type: none"> None identified
	Liverpool John Moores University, Liverpool	<ul style="list-style-type: none"> Distinguishing academic 'levels' of UG and PG final years, particularly where PG is a conversion for non-cognate students
	University of Westminster, London	<ul style="list-style-type: none"> Covering the syllabus in sufficient breadth and depth
	University of the West of England, Bristol	<ul style="list-style-type: none"> Losing part-time UG students transferring after 2 years to PG study in other institutions in order to shorten length of study UG students are attracted to combine planning with another discipline giving perceived added value in comparison to 4 year Town and Country Planning programme
	London School of Economics and Political Science, London	<ul style="list-style-type: none"> None identified
	University of Newcastle, Newcastle	<ul style="list-style-type: none"> None identified
	Leeds Metropolitan University, Leeds	<ul style="list-style-type: none"> None identified

Table 5: Extent to which challenges are specific to planning degrees (Question 3.6)

Country	University/city	Comment
Belgium	Ghent University, Ghent	<ul style="list-style-type: none"> • Yes, because planning receives influx of students from diverse disciplines. • Students with less planning expertise entering new Master program will have consequences for interdisciplinarity of planning program
Czech Republic	Czech Technical University, Prague	<ul style="list-style-type: none"> • Challenges are similar for other disciplines
	VŠB-Technical University of Ostrava, Ostrava	<ul style="list-style-type: none"> • No response
Denmark	Aalborg University, Aalborg	<ul style="list-style-type: none"> • Yes, planning requires use of spatial and social context-dependent examples, for which Danish/Scandinavian reference would be preferable. New English language course makes this more difficult
France	Université Pierre Mendès-France, Grenoble	<ul style="list-style-type: none"> • Yes, specific academic and professional status now largely normalised and assimilated to other disciplines • Abandoning of candidate selection process, disrupting regulatory links with planning labour market • Loss of autonomy to majority of schools • Weakening of links with professional bodies due to movement of planning studies from two ministries to Education authority
	Université de Reims Champagne-Ardenne, Reims	<ul style="list-style-type: none"> • Yes, planning institutes specifically affected through integration of planning into wider diplomas • Integration results in lack of means to keep specific planning courses running, and a fall in student numbers through lack of visibility
	Université des Sciences et Technologies de Lille	<ul style="list-style-type: none"> • No response
	Université François Rabelais, Tours	<ul style="list-style-type: none"> • An important challenge for planning Departments in France is their relationship to the undergraduate cycles
Germany	Technische Universität Berlin, Berlin	<ul style="list-style-type: none"> • No, general problem reported by colleagues from other departments
	Hamburg Harbournity University, Hamburg	<ul style="list-style-type: none"> • Yes, planning requires a five year study system for student to experience most aspects of planning
	Universität Dortmund, Dortmund	<ul style="list-style-type: none"> • Fewer courses in eg. Sociology and economics, less time for the final thesis (2 month instead of 6!)
Greece	University of Thessaly, Volos	<ul style="list-style-type: none"> • No
Italy	University Iuav, Venice	<ul style="list-style-type: none"> • No
	University of Napoli "Federico II", Napoli, Naples	<ul style="list-style-type: none"> • Yes, since the first-cycle qualification has been clearly conceived for planning within the Public Administration, whereas the architect qualification (traditionally recognised as such) is not quite fitting PA in terms of planning
	Università degli Studi di Palermo, Palermo	<ul style="list-style-type: none"> • It is not valuable by now, on the base of our knowledge and experience
	II Facoltà di Architettura, Politecnico di Torino, Turin	<ul style="list-style-type: none"> • No, not specific to planning, but more challenging for planning given comprehensive nature and goals of discipline, its involvement in social, political, and economic aspects of life
	Politecnico di Milano, Milan	<ul style="list-style-type: none"> • Employment challenges specific to planning as employers slow to recognise differences to old system

Netherlands	University of Nijmegen, Nijmegen	<ul style="list-style-type: none"> I know only that the course in human geography does not have to take account of specific professional requirements. And it was not so happy with the 'break' into two separate courses
	Rijksuniversiteit Groningen, Groningen	<ul style="list-style-type: none"> No
	Wageningen University, Wageningen	<ul style="list-style-type: none"> Not specifically, though some mark a drastic change for the planning group (e.g. raising scientific standards, developing planning theory, developing an international network, changing language)
Norway	Volda University College, Volda	<ul style="list-style-type: none"> No response
	Norwegian University of Life Sciences (UMB), Ås	<ul style="list-style-type: none"> The new 2 yr Masters will be inflexible by comparison to the currently very flexible 5 yr programme
Portugal	Universidade Lusofona de Humanidades e Tecnologias, Lisbon	<ul style="list-style-type: none"> No
Serbia & Montenegro	University of Belgrade, Belgrade	<ul style="list-style-type: none"> No
Spain	Universidad de Las Palmas de Gran Canaria, Las Palmas	<ul style="list-style-type: none"> It is likely that planning becomes a PG degree only but, it is only a probability, because the professional bodies association have a great influence and want competences in planning in the first cycle
Sweden	Luleå University of Technology, Luleå	<ul style="list-style-type: none"> No
	Swedish University of Agricultural Sciences, Uppsala	<ul style="list-style-type: none"> Yes, the new master programme is specific to planning degrees
	Stockholm University School of Planning	<ul style="list-style-type: none"> Getting new planning programme accepted by the faculty was problematic. Slight suspiciousness from other departments in same faculty
Switzerland	Hochschule für Technik, Rapperswil	<ul style="list-style-type: none"> No
Turkey	Middle East Technical University, Ankara	<ul style="list-style-type: none"> No response
United Kingdom	Heriot-Watt University, Edinburgh	<ul style="list-style-type: none"> No
	Liverpool John Moores University, Liverpool	<ul style="list-style-type: none"> No, other professions, such as Surveying, also offer 1 yr M level conversion programmes
	University of Westminster, London	<ul style="list-style-type: none"> Yes, because of expanding remit of spatial planning and to meet RTPI accreditation guidelines
	University of the West of England, Bristol	<ul style="list-style-type: none"> Yes, issues around programme length are specific to planning, related to RTPI requirements
	London School of Economics and Political Science, London	<ul style="list-style-type: none"> No
	University of Newcastle, Newcastle	<ul style="list-style-type: none"> No response
	Leeds Metropolitan University, Leeds	<ul style="list-style-type: none"> Not relevant - two-cycle system in place for a long time

Table 6. Advantages of the two-cycle system (Question 3.7)

Country	University/city	Quality of planning education	Acceptance of first cycle qualification	Employability of first cycle graduates	Other issues of concern
Belgium	Ghent University, Ghent	<ul style="list-style-type: none"> New, more elaborate courses will be taught 			
Czech Republic	Czech Technical University, Prague VŠB-Technical University of Ostrava, Ostrava		No response		
Denmark	Aalborg University, Aalborg		None identified		
France	Université Pierre Mendès-France, Grenoble	<ul style="list-style-type: none"> Possible improvement in spread of basic knowledge during UG cycle with more specialisation possibilities in the PG cycle 			<ul style="list-style-type: none"> Homogeneity of professional profiles
	Université de Reims Champagne-Ardenne, Reims	<ul style="list-style-type: none"> Improved continuity between UG and PG studies through development of planning at UG level More opportunities for interdisciplinary study 		<ul style="list-style-type: none"> Employment may improve through development of more practice-oriented courses, but this remains weak 	<ul style="list-style-type: none"> International dimension could help student mobility in the future
	Université des Sciences et Technologies de Lille	<ul style="list-style-type: none"> Better continuity between UG and PG studies, development of planning at the UG level. 	<ul style="list-style-type: none"> No specific difference as the level of Licence already was strongly identified in France 		
	Université François Rabelais, Tours	<ul style="list-style-type: none"> Quality can be improved if we accept to restructure the curricula, change the ways of teaching, and the initiation to research 			
Germany	Technische Universität Berlin, Berlin	<ul style="list-style-type: none"> Students will not purely take second cycle for employability, so may be more interested in advanced planning topics 	<ul style="list-style-type: none"> Increased international acceptance of German planning degrees 		
	Hamburg Harbournicity University, Hamburg	<ul style="list-style-type: none"> More opportunity for work experience between two cycles, may improve quality of second cycle students 		<ul style="list-style-type: none"> Acceptance of first cycle may improve employability of students unable to continue to second cycle 	
	Universität Dortmund, Dortmund		None identified		

Greece	University of Thessaly, Volos	<ul style="list-style-type: none"> Add knowledge and contribute to specialisation. Improved organisation of education 			<ul style="list-style-type: none"> Students able to choose a different field of study after first cycle
Italy	University Iuav, Venice				<ul style="list-style-type: none"> Newly trained planners are covering areas of work not met by architects
	University of Napoli "Federico II", Napoli, Naples	<ul style="list-style-type: none"> More focus on teaching programs and training Clearer definition of professional skills and pluralism of qualifications 			
	Università degli Studi di Palermo, Palermo	<ul style="list-style-type: none"> Practical application of knowledge is more immediate and evident from the student perspective More clarity of aims and outcomes of study, more clearly expressed and identified than previously 			<ul style="list-style-type: none"> In a few cases, students and families prefer a shorter period of study before starting work
	II Facoltà di Architettura, Politecnico di Torino, Turin	<ul style="list-style-type: none"> Planning is less marginalised in the new degree, compared to 5 yr Architecture course Overcoming challenges focused attention on practical skills 			<ul style="list-style-type: none"> First cycle qualification may help to improve graduation rates in Italy
	Politecnico di Milano, Milan				<ul style="list-style-type: none"> An advantage still to be exploited is to have students from other faculties/disciplines enter the second cycle in planning as a specification/specialisation of their original studies The two cycle system brings more pressure and rhythm to student's careers, resulting in a higher efficiency in finishing studies
Netherlands	University of Nijmegen, Nijmegen	As a result of Bologna, the difference of academic level between bachelor and master levels has been accounted for			<ul style="list-style-type: none"> Increased possibility of exchange with other institutions of UG students progressing to PG
	Rijksuniversiteit Groningen, Groningen	<ul style="list-style-type: none"> Curriculum restructuring resulted in inter-departmental discussion of quality assurance and control, likely to result in improved quality of education 			
	Wageningen University, Wageningen	<ul style="list-style-type: none"> Standards for scientific excellence raised in the challenge to reconsider curriculum foundations and links between groups 			<ul style="list-style-type: none"> Creation of a more open internationally oriented climate

Norway	Volda University College, Volda				<ul style="list-style-type: none"> • The acceptance of the new second cycle qualification (master degree)
	Norwegian University of Life Sciences (UMB), Ås	<ul style="list-style-type: none"> • Acceptance of new first cycle qualification is, in general, okay 	<ul style="list-style-type: none"> • Okay 		
Portugal	Universidade Lusofona de Humanidades e Tecnologias, Lisbon	<ul style="list-style-type: none"> • More acceptance of urban studies as a specific scientific area with particular approach, methods and epistemological status 	<ul style="list-style-type: none"> • Recognition of scientific status of urban studies opens a different social availability to increase employability of first cycle graduates 	<ul style="list-style-type: none"> • Potentially more universities will consider introducing urban studies at UG level • Demonstrates that specialisation at PG level is not enough and not the only way to prepare professionals 	
	University of Belgrade, Belgrade	<ul style="list-style-type: none"> • Remains to be seen 	<ul style="list-style-type: none"> • Remains to be seen, very uncertain 		
Spain	Universidad de Las Palmas de Gran Canaria, Las Palmas	<ul style="list-style-type: none"> • More emphasis on practice rather than discursive teaching 		<ul style="list-style-type: none"> • Possibly improved coherence between professional studies across Europe 	
	Luleå University of Technology, Luleå		<ul style="list-style-type: none"> • First cycle qualification will render students more acceptable to other universities – they are currently considered undergraduates even in 5th year of studies 	<ul style="list-style-type: none"> • Students will be employable after 3 years as trainees 	<ul style="list-style-type: none"> • First cycle qualification will enable students to break studies or change institution
Sweden	Swedish University of Agricultural Sciences, Uppsala	<ul style="list-style-type: none"> • Increased ability to compare different education programmes across Europe will improve quality 			
	Stockholm University School of Planning	<ul style="list-style-type: none"> • Lengthening the programme enhances the quality of education. There is now more time for “learning by doing” 		<ul style="list-style-type: none"> • It is hoped that a lengthened program will improve employability 	
Switzerland	Hochschule für Technik, Rapperswil				<ul style="list-style-type: none"> • Compatibility within Europe
Turkey	Middle East Technical University, Ankara	<ul style="list-style-type: none"> • Two cycle system enable basic skills and knowledge to be taught in 4 yr UG, with specialisation possible at Masters level in a choice of areas 		<ul style="list-style-type: none"> • 4 yr UG course equips students with skills required for employment in the profession, however competition encourages graduates to progress through masters level 	

United Kingdom	Heriot-Watt University, Edinburgh				<ul style="list-style-type: none"> high quality of students attracted by 1yr Masters suggests they will be well received by employers
	Liverpool John Moores University, Liverpool	<ul style="list-style-type: none"> the 3+1 system can be used to distinguish core from specialist elements of planning education 			<ul style="list-style-type: none"> two cycle system allows students not wishing to become professional planners to exit after 3 yrs with internationally recognised academic qualification Masters label attached to 4th year of study may assist in employability of graduates
	University of Westminster, London				<ul style="list-style-type: none"> PG courses are more attractive because they are more in line with other cognate disciplines
	University of the West of England, Bristol		No response		
	London School of Economics and Political Science, London		No response		
	University of Newcastle, Newcastle		No response		
	Leeds Metropolitan University, Leeds		No response		

Table 7. Disadvantages of the two-cycle system (Question 3.8)

Country	University/city	Quality of planning education	Acceptance of first cycle qualification	Employability of first cycle graduates	Other issues of concern
Belgium	Ghent University, Ghent	<ul style="list-style-type: none"> Less specific expertise of entrants to new masters programmes will impact on multidisciplinary of planning programme 	<ul style="list-style-type: none"> Absence of UG qualification in Flanders means low acceptance of foreign planners 	<ul style="list-style-type: none"> Absence of UG qualification in Flanders means low employability of foreign planners 	
Czech Republic	Czech Technical University, Prague			<ul style="list-style-type: none"> 3 yr study is too short to prepare students for future professional career 	
	VŠB-Technical University of Ostrava, Ostrava	<ul style="list-style-type: none"> Unfortunately in the currently adopted system at the CE faculty, the planning did not gain conditions for better education in its field, other subjects were highlighted 			
Denmark	Aalborg University, Aalborg	<ul style="list-style-type: none"> External students entering masters level often lack necessary training in problem-oriented project work Possible overlap or gaps in studies experienced by external students entering at masters level 	<ul style="list-style-type: none"> Apparently low acceptance of first cycle qualification, indicated by trend for very few students ending education at UG level 		<ul style="list-style-type: none"> Lecturers and students experiencing problems with teaching and studying in English

France	Université Pierre Mendès-France, Grenoble	<ul style="list-style-type: none"> Abandoning of candidate selection process, disrupting regulatory links with planning labour market 			<ul style="list-style-type: none"> To impose progressively one single model of 3+2 programme. To lose the wealth of the wide pluridisciplinary recruitment in PG. Domination by big disciplines, for example loss of "appelation "town planning" for the benefit of "territorial science"... Loss of autonomy to majority of schools Weakening of links with professional bodies due to movement of planning studies from two ministries to Education authority
	Université de Reims Champagne-Ardenne, Reims			<ul style="list-style-type: none"> Two cycle system shortens the education period, so some students may lack maturity 	<ul style="list-style-type: none"> Lack of fit between newly adopted two cycle system and original selection stage still in place – selection now falls between first and second years of M level
	Université des Sciences et Technologies de Lille			<ul style="list-style-type: none"> Employability is better after the second cycle than the first 	
	Université François Rabelais, Tours	<ul style="list-style-type: none"> Little acceptance from employers. Students aim for Masters level 		<ul style="list-style-type: none"> Employability not obvious in France. Strong pressure to acquire Masters level in this regard 	

Germany	Technische Universität Berlin, Berlin			<ul style="list-style-type: none"> Uncertainty that first cycle graduates will find jobs commensurate with qualifications; during transition, UG students will have to compete with PG students for few positions 	<ul style="list-style-type: none"> Unclear as to whether UG graduates will qualify for membership of Chamber of Architects planning subdivision
	Hamburg Harbournity University, Hamburg	<ul style="list-style-type: none"> Students leaving after 3 yrs study may not have a comprehensive understanding of planning issues Some PG studies may be too specialised, so that deeper studies across wide-ranging aspects of planning is not assured 		<ul style="list-style-type: none"> It will take time for the new UG degree to be accepted by employers, graduates in this period may have difficulty finding employment First cycle graduates may be too immature for several jobs 	
	Universität Dortmund, Dortmund		<ul style="list-style-type: none"> Little acceptance of first cycle qualification 		<ul style="list-style-type: none"> Loss of a well know and internationally accepted academic degree Dipl. Ing
Greece	University of Thessaly, Volos	<ul style="list-style-type: none"> UG education less than 5 yrs (leading to qualified planner) creates cheap labour and devalues UG education 		<ul style="list-style-type: none"> 3yr first-cycle graduates will be less well paid than if followed 5 yr course Employers will have problem with lack of knowledge Employers will have to meet expense of training in-house 	<ul style="list-style-type: none"> Shorter (3yr) UG course means student has less knowledge and "Social knowledge stock" is devalued If applied in Greece, problems would arise for professional bodies – 3 yr graduates claiming same rights as 5 yr graduates

Italy	University Iuav, Venice	<ul style="list-style-type: none">Quality is worsening very rapidly, mostly in terms of cultural background		<ul style="list-style-type: none">The first cycle qualification is almost worthless professionally, and graduates are very immature for planner professions (either specialist or generic). Very few first cycle graduates did start working and, among them, almost all were already employed	<ul style="list-style-type: none">lack of basic culture of planning, architecture and art in Italy there's still a cultural prejudice towards "non architect" planners
	University of Napoli "Federico II", Napoli, Naples				<ul style="list-style-type: none">Present regulation concerning the employment in the public sector (planning included) requires revision to include the first cycle graduates
	Università degli Studi di Palermo, Palermo	<ul style="list-style-type: none">There is a risk of "compression/ reduction" and overwhelming simplification of concepts and knowledge. As a consequence the theoretical dimension of planning knowledge is "discriminated"There is a problem of knowledge "fragmentation"	<ul style="list-style-type: none">There is a problem of "promoting" the "image" of UGs and the professional and social relevance in status.	<ul style="list-style-type: none">Numbers of UG employees are still low, despite apparent availability of jobs suited to this qualification	
	II Facoltà di Architettura, Politecnico di Torino, Turin		<ul style="list-style-type: none">Acceptance of first cycle is currently low – most students enrol in PG degree	<ul style="list-style-type: none">Public administration has not adopted correct approach to first cycle when advertising jobs, presenting an obstacle to employability for planning graduates	
	Politecnico di Milano, Milan	<ul style="list-style-type: none">The curricula may rely on a first base and set of courses which within the first cycle do qualify professional profiles in planning			

Netherlands	University of Nijmegen, Nijmegen	<ul style="list-style-type: none"> Pressure on the 1 yr masters to deliver most of education on professional aspects of planning Pressure on the masters has led to a great emphasis on the masters thesis with high academic content 	<ul style="list-style-type: none"> Most students progress to PG level, so it is difficult to see how UG will be accepted 	<ul style="list-style-type: none"> More rigid system gives less flexibility for staff and students. 1 yr masters poses particular difficulties New system requires more administration, management and staff. The trend for more accountability, quality control and general management tasks (e.g. admission boards as result of Bologna) without increase funds puts pressure on the whole university system The difference between a professional and academic masters course is deliberately not explained in adverts for courses Heavy international competition and unpredictable student numbers makes PG educational market less stable, putting pressure on scarce resources 	
	Rijksuniversiteit Groningen, Groningen			<ul style="list-style-type: none"> Low employability of Bsc students compared to graduates of 4 yr bachelors in professional universities 	
Norway	Wageningen University, Wageningen				
	Volda University College, Volda	No response			
Portugal	Norwegian University of Life Sciences (UMB), Ås	<ul style="list-style-type: none"> Education required in wide-ranging subjects cannot be accommodated within 2yr masters so requires a very special 3 yr UG course 			
	Universidade Lusofona de Humanidades e Tecnologias, Lisbon	None identified			

Serbia & Montenegro	University of Belgrade, Belgrade	• Remains to be seen	• Remains to be seen, very uncertain	• Remains to be seen, very uncertain	
Spain	Universidad de Las Palmas de Gran Canaria, Las Palmas				• Possible differences in interpretation of 'planning' amongst different countries in Europe
Sweden	Luleå University of Technology, Luleå	No response			
	Swedish University of Agricultural Sciences, Uppsala	• Difficulty in retaining space for practical training within new first cycle programme			
	Stockholm University School of Planning				• It can be hard to finance. More resources are needed
Switzerland	Hochschule für Technik, Rapperswil	None identified			
Turkey	Middle East Technical University, Ankara	No response			
United Kingdom	Heriot-Watt University, Edinburgh	• Concern that graduates of 1 yr Masters cannot be sufficiently educated in time			
	Liverpool John Moores University, Liverpool	None identified			
	University of Westminster, London	None identified			
	University of the West of England, Bristol	No response			
	London School of Economics and Political Science, London	No response			
	University of Newcastle, Newcastle	No response			
	Leeds Metropolitan University, Leeds	No response			
		No response			

Table 8. Adoption of DS¹⁰ and ECTS¹¹ (Question 3.9)

Country	University/city	DS		ECTS		Key issues
		Adopted	To be adopted	Adopted	To be adopted	
Belgium	Ghent University, Ghent	No response		Several years ago	-	
Czech Republic	Czech Technical University, Prague	Being introduced		yes	-	
	VŠB-Technical University of Ostrava, Ostrava	No response				
Denmark	Aalborg University, Aalborg	No response				
France	Université Pierre Mendès-France, Grenoble	-	Probably as part of University general task	Yes	-	Differences in course validation in schools could mean different amounts of credits for the same programme
	Université de Reims Champagne-Ardenne, Reims	-	To be implemented at University level	Yes	-	AESOP could be of great help on the next issue – elaborating common European diplomas
	Université des Sciences et Technologies de Lille	Yes	-	yes	-	ECTS and DS imposed by University. We were not consulted for the implementation of the DS
	Université François Rabelais, Tours	Yes	-	Yes, 2002		ECTS had positive effect on student mobility – increased admission of external students and more French students going abroad
	Technische Universität Berlin, Berlin	yes	-	Yes	-	
Germany	Hamburg Harbournity University, Hamburg	-	Soon to be adopted	yes	-	Initially difficult to understand ECTS classification system. Some classes cannot be calculated by workload, but instead by time required DS is a useful tool to distinguish a student's qualification. Simple unification of European degrees and unity of titles can only simulate comparability of programme content
	Universität Dortmund, Dortmund	Not recognised	-	Soon to be adopted	-	
Greece	University of Thessaly, Volos	Not clear		Yes		Only technical issues in adoption of ECTS

Italy	University Iuav, Venice	-	Intend to adopt	-	Intend to adopt	We have already experimented DS in the UG in geographical information systems (Campus one project). The main issues come to the fore while defining and setting individual course programmes in the Ministry data base. That's very important to organize the full courses supply and make easier any comparison among European teaching/learning systems.
	University of Napoli "Federico II", Napoli, Naples	-	Currently working on DS	-	Working on database to set up ECTS.	
	Università degli Studi di Palermo, Palermo	No response		-	Impending new University regulation will enable introduction of ECTS	
	II Facoltà di Architettura, Politecnico di Torino, Turin	-	Working to introduce this	Adopted 2001	-	Key issue for ECTS – a lot of students, both Italian and European, involved in ERASMUS
	Politecnico di Milano, Milan	No response		yes		ECTS already in use at Politecnico di Milano as a general basis/frame
Netherlands	University of Nijmegen, Nijmegen	'DS' Not recognised		yes	-	ECTS introduced easily as a variant of existing system
	Rijksuniversiteit Groningen, Groningen	yes	-	yes	-	
	Wageningen University, Wageningen	yes	-	yes	-	Adoption caused great practical problems but also triggered innovations in the curriculum. Many small (3 ECTS) courses were merged into 6 and 12 ECTS courses, improving coherence in the curriculum
	Volda University College, Volda	No response		yes	-	
Norway	Norwegian University of Life Sciences (UMB), Ås	No response		yes	-	
Portugal	Universidade Lusófona de Humanidades e Tecnologias, Lisbon	yes	-	yes	-	For DS gave particular attention to specification: details of learning outcomes, skills, competencies and stated aims and objectives
Serbia & Montenegro	University of Belgrade, Belgrade	no	-	no	-	
Spain	Universidad de Las Palmas de Gran Canaria, Las Palmas	No response		no	Need to incorporate the ECTS credits	We wait for the new law, in 2006. We have time to reform the plan of studies until 2007

Sweden	Luleå University of Technology, Luleå	no	Not discussed yet	Used for 10 yrs+	-	
	Swedish University of Agricultural Sciences, Uppsala	yes	-	no	2007	Do not intend to use a graduated mark system
	Stockholm University School of Planning	No response		no	Will change to ECTS	Maybe requires restructure and schedule adjustment: Currently 1 creditpoint = 1 wk study
Switzerland	Hochschule für Technik, Rapperswil	yes	-	yes	-	
Turkey	Middle East Technical University, Ankara	Adopted 2005	-	Adopted 2003	-	Both systems, especially DS, contribute to better presentation of department and programmes in national and international context
United Kingdom	Heriot-Watt University, Edinburgh	'DS' not recognised		yes	-	ECTS operated subject to learning programme being feasible for transfer students, to ensure graduate learning outcomes are met.
	Liverpool John Moores University, Liverpool	No response		no	-	Standard UK credit tariff system used and easily converted to ECTS
	University of Westminster, London	no	-	no	-	
	University of the West of England, Bristol	No response		yes	-	
	London School of Economics and Political Science, London	No response				
	University of Newcastle, Newcastle	No response				Have had ECTS in principle for many years
	Leeds Metropolitan University, Leeds	No response				

Table 9. Methods used to classify and explain qualifications (Question 4.1)

Country	University/City	Time based approach	International credit framework	Integrated national credit framework	Learning outcomes and competences – generic/specific	Bachelor-Master generic descriptors	Bachelor-Master subject specific benchmarks	Levels descriptors / indicators	Qualifications descriptors	Other methods	comments
Belgium	Ghent University, Ghent	✓	✓		✓						
Czech Republic	Czech Technical University, Prague VŠB-Technical University of Ostrava, Ostrava										No planning degree offered
Denmark	Aalborg University, Aalborg										There has not been so much of this - no serious marketing of bachelor-level as a separate education (i.e. without the master-level continuation) has been made
France	Université Pierre Mendès-France, Grenoble ¹²		✓		✓	✓			✓		
	Université de Reims Champagne-Ardenne, Reims	✓	✓		✓		✓	✓			International credit framework used internally only
	Université des Sciences et Technologies de Lille	✓	✓		✓		✓	Not known			International credit framework used internally only
	Université François Rabelais, Tours	✓	✓		✓		✓		✓		International credit framework used internally only No subdivision of qualification descriptors
Germany	Technische Universität Berlin, Berlin	✓	✓	✓	✓		✓				
	Hamburg Harboursity University, Hamburg	✓			✓						
	Universität Dortmund, Dortmund	✓	✓	✓	✓	Not known	Not known	Not known	Not known	✓	Feedback from professional planning organisations National and international credit frameworks will be used in future

Greece	University of Thessaly, Volos	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Main approach is time-based
Italy	University Iuav, Venice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Time based approach used internally International credit framework not used fully, except for mobility programmes National credit framework partially used
	University of Napoli "Federico II", Napoli, Naples	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Università degli Studi di Palermo, Palermo					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	II Facoltà di Architettura, Politecnico di Torino, Turin	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Netherlands	Politecnico di Milano, Milan		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	International credit framework is main framework used
	University of Nijmegen, Nijmegen																		Previously, there was an undivided 4 year course. Now we are introducing the 'Dublin prescriptors' (??) to distinguish between bachelor and masters
	Rijksuniversiteit Groningen, Groningen	✓	✓																Responses indicated are after Bologna. Before Bologna, used national credit framework, Bachelor-~Master benchmarks, Levels and Qualifications descriptors/indicators
Norway	Wageningen University, Wageningen																		Mix of methods includes qualification descriptors and competencies. Still defining a tailor made mix
	Volda University College, Volda																		
Portugal	Norwegian University of Life Sciences (UMB), Ås		✓																
Serbia & Montenegro	Universidade Lusofona de Humanidades e Tecnologias, Lisbon	✓	✓		✓														Other methods used in addition to these
	University of Belgrade, Belgrade	✓			✓														

Spain	Universidad de Las Palmas de Gran Canaria, Las Palmas																	The system Bachelor- Master is essentially refused in Spain (before, now and after).
Sweden	Luleå University of Technology, Luleå																	No response
	Swedish University of Agricultural Sciences, Uppsala	✓			✓							✓					✓	Documentation will be revised to more clearly express learning outcomes and different competencies
	Stockholm University School of Planning	✓										✓						Huge job in progress to classify, and explain qualifications to make them more comparable to other European planning schools
	Hochschule für Technik, Rapperswil	✓	✓						✓									
Turkey	Middle East Technical University, Ankara	✓				✓					✓						✓	
United Kingdom	Heriot-Watt University, Edinburgh	✓		✓*		✓*		✓*			✓							*Covered by Scottish Credit and Qualification Framework (SCQF)
	Liverpool John Moores University, Liverpool										✓						✓	
	University of Westminster, London						✓					✓					✓	
	University of the West of England, Bristol					✓					✓						✓	
	London School of Economics and Political Science, London																	Simply a 'Masters course'
	University of Newcastle, Newcastle	✓				✓						✓						
	Leeds Metropolitan University, Leeds					✓			✓			✓					✓	

Table 10. Implications of change in methods of classification and explaining qualifications
(Question 4.2)

Country	University/city	Positive implications	No idea	Negative implications
Belgium	Ghent University, Ghent			
Czech Republic	Czech Technical University, Prague			
	VŠB-Technical University of Ostrava, Ostrava			
Denmark	Aalborg University, Aalborg			
France	Université Pierre Mendès-France, Grenoble		Reduced time and available rooms as result of double semestrial examinations	
	Université de Reims Champagne-Ardenne, Reims		No major change	
	Université des Sciences et Technologies de Lille		No major change	
	Université François Rabelais, Tours		No major change	
Germany	Technische Universität Berlin, Berlin	Broader international recognition and transparency		
	Hamburg Harbourceity University, Hamburg			
	Universität Dortmund, Dortmund		More formalisation, less content discussions	
Greece	University of Thessaly, Volos			If implemented in Greece, quality of planning education would suffer, would create chaos in Universities, would pressurise universities to become technical schools, would reduce student mobility (due to lack of time), would harm acceptability of degrees

Italy	University Iuav, Venice	Bologna reform is likely to have some effect on the acceptability of planning education, assessed on the basis of knowledge, skill and awareness of students at the end of their academic career.	
	University of Napoli "Federico II", Napoli, Naples	A general system of evaluation of learning outcomes and competencies should be adopted	
	Università degli Studi di Palermo, Palermo	The introduction of the credit framework has strongly influenced the system of qualifications, with a more structured and well-balanced articulation of studies	
	II Facoltà di Architettura, Politecnico di Torino, Turin		
	Politecnico di Milano, Milan	No response	
Netherlands	University of Nijmegen,	On the whole, pleased with the change, as it clarifies the difference in level between bachelor and masters	
	Rijksuniversiteit Groningen,	No implications noted	
	Wageningen University, Wageningen	Careful implementation of the system of competencies may prove to be a major improvement with eradication of arbitrary elements and so called professional judgement of staff.	Many staff and students don't understand why and how of change from goals oriented to competency oriented system
Norway	Volda University College, Volda		
	Norwegian University of Life Sciences (UMB), Ås		
Portugal	Universidade Lusófona de Humanidades e Tecnologias, Lisbon	No implications noted	
Serbia & Montenegro	University of Belgrade, Belgrade	It will be chaotic in at least the next few years	
Spain	Universidad de Las Palmas de Gran Canaria, Las Palmas	No implications noted	
Sweden	Luleå University of Technology, Luleå	No response	
	Swedish University of Agricultural Sciences, Uppsala	Mostly positive implications	
		Students can be under more stress	
Switzerland	Hochschule für Technik, Rapperswil	No response	
Turkey	Middle East Technical University, Ankara	No impact on planning education	

United Kingdom	Heriot-Watt University, Edinburgh	No change in methods
	Liverpool John Moores University, Liverpool	No change in methods
	University of Westminster, London	No change in methods
	University of the West of England, Bristol	No change in methods
	London School of Economics and Political Science, London	No change in methods
	University of Newcastle, Newcastle	No change in methods
	Leeds Metropolitan University, Leeds	No change in methods

Table 11. Key learning outcomes/competencies to be achieved for Bachelor degree (Question 4.3)

Country	University/city	
Belgium	Ghent University, Ghent	<ul style="list-style-type: none"> No bachelor degree
Czech Republic	Czech Technical University, Prague	<ul style="list-style-type: none"> building typology, fine arts and visual communication, sociology and psychology, history of arts, architecture and urban planning, building construction, town planning, urban design, CAD, mathematics, geometry, statics and bearing structures – for uniform degree in architecture and planning
	VŠB-Technical University of Ostrava, Ostrava	<ul style="list-style-type: none"> No response
Denmark	Aalborg University, Aalborg	<ul style="list-style-type: none"> The 'crafts of planning' and the 'know how' in planning
France	Université Pierre Mendès-France, Grenoble	<ul style="list-style-type: none"> See APERAT Charter Basically, students have to acquire the "planning culture", ability to think in integrated manner, to experience a multidisciplinary approach of the territory, multi-factorial diagnosis, team work, basic skills in CAD, GIS, project presentation (and even in English!)
	Université de Reims Champagne-Ardenne, Reims	<ul style="list-style-type: none"> Bachelor degrees are not specific to planning. They give the background in geography, law, economy, environmental studies and so on. Our degrees in geography and law in Reims include introductory courses in planning.
	Université des Sciences et Technologies de Lille	<ul style="list-style-type: none"> No response
	Université François Rabelais, Tours	<ul style="list-style-type: none"> No Bachelor degree course at this institution
Germany	Technische Universität Berlin, Berlin	<ul style="list-style-type: none"> Acquisition of essential skills from a variety of disciplines including law, economics, sociology, engineering as well as environmental and cultural studies. Capability to analyze advanced planning problems and to develop strategies to resolve them taking into account the interdependency of spatial and economic/ societal/political development. Methodological research and problem-solving skills necessary for pursuing a career in research Ability to supervise and mediate planning processes in everyday planning practice Critical self-reflection and assessment of the role of planners and planning in the political and social context.
	Hamburg Harbournity University, Hamburg	<ul style="list-style-type: none"> They have to get an overview in planning issues and have to be able to apply common methods of planning science
	Universität Dortmund, Dortmund	<ul style="list-style-type: none"> Understanding of the social, economic, technical, ecological and design dimensions of spaces and actors; basic knowledge to explain them, basic knowledge to solve them with specific planning instruments; communication with other disciplines and the community.
Greece	University of Thessaly, Volos	<ul style="list-style-type: none"> Graduates have the competencies and rights to conduct professional studies on: regional, town planning and transport studies, location studies, structural and spatial organisation of networks and services, project planning, local and regional development studies, management and evaluation of development programmes, techno-economic feasibility studies, environmental impact studies, and other environmental studies, organisation and management of geographical information, remote sensing projects, and GIS, socio-economic, urban geography and regional analysis studies

Italy	University Iuav, Venice	<ul style="list-style-type: none"> Capacities on spatial analysis, knowledge of the main planning techniques and methodologies, ability in design within given policy framework
	University of Napoli "Federico II", Napoli, Naples	<ul style="list-style-type: none"> The main key, in bachelor degrees, is still the traditional exam evaluation system with votes. (Plus, as for the institution of new schools, we have a formal university evaluation procedure).
	Università degli Studi di Palermo, Palermo	<ul style="list-style-type: none"> Competencies on planning analyses (methods and skills) and on inter-related fields (eg. geography, ecology). GIS competencies. Basic competencies on plan-monitoring.
	II Facoltà di Architettura, Politecnico di Torino, Turin	<ul style="list-style-type: none"> knowing the development processes which involve the territory and the tools fit to govern them ("sapere"), knowing and being able to use methods and tools, especially those fit too analyse and evaluate these processes ("saper fare"), understanding the role, ethics and responsibilities which this technician will have to face when working
	Politecnico di Milano, Milan	<ul style="list-style-type: none"> no response
Netherlands	University of Nijmegen, Nijmegen	<ul style="list-style-type: none"> general academic competencies, coupled with knowledge of spatial planning
	Rijksuniversiteit Groningen, Groningen	<ul style="list-style-type: none"> no response
	Wageningen University, Wageningen	<ul style="list-style-type: none"> Core competencies in areas of: <ul style="list-style-type: none"> Scientific attitude Effective communication and teamwork Self-reflection and life long learning Planning specific competencies in areas of: <ul style="list-style-type: none"> Landscape transformation processes Landscape research Planning and design process Organisation and decision making
	Volda University College, Volda	<ul style="list-style-type: none"> skills in planning and administration
Norway	Norwegian University of Life Sciences (UMB), Ås	<ul style="list-style-type: none"> no response
Portugal	Universidade Lusofona de Humanidades e Tecnologias, Lisbon	<ul style="list-style-type: none"> learning outcomes, skills and competencies as described in point 4.2 of outline structure for the diploma supplement
Serbia & Montenegro	University of Belgrade, Belgrade	<ul style="list-style-type: none"> Capability to work in Serbian spatial planning institutions, ability to continue scientific education towards Master and PhD degree
Spain	Universidad de Las Palmas de Gran Canaria, Las Palmas	<ul style="list-style-type: none"> Professional bodies want all competencies for UG level

Sweden	Luleå University of Technology, Luleå	<ul style="list-style-type: none"> No response
	Swedish University of Agricultural Sciences, Uppsala	<ul style="list-style-type: none"> Still under discussion
	Stockholm University School of Planning	<ul style="list-style-type: none"> In progress
Switzerland		<ul style="list-style-type: none"> have at their disposal a broad and profound professional knowledge in spatial planning and are able to successfully use it in all relevant fields of application; possess a sound understanding of economy and business administration as well as of ecological aspects are capable of communicating the attained results to a broad public; have command over efficient problem-solving methods and are capable of utilising them appropriately and innovatively; think analytically and interdisciplinary, grasp complex contexts and are able to extract the essentials; are in a position to critically question and assess possible solutions; possess generalistic knowledge and skills in various technical fields which are relevant for the implementation of planning and they are capable of interacting with respective specialists; are able to acquire or deepen specific knowledge when necessary, and to keep it up to date; possess a sound general background and know about cultural context; act as partners, are consensus-oriented and are able to work under stress; can cope with changing and unusual situations.
	Hochschule für Technik, Rapperswil	
Turkey		<ul style="list-style-type: none"> acquisition of theoretical knowledge on planning theory, planning history, urban history, urban sociology, urban geography, urban economy, urban transport, urban infrastructure, urban regeneration, and housing acquisition of technical skills regarding urban analysis and representation techniques, planning techniques, modelling techniques, statistical techniques, etc. ability to incorporate theoretical knowledge with technical skills in analysing and understanding urban systems and geographies, and in developing regional and urban plans, policies, strategies, and urban design schemes, which are acquired in Planning Studio courses that are required to be taken throughout eight semesters of the program. Successful completion of a graduation project in the studio course of the final semester.
	Middle East Technical University, Ankara	
United Kingdom	Heriot-Watt University, Edinburgh	<ul style="list-style-type: none"> Correspond with RTP1's indicative outcomes, required for professional recognition. See http://www.rtpi.org.uk/resources/publications/education-commission/policy.pdf
	Liverpool John Moores University, Liverpool	<ul style="list-style-type: none"> Correspond with RTP1's indicative outcomes, required for professional recognition. See http://www.rtpi.org.uk/resources/publications/education-commission/policy.pdf
	University of Westminster, London	<ul style="list-style-type: none"> Correspond with RTP1's indicative outcomes, required for professional recognition. See http://www.rtpi.org.uk/resources/publications/education-commission/policy.pdf
	University of the West of England, Bristol	<ul style="list-style-type: none"> Correspond with RTP1's indicative outcomes, required for professional recognition. See http://www.rtpi.org.uk/resources/publications/education-commission/policy.pdf
	London School of Economics and Political Science, London	<ul style="list-style-type: none"> No response
	University of Newcastle, Newcastle	<ul style="list-style-type: none"> Correspond with RTP1's indicative outcomes, required for professional recognition. See http://www.rtpi.org.uk/resources/publications/education-commission/policy.pdf
	Leeds Metropolitan University, Leeds	<ul style="list-style-type: none"> Correspond with RTP1's indicative outcomes, required for professional recognition. See http://www.rtpi.org.uk/resources/publications/education-commission/policy.pdf

Table 12. Key learning outcomes / competencies for Masters degree in planning (Question 4.4)

Country	University/city	
Belgium	Ghent University, Ghent	<ul style="list-style-type: none"> • A profound knowledge of planning theory, planning methods, juridical and administrative aspects, design and planning skills, process and project management, integration of policy. • A master thesis in planning.
Czech Republic	Czech Technical University, Prague	<ul style="list-style-type: none"> • ecology, theory of architecture, theory of planning, urban and regional planning, urban design, landscape design, technical utilities, organisation and management, law
Denmark	VŠB-Technical University of Ostrava, Ostrava	<ul style="list-style-type: none"> • no response
	Aalborg University, Aalborg	<ul style="list-style-type: none"> • Reflection, 'know why'
	Université Pierre Mendès-France, Grenoble	<ul style="list-style-type: none"> • Students have to develop the practice of integrated project (diagnosis-proposal), to deep their knowledge on fundamental topics (land use, housing, transportation, environment...) and to explore an optional axis of specialisation. • A long term compulsory professional internship (4-5 months) allows student to integrate planning practice in its real dimension. A field study report is elaborated from the internship experience. • The Diploma report (Mémoire de diplôme) is the final dissertation elaborated on a selected professional project or research subject, and presented to the academic Jury
France	Université de Reims Champagne-Ardenne, Reims	<ul style="list-style-type: none"> • Multidisciplinary knowledge : geography, sociology, economics, law, ecological and environmental issues, planning theories, planning process, finance and local development. • Technical competencies in cartography, data analysis, communication • Analysis and problem-solving competencies acquired through workshops in real case studies. • Reflection through a research report, preferably bound to the placement period in a planning agency between M1 and M2
	Université des Sciences et Technologies de Lille	<ul style="list-style-type: none"> • Multidisciplinary knowledge : geography, sociology, economics, law, ecological and environmental issues, planning theories, planning process, finance and local development. • Technical competencies in cartography, GIS, data analysis • Analysis and problem-solving competencies acquired through workshops in real case studies. • Reflection through a research report, preferably bound to the placement period in a planning agency between M1 and M2
	Technische Universität Berlin, Berlin	<ul style="list-style-type: none"> • In-depth acquisition of skills from a variety of disciplines including law, economics, sociology, engineering as well as environmental and cultural studies. • Capability to analyze typical planning problems and to develop strategies to resolve them taking into account social, scientific and ethical aspects • Methodological and managerial skills necessary for independently studying relevant issues • Ability to communicate concepts and ideas to a larger public by means of visualizations, presentations and texts. • For graduates of non-planning programs (Bachelor level), ability to specialize and pursue a career in urban and regional planning.
Germany	Hamburg Harbourceity University, Hamburg	<ul style="list-style-type: none"> • Obtaining a deeper idea of planning issues (in relation to current research) and ability to develop existing methods and to invent new methods
	Universität Dortmund, Dortmund	<ul style="list-style-type: none"> • More theoretical knowledge; specialisation

Italy	University Iuav, Venice	<ul style="list-style-type: none"> Urban management and policy design with a capacities of assessing and evaluating complex decision processes in fields like transport and logistics, geographical information system and remote sensing, environmental policies, urban and regional planning for developing countries
	University of Napoli "Federico II", Napoli, Naples	<ul style="list-style-type: none"> Not clear
	Università degli Studi di Palermo, Palermo	<ul style="list-style-type: none"> Competencies/capabilities on "team-leading" (coordination of groups of analysts; direction of planning groups; integration/application of multi-disciplinary fields of knowledge). Specific learning outcomes in planning specialization, such as: ecological planning, landscape planning, urban policies
	II Facoltà di Architettura, Politecnico di Torino, Turin	<ul style="list-style-type: none"> PG Course goals: forming a "planner", able to co-ordinate design groups, carry out activities related to territorial, urban, landscape, strategic and environmental planning and to design, implement and manage regeneration programmes either in public bodies or in private professional offices Aim of teaching programme: making students aware that Planning is a process involving different groups of citizens, strictly embedded in the institutional, economic and historical context and must be looked at as an integrated process. Teaching stresses both a multidisciplinary approach and the relations between planning and society. A special stress is put on the environmental and landscape problems that planning has to face especially when working at a regional scale.
Netherlands	University of Nijmegen, Nijmegen	<ul style="list-style-type: none"> Higher academic competencies than Bachelor's level (e.g. the ability to carry out research) Practical competencies too (e.g. the ability to analyse a problem situation and to propose solutions). AESOP standards, augmented with the Dublin descriptors
	Rijksuniversiteit Groningen, Groningen	<ul style="list-style-type: none"> Core competencies in areas of: <ul style="list-style-type: none"> Scientific attitude Effective communication and teamwork Self-reflection and life long learning Planning specific competencies in areas of: <ul style="list-style-type: none"> Landscape transformation processes Landscape research Planning and design process Organisation of decision making Professional competencies in areas of: <ul style="list-style-type: none"> Professional attitude Project management
	Wageningen University, Wageningen	
	Volda University College, Volda Norwegian University of Life Sciences (UMB), Ås	<ul style="list-style-type: none"> Skills in planning and critical understanding of, and reflections on their role as planners and leaders No response
Portugal	Universidade Lusófona de Humanidades e Tecnologias, Lisbon	<ul style="list-style-type: none"> learning outcomes, skills and competencies as described in point 4.2 of outline structure for the diploma supplement specialist skills in defined areas and capacity to improve research projects
Serbia & Montenegro	University of Belgrade, Belgrade	<ul style="list-style-type: none"> Ability to conduct and present a scientific study concerning different issues in the field of spatial planning
Spain	Universidad de Las Palmas de Gran Canaria, Las Palmas	<ul style="list-style-type: none"> Currently none, but with a new law it will be possible to introduce learning outcomes/competencies. However this will be opposed by professional bodies

Sweden	Luleå University of Technology, Luleå	<ul style="list-style-type: none"> No response
	Swedish University of Agricultural Sciences, Uppsala	<ul style="list-style-type: none"> Under discussion
	Stockholm University School of Planning	<ul style="list-style-type: none"> In progress. Students must complete a qualified thesis
Switzerland	Hochschule für Technik, Rapperswil	<ul style="list-style-type: none"> No response
Turkey	Middle East Technical University, Ankara	<ul style="list-style-type: none"> Acquisition of an in-depth knowledge of the theoretical approaches and state-of-the-art in a chosen field through core and elective courses of the programme. Ability to carry out and complete research by making a comprehensive literature review of the specific thesis topic selected, review and select the appropriate methodology to conduct research, and report on the findings of the research. Completion of 7 courses with a cumulative average of at least 3.00 (out of 4.00) and a master thesis, which is examined by a jury.
	Heriot-Watt University, Edinburgh	<ul style="list-style-type: none"> Correspond with RTPi's indicative outcomes, required for professional recognition. See http://www.rtpi.org.uk/resources/publications/education-commission/policy.pdf
United Kingdom	Liverpool John Moores University, Liverpool	<ul style="list-style-type: none"> Correspond with RTPi's indicative outcomes, required for professional recognition. See http://www.rtpi.org.uk/resources/publications/education-commission/policy.pdf
	University of Westminster, London	<ul style="list-style-type: none"> Correspond with RTPi's indicative outcomes, required for professional recognition. See http://www.rtpi.org.uk/resources/publications/education-commission/policy.pdf
	University of the West of England, Bristol	<ul style="list-style-type: none"> Correspond with RTPi's indicative outcomes, required for professional recognition. See http://www.rtpi.org.uk/resources/publications/education-commission/policy.pdf
	London School of Economics and Political Science, London	<ul style="list-style-type: none"> No response
	University of Newcastle, Newcastle	<ul style="list-style-type: none"> Correspond with RTPi's indicative outcomes, required for professional recognition. See http://www.rtpi.org.uk/resources/publications/education-commission/policy.pdf
	Leeds Metropolitan University, Leeds	<ul style="list-style-type: none"> Correspond with RTPi's indicative outcomes, required for professional recognition. See http://www.rtpi.org.uk/resources/publications/education-commission/policy.pdf

Table 13. Direct Admission accepted to Masters in Planning for students without Planning Bachelor degree (Questions 4.5-4.8)

Country	University/city	Direct admission	Requirement to take conversion course	Content of conversion course	Criteria used for admission
Belgium	Ghent University, Ghent	✓	Not for those with Bachelor degrees in architecture, geography, civil engineering, policy science (follow specific courses in Masters). All other students ½ to 1½ yrs dependent on type of bachelor degree.	Introduction to logics, processes and dynamics of spatial development	
Czech Republic	Czech Technical University, Prague VŠB-Technical University of Ostrava, Ostrava	X			• Must be Bachelors of Architecture
Denmark	Aalborg University, Aalborg	✓	Yes, course depends on assessment of each individual	Dependent on each individual	• Student must have passed 3 yrs of similar education
France	Université Pierre Mendès-France, Grenoble	✓	Required to complete some courses or activities, according to disciplinary background (by means of Personal Study Agreement)	Admission jury define conditions and aims	• Multidisciplinary encouraged • Students are oriented in M1, selected in M2
	Université de Reims Champagne-Ardenne, Reims	✓	Selection process rather than conversion course		• Good marks in the bachelor diploma • Strong motivation shown by practice periods and planning optional courses chosen when preparing the bachelor degree • Ability to analyze a planning question and to write (written test) • Good level of expression (Oral interview)
	Université des Sciences et Technologies de Lille	✓	No conversion course, but a selection process		• Proof of interest in urban topics • Good marks in the bachelor diploma • Strong motivation • Ability to analyze a planning question and to write (written test) • Good level of expression (Oral interview)
	Université François Rabelais, Tours	✓	Not required		• Good marks at the baccalauréat and UG level • Strong motivation (Oral interview) • Good level of expression (Oral interview) • Ability to speak English

Germany	Technische Universität Berlin, Berlin	✓	Awaiting official regulations		<ul style="list-style-type: none"> • Relatedness of first-cycle degree • Several years practical experience working in a planning related field
	Hamburg Harbourocity University, Hamburg	✓	Often required to catch up several issues in UG classes in first year. Students are individually coached, rather than taking a specific course		<ul style="list-style-type: none"> • Evidence of previous knowledge of range of planning issues • Must take an oral entrance exam
	Universität Dortmund, Dortmund	X	-		<ul style="list-style-type: none"> • Students without Bachelors in Planning are just not accepted
Greece	University of Thessaly, Volos	✓	Not required, although short statistics course available for those who need it		<ul style="list-style-type: none"> • Must hold first degree and be competent in English
	University Iuav, Venice	✓	Conversion course required	Based on key issues related to spatial analysis, planning and urban design techniques, policy analysis, urban and regional economics	<ul style="list-style-type: none"> • After a curriculum assessment • New law allows for admission on basis of a credit package
Italy	University of Napoli "Federico II", Napoli, Naples	✓	Not required		<ul style="list-style-type: none"> • Assessment of curricula, Bachelor thesis and personal motivation
	Università degli Studi di Palermo, Palermo	✓	Students with missing credits must attend UG planning courses in first semester of Masters	Dependent on individual	<ul style="list-style-type: none"> • Evaluation of student's credits
	II Facoltà di Architettura, Politecnico di Torino, Turin	✓	Required to acquire a certain number of credits		<ul style="list-style-type: none"> • Must pass a colloquium
	Politecnico di Milano, Milan	✓	Not required. Evaluation of ECTS credits or equivalent determines student's educational profile		<ul style="list-style-type: none"> • Generally open admissions to students with a bachelor in social sciences, engineering, architecture, political sciences, economy

Netherlands	University of Nijmegen, Nijmegen	✓	Students from 'professional universities' are often insufficiently skilled in certain academic competencies. They are required to take a half year conversion course.	Comprises a number of the more theoretical courses offered on Bachelor's course, including writing a Bachelor's thesis	<ul style="list-style-type: none"> Only for closely related Bachelor's degrees e.g. human geography, environmental studies
	Rijksuniversiteit Groningen, Groningen	X	-		<ul style="list-style-type: none"> Each application dealt with individually and additional courses prescribed according to applicant's academic background Core planning courses required for those with non-planning background Motivation is an important factor for acceptance
	Wageningen University, Wageningen	X	-		<ul style="list-style-type: none"> Academic background assessed by independent evaluation/examination committee Criteria derived from a comparison of course schedules in competencies Claimed competencies compared with initial competencies for Msc Every student tested against criteria for final Bsc competencies
Norway	Volda University College, Volda	✓			<ul style="list-style-type: none"> With 2 yrs work experience in planning and/or leadership
	Norwegian University of Life Sciences (UMB), Ås	✓	Present regulations do not allow. Will be considered if move to two-cycles		<ul style="list-style-type: none"> Former degree work, curriculum and standing
Portugal	Universidade Lusofona de Humanidades e Tecnologias, Lisbon	✓	No conversion course. Instead a seminar on specificities of different areas of knowledge		<ul style="list-style-type: none"> Possession of undergraduate training in sociology, architecture, civil or environmental engineering, geography Performance in interview.
Serbia & Montenegro	University of Belgrade, Belgrade	X	Short conversion course	Acquiring basic knowledge in theory and methodology of Spatial, Regional, Urban and Rural Planning as well as basic methods of mapping	
Spain	Universidad de Las Palmas de Gran Canaria, Las Palmas	X	-		<ul style="list-style-type: none"> Normally no acceptance, with exception of students holding degree in economy, civil engineering or similar

			No response		
			Probably not possible when national guidelines/regulations adopted	-	-
Sweden	Luleå University of Technology, Luleå				
	Swedish University of Agricultural Sciences, Uppsala				
Switzerland	Stockholm University School of Planning	Not yet decided	Not planned		• Not yet decided
	Hochschule für Technik, Rapperswil				
Turkey	Middle East Technical University, Ankara	X	-		• Completion of scientific preparation programme including 4-5 courses from UG programme
	Heriot-Watt University, Edinburgh	✓	Not required		• 2.2 Hons Bachelor's in another subject, and accredited prior experiential learning will also be taken into account.
United Kingdom	Liverpool John Moores University, Liverpool	✓	Not required		• Possible for non cognate graduates applying to Msc Urban Renewal only (students will not be eligible for RTP1 membership) • 2.2 Hons degree or above • Quality of honours degree more important than subject
	University of Westminster, London	✓	Not required		• Classification and subject of honours degree • Experience of working in planning
	University of the West of England, Bristol	X		Online learning of development process and planning systems	• Students without cognate degree required to complete pre-enrolment learning prior to starting Masters
	London School of Economics and Political Science, London	✓	Not required		• Can be any social sciences, humanities, architecture and engineering
	University of Newcastle, Newcastle	✓	Not required		• On basis of intellectual ability and evidence of engagement with planning discipline
	Leeds Metropolitan University, Leeds	✓	Not required		

Table 14. Key professional bodies for planning (Question 5.1)

Country	University/city	Professional body
Belgium	Ghent University, Ghent	<ul style="list-style-type: none"> Public authorities (regional/Flemish, provincial, local) Consultancy agencies
Czech Republic	Czech Technical University, Prague VŠB-Technical University of Ostrava, Ostrava	<ul style="list-style-type: none"> Czech Chamber of Architects Czech Chamber of Architects
Denmark	Aalborg University, Aalborg	<ul style="list-style-type: none"> The Association of Town Planners in Denmark (Foreningen af byplanlæggere - FAB).
France	Université Pierre Mendès-France, Grenoble	<ul style="list-style-type: none"> Different professional associations of French planners, led by SFU (Société Française des Urbanistes) established a national federation CFDU (Conseil Français des Urbanistes) and a public certification Office (OPQU - Office Professionnel de Qualification des Urbanistes) agreed by the government. Several members of IUG teaching staff are affiliated in SFU-CFDU membership and IUG Planning diploma is agreed by OPQU.
	Université de Reims Champagne-Ardenne, Reims	<ul style="list-style-type: none"> Conseil Français des Urbanistes (CFDU), Société Française des Urbanistes (SFU)
	Université des Sciences et Technologies de Lille	<ul style="list-style-type: none"> Conseil Français des Urbanistes (CFDU), Société Française des Urbanistes (SFU)
	Université François Rabelais, Tours	<ul style="list-style-type: none"> Conseil Français des Urbanistes (CFDU), Société Française des Urbanistes (SFU)
Germany	Technische Universität Berlin, Berlin	<ul style="list-style-type: none"> Informationskreis für Raumplanung (IfR), Vereinigung für Stadt-, Regional- und Landesplaner (SRL), «Chamber of Architects' subdivision for city planners».
	Hamburg Harbournity University, Hamburg	<ul style="list-style-type: none"> Chamber of Architects administers register of planners in most Länder
	Universität Dortmund, Dortmund	<ul style="list-style-type: none"> Chamber for Architects is responsible for the official list of planners. Other bodies like Informationskreis für Raumplanung (IfR); Vereinigung der Stadt-, Regional- und Landesplaner (SRL) have no real power.
Greece	University of Thessaly, Volos	<ul style="list-style-type: none"> The Technical Chamber of Greece (obligatory registration for all graduates of Schools of Engineering). Planning graduates are currently registered the list of Architects, but this will probably change

Italy	University Iuav, Venice	<ul style="list-style-type: none"> National roll of planners, Italian planners society (Società Italiana degli Urbanisti)
	University of Napoli "Federico II", Napoli, Naples	<ul style="list-style-type: none"> Ordine degli Architetti, Planificatori, Paesaggisti, Conservatori
	Università degli Studi di Palermo, Palermo	<ul style="list-style-type: none"> The Professional Body of Architects. Recently (2001) the introduction of the 3+2 cycle system influenced a national reform of professional bodies, providing a re-articulation/specification of professional bodies, their (new) competences included. The former Professional Body of Architects is now sub-divided in 3 sub-bodies (regarding Architecture, Restoration and Planning).
	II Facoltà di Architettura, Politecnico di Torino, Turin	<ul style="list-style-type: none"> Ordine Professionale degli Architetti Ordine degli Architetti
Netherlands	Politecnico di Milano, Milan	<ul style="list-style-type: none"> Ordine degli Architetti e dei Planificatori Territoriali" – increasingly recognised and opened to planners Also national bodies - Istituto Nazionale di Urbanistica, Società Italiana degli Urbanisti
	University of Nijmegen, Nijmegen	<ul style="list-style-type: none"> The Netherlands Association for urban designers and spatial planners
	Rijksuniversiteit Groningen, Groningen	<ul style="list-style-type: none"> There are many, see country report
	Wageningen University, Wageningen	<ul style="list-style-type: none"> The key professional body is Bond van Nederlandse Stedebouwkundigen en Planologen (BNSP)
Norway	Volda University College, Volda	<ul style="list-style-type: none"> Forum for planning education (association of schools of planning)
	Norwegian University of Life Sciences (UMB), Ås	<ul style="list-style-type: none"> Norske Sivilingenjører Forening (TEKNA) and Norske arkitekters Landsforbund (NAL), Norske Landskapsarkitekters Forening (NLA)
Portugal	Universidade Lusofona de Humanidades e Tecnologias, Lisbon	<ul style="list-style-type: none"> AUP Associação dos Urbanistas Portugueses - IST Instituto Superior Técnico-Lisbon (Master in Urban and Regional Planning) 120 Members APLA Associação dos Planeadores Portugueses - University of Aveiro. (Undergraduate studies in Urban and Regional Planning) 300 members APROURB Associação Profissional dos Urbanistas Portugueses - Universidade Lusofona (Undergraduate and Master studies in Urban Planning, Urban Design and Territorial Planning) 100 members
	University of Belgrade, Belgrade	<ul style="list-style-type: none"> Association of Spatial Planners of Serbia, founded 1996 Republic Agency for Spatial Planning, founded 2003 Serbian Chamber of Engineers, founded 2003 Several planning institutes, mostly regionally organized
Spain	Universidad de Las Palmas de Gran Canaria, Las Palmas	<ul style="list-style-type: none"> Colegio de Arquitectos and the Colegio de Ingenieros nothing similar to the RTP1 (UK) exists in Spain
Sweden	Luleå University of Technology, Luleå	<ul style="list-style-type: none"> The Swedish Society for Town and Country Planning
	Swedish University of Agricultural Sciences, Uppsala	<ul style="list-style-type: none"> No accreditation of the planning profession but a combined trade union and professional association called "Swedish Architects" and another "Association for Planning"
Switzerland	Stockholm University School of Planning	<ul style="list-style-type: none"> Municipalities, state on different levels (civil servants), government
	Hochschule für Technik, Rapperswil	<ul style="list-style-type: none"> Fachverband Schweizer Raumplanerinnen und Raumplaner (FSU) Stiftung der Schweizerischen Register der Ingenieure, Architekten und Techniker (REG)

Turkey	Middle East Technical University, Ankara	<ul style="list-style-type: none"> • The Chamber of City Planners
United Kingdom	Heriot-Watt University, Edinburgh	<ul style="list-style-type: none"> • The Royal Town Planning Institute
	Liverpool John Moores University, Liverpool	<ul style="list-style-type: none"> • The Royal Town Planning Institute
	University of Westminster, London	<ul style="list-style-type: none"> • The Royal Town Planning Institute
	University of the West of England, Bristol	<ul style="list-style-type: none"> • The Royal Town Planning Institute
	London School of Economics and Political Science, London	<ul style="list-style-type: none"> • The Royal Town Planning Institute
	University of Newcastle, Newcastle	<ul style="list-style-type: none"> • The Royal Town Planning Institute
	Leeds Metropolitan University, Leeds	<ul style="list-style-type: none"> • The Royal Town Planning Institute

Table 15. Regulation/accreditation of planning course by a professional body (Question 5.2)

Country	University/city	Notes
Belgium	Ghent University, Ghent	<ul style="list-style-type: none"> The planning degree is a formal criterion for the accreditation as professional planner and/or as responsible planner within a public authority
Czech Republic	Czech Technical University, Prague	<ul style="list-style-type: none"> Certain study programmes qualified by Czech Chamber of Architects as generally or conditionally eligible for authorisation of their graduates in the branches of architecture, urban and regional planning, landscape and garden design
	VŠB-Technical University of Ostrava, Ostrava	<ul style="list-style-type: none"> No regulation/accreditation
Denmark	Aalborg University, Aalborg	<ul style="list-style-type: none"> No regulation/accreditation, but regular evaluation by the State Education Evaluation Center
	Université Pierre Mendès-France, Grenoble	<ul style="list-style-type: none"> DESS and Masters in Planning (Urbanisme) agreed bu OPQU office. Graduates obtain OPQU pre-qualification licence and qualify after 2 yrs professional practice
France	Université de Reims Champagne-Ardenne, Reims	<ul style="list-style-type: none"> In private sector, informal accreditation by OPQU. In public sector, candidates go through national eliminations (concours) and if successful secure a job for life
	Université des Sciences et Technologies de Lille	<ul style="list-style-type: none"> In private sector, informal accreditation by OPQU. In public sector, candidates go through national eliminations (concours) and if successful secure a job for life
	Université François Rabelais, Tours	<ul style="list-style-type: none"> In private sector, informal accreditation by OPQU. In public sector, candidates go through national eliminations (concours) and if successful secure a job for life
Germany	Technische Universität Berlin, Berlin	<ul style="list-style-type: none"> Currently under review
	Hamburg Harbournicity University, Hamburg	<ul style="list-style-type: none"> Chamber of Architects will only register 5yr degree holders in planning register. Study content and 3 yr practical experience required
	Universität Dortmund, Dortmund	<ul style="list-style-type: none"> This is a complex procedure and requires a day to explain!
Greece	University of Thessaly, Volos	<ul style="list-style-type: none"> No regulation from professional bodies. Discrete pressure from the Technical Chamber of Greece (TCG) to maintain our engineering character. All Engineering school graduates (hence all planning graduates) must take TCG exams
	University Iuav, Venice	<ul style="list-style-type: none"> Regulation/accreditation only when planning courses are established, the Faculty is requested to submit the proposal to professional, social and administrative institutions. A steering committee (optional) might also be asked for assessment
	University of Napoli "Federico II", Napoli, Naples	<ul style="list-style-type: none"> After passing State exam, undergraduates and postgraduates refer to section of planners within national professional body (Ordine degli Architetti, Pianificatori, Paesaggisti, Conservatori)
Italy	Università degli Studi di Palermo, Palermo	<ul style="list-style-type: none"> No accreditation of courses by Professional Body of Architects, only accreditation of students when graduated
	II Facoltà di Architettura, Politecnico di Torino, Turin	<ul style="list-style-type: none"> No accreditation system, but national regulations exist on type of degree required to join professional bodies
	Politecnico di Milano, Milan	<ul style="list-style-type: none"> After a long debate, the professional body set a system of accreditation for planners within the same system for architecture. State examinations are organised in each Region to evaluate applicants at the bachelor and master level, according to two levels of planning professional profile (junior planner and planner)

Netherlands	University of Nijmegen, Nijmegen	<ul style="list-style-type: none"> • Our courses are recognised as giving admittance to that body (after two years of professional experience) But the regulation is very lax and informal
	Rijksuniversiteit Groningen, Groningen	<ul style="list-style-type: none"> • Yes, see QANU criteria (www. QANU.nl) • Informal system of regulation, against the following criteria: <ul style="list-style-type: none"> o minimum content of planning theory; o minimum content of planning history; o minimum content of planning methodology o basic knowledge of core themes in spatial planning from a national and European perspective
Norway	Volda University College, Volda	<ul style="list-style-type: none"> • Master degree programs have to be accredited by the Norwegian Agency for Quality Assurance in Education
	Norwegian University of Life Sciences (UMB), Ås	<ul style="list-style-type: none"> • Partly regulated - One of the programs (Property and Land law) is regulated by a formal act
Portugal	Universidade Lusofona de Humanidades e Tecnologias, Lisbon	<ul style="list-style-type: none"> • Regulation on the basis of a key definitions on Nature and fields of activity for the urbanista profession, and minimum common core for education, training and professional code of ethics. Reference to ECTP framework and L'Ordre des Urbaniste du Quebec reference documents. APROURB and OUQ have an agreement in place for mutual reconnaissance of academic diplomas
Serbia & Montenegro	University of Belgrade, Belgrade	<ul style="list-style-type: none"> • No regulation/accreditation
Spain	Universidad de Las Palmas de Gran Canaria, Las Palmas	<ul style="list-style-type: none"> • No regulation/accreditation
Sweden	Luleå University of Technology, Luleå	<ul style="list-style-type: none"> • No regulation/accreditation
	Swedish University of Agricultural Sciences, Uppsala	<ul style="list-style-type: none"> • No regulation/accreditation
	Stockholm University School of Planning	<ul style="list-style-type: none"> • No regulation/accreditation formally exists
	Hochschule für Technik, Rapperswil	<ul style="list-style-type: none"> • No specific regulation/accreditation of planning courses
Switzerland	Middle East Technical University, Ankara	<ul style="list-style-type: none"> • No accreditation body. Regulation of all higher education by the Higher Education Council of Turkey
United Kingdom	Heriot-Watt University, Edinburgh	<ul style="list-style-type: none"> • Regulation/Accreditation by formal partnership board comprising representatives from RTP1, University and local practitioners. Board meets at least once a year to evaluate course according to criteria set out in RTP1 Education Commission Report and Vision for Planning
	Liverpool John Moores University, Liverpool	<ul style="list-style-type: none"> • Partnership board, as above
	University of Westminster, London	<ul style="list-style-type: none"> • Partnership board, as above
	University of the West of England, Bristol	<ul style="list-style-type: none"> • Partnership board, as above
	London School of Economics and Political Science, London	<ul style="list-style-type: none"> • No regulation/accreditation
	University of Newcastle, Newcastle	<ul style="list-style-type: none"> • Partnership board, as above
	Leeds Metropolitan University, Leeds	<ul style="list-style-type: none"> • Partnership board, as above

Table 16. Changes to criteria and/or accreditation procedures as a result of the Bologna process (Question 5.3)

Country	University/city	Positive changes	Negative changes
Belgium	Ghent University, Ghent	No change reported	No change reported
	Czech Technical University, Prague	No change reported	No change reported
	VSB-Technical University of Ostrava, Ostrava	No response	No response
Denmark	Aalborg University, Aalborg	Not applicable	Not applicable
	Université Pierre Mendès-France, Grenoble	No change reported	No change reported
France	Université de Reims Champagne-Ardenne, Reims	No changes, so far	No changes, so far
	Université des Sciences et Technologies de Lille	No change reported	No change reported
	Université François Rabelais, Tours	No changes, so far	No changes, so far
Germany	Technische Universität Berlin, Berlin	Not applicable	Not applicable
	Hamburg Harbournity University, Hamburg	No changes for 5 yr degree holders	No changes for 5 yr degree holders
	Universität Dortmund, Dortmund	No changes for 5 yr degree holders	No changes for 5 yr degree holders
Greece	University of Thessaly, Volos	Expected changes to guidelines for DOATAP – academic body determining equivalency of degrees in Greece and elsewhere	Nobody knows the accreditation bodies, their people and staff, the evolution of these bodies and the democratic control mechanisms (which do not exist)
	University Iuav, Venice	Transparency (teaching duties, contact vs. autonomous student work, hiring external personnel on contractual basis, budget, programming)	Risk of abridgment of teaching/learning processes to a mere cfu accounting
Italy	University of Napoli "Federico II", Napoli, Naples	It has contributed to reform of the national professional body into 4 sections: Architects, Planners, Landscape designers and Restorers	
	Università degli Studi di Palermo, Palermo	Changes are positive, no explanation given	
	II Facoltà di Architettura, Politecnico di Torino, Turin	Since Bologna, planning graduates can be associated to the Ordine Professionale. This is a positive recognition that to work in planning requires a specific qualification	
	Politecnico di Milano, Milan	An indirect force for greater recognition within professional body of architects. New definition of professional profile for Bachelors	

Netherlands	University of Nijmegen, Nijmegen	No changes, but admission to professional body not allowed by 3 yr bachelors and is allowed by 4 yr course at professional universities	
	Rijksuniversiteit Groningen, Groningen	Changes are positive, but are an extra burden for already overstretched departments. This is a general complaint in the Netherlands	
	Wageningen University, Wageningen	No change reported	
Norway	Volda University College, Volda	The system of accreditation seems to be ok so far	
	Norwegian University of Life Sciences (UMB), Ås	If 3+2 system adopted, there will be changes	
Portugal	Universidade Lusofona de Humanidades e Tecnologias, Lisbon	No change reported	
Serbia & Montenegro	University of Belgrade, Belgrade	Not yet known	
Spain	Universidad de Las Palmas de Gran Canaria, Las Palmas	No response	
	Luleå University of Technology, Luleå	No change reported	
Sweden	Swedish University of Agricultural Sciences, Uppsala	No response	
	Stockholm University School of Planning	No response	
	Hochschule für Technik, Rapperswil		
Turkey	Middle East Technical University, Ankara	No response	
	Heriot-Watt University, Edinburgh	No change reported	
United Kingdom	Liverpool John Moores University, Liverpool	No change reported	
	University of Westminster, London	RTPI Education Commission had a much bigger impact	
	University of the West of England, Bristol	Not known – decision making within RTPI	
	London School of Economics and Political Science, London	No response	
	University of Newcastle, Newcastle	No change reported	
	Leeds Metropolitan University, Leeds	No change reported	

Table 17. Support from professional bodies in adoption and implementation of Bologna Process (Question 5.4)

Country	University/city	Little or no support	Some support
Belgium	Ghent University, Ghent	No support	
Czech Republic	Czech Technical University, Prague VŠB-Technical University of Ostrava, Ostrava	No response No response	
Denmark	Aalborg University, Aalborg	Not applicable	
France	Université Pierre Mendès-France, Grenoble	Parts of the professional bodies (mainly the public sector) seem to be not (yet) very supportive for the EU regulations. For the moment, the position is "wait and see".	
	Université de Reims Champagne-Ardenne, Reims	No support, possibly because it was difficult to coordinate the planning institutes for common action, as the switch was scheduled in several waves. Also, the system is very intricate so it is quite difficult to explain to our professional partners	
	Université des Sciences et Technologies de Lille	No support	
	Université François Rabelais, Tours	No support, possibly because it was difficult to coordinate the planning institutes for common action, as the switch was scheduled in several waves. Also, the system is very intricate so it is quite difficult to explain to our professional partners	
Germany	Technische Universität Berlin, Berlin	Not applicable	
	Hamburg Harbournity University, Hamburg	Chamber of Architects' opinion (that only 5 yr degree will be accepted in the profession) has not helped to establish two-cycle system	
	Universität Dortmund, Dortmund	Not yet known	
Greece	University of Thessaly, Volos	Technical Chamber of Greece insists on 5 yr education, so does not help Bologna	

Italy	University Iuav, Venice	No response	
	University of Napoli "Federico II", Napoli, Naples	No response	
	Università degli Studi di Palermo, Palermo	Professional Body of Architects not initially supportive, but have started to adopt more helpful approach since Bologna reform introduces by law at national level	CRUI very supportive and mainly involved in the adoption of the Bologna process
	II Facoltà di Architettura, Politecnico di Torino, Turin	No support	
Netherlands	Politecnico di Milano, Milan	No response	
	University of Nijmegen, Nijmegen	No involvement	
	Rijksuniversiteit Groningen, Groningen	No support	
	Wageningen University, Wageningen	Dutch professional organisation has been mostly passive, in keeping with tradition where practice and academia keep a distance in the Netherlands	
Norway	Volda University College, Volda	No response	
	Norwegian University of Life Sciences (UMB), Ås	Two-cycle system has been debated for many years and remains controversial	
Portugal	Universidade Lusófona de Humanidades e Tecnologias, Lisbon	Bodies have no direct supportive attitude to Bologna but APROURB have a clear remit to develop urban studies in Portugal and regulation of the profession	
Serbia & Montenegro	University of Belgrade, Belgrade	Not supportive because focused on their own problems caused by the transition process i.e. privatisation of the former state owned planning institutes	
Spain	Universidad de Las Palmas de Gran Canaria, Las Palmas	The professional bodies refuse everything come to the Bologna process, because have fear to lose competences which can disaggregate in different specialities	
Sweden	Luleå University of Technology, Luleå	No response	
	Swedish University of Agricultural Sciences, Uppsala	No response	
	Stockholm University School of Planning		Some professional planners are invited to discussion when we are restructuring education
Switzerland	Hochschule für Technik, Rapperswil	No particular support	

Turkey	Middle East Technical University, Ankara	Association of Turkish Planning Schools (TUPOB) has started assessment of planning education involving both benchmarking of planning education and evaluation of quality and content with reference to the Bologna process.
United Kingdom	Heriot-Watt University, Edinburgh	Refer to Director of Education and Lifelong Learning at the RTPi
	Liverpool John Moores University, Liverpool	Yes
	University of Westminster, London	Yes – see recommendations of the RTPi Education Commission
	University of the West of England, Bristol	No response
	London School of Economics and Political Science, London	No response
	University of Newcastle, Newcastle	Not known
	Leeds Metropolitan University, Leeds	Not known

Table 18: Assistance from University/Government in adoption and implementation of Bologna Process (Question 6.2)

Country	University/city	Positive role	Negative role
Belgium	Ghent University, Ghent	University assisted in formal development of the program using expertise from other masters programs	
Czech Republic	Czech Technical University, Prague VŠB-Technical University of Ostrava, Ostrava	Assistance with developing frameworks	The Process was adopted
Denmark	Aalborg University, Aalborg	Support from University staff including Dean, Head of School and Head of Department	
France	Université Pierre Mendès-France, Grenoble		More constraints than help
	Université de Reims Champagne-Ardenne, Reims		Pressures to suppress specificity of planning
	Université des Sciences et Technologies de Lille	Had to respect a formal model provided by the university. Government passive	
	Université François Rabelais, Tours	Major institutional and curriculum changes were supported by the University	The French government had a top-down approach, with little sensitivity to the specificity of planning (multidisciplinary curricula, need for placement, small numbers of students for a better quality...). The criteria for the official recognition of curricula are far from clear
Germany	Technische Universität Berlin, Berlin	University provided assistance through administrative staff (faculty administration assisted in the development of the new two-cycle concept)	
	Hamburg Harbournity University, Hamburg	University has checked the new regulations with rules defined by federal and national German law	
	Universität Dortmund, Dortmund	They dictate the rules.	
Greece	University of Thessaly, Volos	Government has imposed certain aspects of Bologna	
Italy	University Iuav, Venice	University provided assistance by hiring faculty didactic managers to adapt training programmes to the new framework	
	University of Napoli "Federico II", Napoli, Naples	No response	
	Università degli Studi di Palermo, Palermo	Government approved reform to two cycle system with national law. University quite supportive in introduction of 'Campus One' accreditation process	
	II Facoltà di Architettura, Politecnico di Torino, Turin	Government created legislation on Bologna Process. University assisted with procedures	
	Politecnico di Milano, Milan	Major guidance role from Politecnico di Milano	

Netherlands	University of Nijmegen, Nijmegen		No assistance. On the contrary, finance is provided for only one year of a masters course and the masters students usually take 18 months for that year. But the university does not get paid for that!
	Rijksuniversiteit Groningen, Groningen	The University was very active on paper, but the reality is that we had to do it predominantly by our selves	
	Wageningen University, Wageningen	The university has been very active in issuing directives.	An omission has been the poor implementation of language facilities and the absence of positive financial incentives
Norway	Volda University College, Volda	The university have been active in the process	The government has been passive
	Norwegian University of Life Sciences (UMB), Ås	If any assistance has been given, it is in the form of applying a certain pressure	
Portugal	Universidade Lusofona de Humanidades e Tecnologias, Lisbon	University deeply engaged in adopting Bologna from the beginning	
Serbia & Montenegro	University of Belgrade, Belgrade	They are playing the leading role, especially in formal and legislative aspects	
Spain	Universidad de Las Palmas de Gran Canaria, Las Palmas	No response	
Sweden	Luleå University of Technology, Luleå	University has prepared for adoption of the Bologna process. Government decisions are awaited	
	Swedish University of Agricultural Sciences, Uppsala	Funding from University to make changes to courses due to the Bologna process University holds seminars and information meetings. National guidelines and regulations are not yet adopted	
	Stockholm University School of Planning	Provision of instructions, a timetable for implementation, and funding for development	
	Hochschule für Technik, Rapperswil		A crucial one
Turkey	Middle East Technical University, Ankara		No response
United Kingdom	Heriot-Watt University, Edinburgh	Not known by respondent	
	Liverpool John Moores University, Liverpool	Very little support as UK system of planning education largely conforms with Bologna agenda	
	University of Westminster, London	It has provided a briefing session on the Bologna process	
	University of the West of England, Bristol	No response	
	London School of Economics and Political Science, London	Discussed by university committee, not individual courses or departments	
	University of Newcastle, Newcastle	No response	
	Leeds Metropolitan University, Leeds	No response	

Table 19. Other changes in Planning education triggered by the Bologna process (Question 6.1)

Country	University/city	Positive change	Negative change
Belgium	Ghent University, Ghent	Fragmented planning education could be rationalised by cooperation between universities and colleges in associations, due to the Bologna Process. In the Ghent association two planning programs will integrate into one.	
Czech Republic	Czech Technical University, Prague VŠB-Technical University of Ostrava, Ostrava	No changes yet	Concept of planning education disrupted in the faculty by the Bologna Process. Planning is taught additionally to other CE subjects
Denmark	Aalborg University, Aalborg	Bologna process facilitated the profound change to the curriculum made in 1999/2000. Originally based mainly on construction engineering, it was converted to focus thoroughly on spatial planning with an environmental view. The Bologna Process was used as a leverage to get rid of the old, inappropriate content of the bachelor-level of the planning education	
France	Université Pierre Mendès-France, Grenoble	The European planning education "solidarity", the legitimacy of AESOP membership and its efforts for quality improvement may seriously help us to promote Planning and Urbanisme as a specific field of Masters	The term "Urbanisme" (urban and town planning) is disappearing as a Masters title and remaining only as an "option" of more classic disciplinary masters. This is partly due to the fragile institutional position of some planning schools integrated in greater disciplinary units.
	Université de Reims Champagne-Ardenne, Reims	No changes noted	
	Université des Sciences et Technologies de Lille	No changes noted	
Germany	Université François Rabelais, Tours	European and international dimensions of planning may have been stimulated within planning curricula – a very positive evolution. The Bologna Process also sets the question of the relationship between planning education and planning research. It is too soon to say if the outcome will be positive (more research activity, more funded PhD students...), but we move in that direction.	
	Technische Universität Berlin, Berlin Hamburg Harbourceity University, Hamburg	No changes noted	
	Universität Dortmund, Dortmund	Minor changes in teaching of soft skills Some useful reforms are introduced now, e.g. a more systematic technical education (GIS, CAD etc.)	
Greece	University of Thessaly, Volos	No changes noted	

Italy	University Iuav, Venice	Bologna process eased a discussion on planning curricula in relation to new social and political demands	
	University of Napoli "Federico II", Napoli, Naples	Not enough time to assess	
	Università degli Studi di Palermo, Palermo	Nothing noted yet	
	II Facoltà di Architettura, Politecnico di Torino, Turin	Bologna Process meant a decreasing presence of Planning subjects in the degree courses in Architecture, while graduated people in Architecture can still join in the specific Ordine Professionale for planners, and this is probably not positive	
	Politecnico di Milano, Milan	More emphasis for need of internationalisation of curricula	Organisational stress created by involvement of teaching staff in various demanding commissions, working groups aimed at the definition of new programs
Netherlands	University of Nijmegen, Nijmegen	No changes noted	
	Rijksuniversiteit Groningen, Groningen	Now offer more internationally oriented PG diplomas	
	Wageningen University, Wageningen	Internationalisation has been greatly facilitated by Bologna	
Norway	Volda University College, Volda	Only minor changes	
	Norwegian University of Life Sciences (UMB), Ås	No response	
Portugal	Universidade Lusófona de Humanidades e Tecnologias, Lisbon	Bologna process can clarify the development of specific urban studies programs based on need to adopt a wider European approach for training and professional activity	
Serbia & Montenegro	University of Belgrade, Belgrade	No changes noted	
Spain	Universidad de Las Palmas de Gran Canaria, Las Palmas	Expected development of a speciality in Planning, outside of professional architecture studies	
Sweden	Luleå University of Technology, Luleå	No changes noted	
	Swedish University of Agricultural Sciences, Uppsala	National and international cooperation between different educations	
	Stockholm University School of Planning	We have to think about what we are doing!	

Switzerland	Hochschule für Technik, Rapperswil	Liaison between applied research and education	
Turkey	Middle East Technical University, Ankara	No changes noted	
United Kingdom	Heriot-Watt University, Edinburgh	Not known	
	Liverpool John Moores University, Liverpool	Not known	
	University of Westminster, London	No changes noted	
	University of the West of England, Bristol	No response	
	London School of Economics and Political Science, London	No response	
	University of Newcastle, Newcastle	No response	
	Leeds Metropolitan University, Leeds	No response	

Table 20. The future role of AESOP (Question 6.3)

Country	University/city	Suggested role
Belgium	Ghent University, Ghent	<ul style="list-style-type: none"> • Possible role in quality management concerning planning education on a European scale.
Czech Republic	Czech Technical University, Prague	<ul style="list-style-type: none"> • AESOP should be extremely careful to respect the national environment
	VŠB-Technical University of Ostrava, Ostrava	<ul style="list-style-type: none"> • Qualification through international exchanges of experience is unchangeable
Denmark	Aalborg University, Aalborg	<ul style="list-style-type: none"> • Not a good idea to introduce a role for Aesop in quality assurance / professional qualification. Avoid unnecessary bureaucratization and streamlining.
France	Université Pierre Mendès-France, Grenoble	<ul style="list-style-type: none"> • Revisit the ECTP Charter's Competences and Education Annexes • Promote a "coordinated" (if not common) planning curricula • Advise and assess member school's programmes
	Université de Reims Champagne-Ardenne, Reims	<ul style="list-style-type: none"> • European accreditation within AESOP would be an interesting step forward. We would have to share a word upon its criteria
	Université des Sciences et Technologies de Lille	<ul style="list-style-type: none"> • May be role in animation of a network
	Université François Rabelais, Tours	<ul style="list-style-type: none"> • AESOP at an appropriate level to identify major changes resulting from the Bologna Process (possibly produce a typology) • After survey and ExCo/CoRep discussions, communicate AESOP's opinion of BP to national and European authorities, and professional bodies. • Organise transfer of experience and best practice between volunteering institutes • Possibly a system of European accreditation within AESOP
Germany	Technische Universität Berlin, Berlin	<ul style="list-style-type: none"> • Development of a common European quality standard in planning education through accreditation of all planning programs in addition to any national accreditation procedures
	Hamburg Harbournicity University, Hamburg	<ul style="list-style-type: none"> • AESOP could provide consultants to help universities to implement and to evaluate the new structure
	Universität Dortmund, Dortmund	<ul style="list-style-type: none"> • No response
Greece	University of Thessaly, Volos	<ul style="list-style-type: none"> • AESOP would be a better adviser to planning curricula than a co-ordinator • AESOP could secure a link between planning schools and education with appropriate EU institutions and bureaucracy (e.g. DGs).
Italy	University Iuav, Venice	<ul style="list-style-type: none"> • AESOP could monitor the planning courses in Europe and prepare yearly a thematic report based on representative focus groups
	University of Napoli "Federico II", Napoli, Naples	<ul style="list-style-type: none"> • Need to be further along in Bologna process to figure out a role for AESOP
	Università degli Studi di Palermo, Palermo	<ul style="list-style-type: none"> • AESOP and its members could be involved in the accreditation process as external evaluators - (Campus One)
	II Facoltà di Architettura, Politecnico di Torino, Turin	<ul style="list-style-type: none"> • AESOP can play a role in the harmonisation of the programmes
	Politecnico di Milano, Milan	<ul style="list-style-type: none"> • The recognition that Aesop gives to planning schools is definitively accrediting involved schools and might help to intensify mobility among European planning students entering master programs.

Netherlands	University of Nijmegen, Nijmegen	<ul style="list-style-type: none"> • AESOP could work with the ECTP to attract more attention to the professional accreditation of courses. Currently it is agreed that countries recognise each others planners, when members of a professional body. But there is no check on the quality of courses accredited by that professional body
	Rijksuniversiteit Groningen, Groningen	<ul style="list-style-type: none"> • Development of international admission criteria and fine tuning of existing goals and objectives of European oriented Planning Schools
	Wageningen University, Wageningen	<ul style="list-style-type: none"> • Consultative and supportive role rather than a direct role. Exchange of information is of vital importance for the development of educational standards. • An exchange of documents stating competencies for Bsc and Msc students and profiles of other planning schools in Europe would be interesting
Norway	Volda University College, Volda	<ul style="list-style-type: none"> • No response
	Norwegian University of Life Sciences (UMB), Ås	<ul style="list-style-type: none"> • A role in quality assurance/professional qualification process is seen, but with strong cooperation with national bodies
Portugal	Universidade Lusofona de Humanidades e Tecnologias, Lisbon	<ul style="list-style-type: none"> • Work on a full scientific and epistemological status for the recognition of urban academic studies, as the improvement of professional skills based on a European common framework • There is increasing interest for UG urban studies in many countries but more support is required to overcome inertia of universities and government, and associations with architects and engineers
Serbia & Montenegro	University of Belgrade, Belgrade	<ul style="list-style-type: none"> • To describe standards or minimum skills and competencies required in the broadened frame of planning education in Europe for 21st century
Spain	Universidad de Las Palmas de Gran Canaria, Las Palmas	<ul style="list-style-type: none"> • No role seen from Spanish perspective
Sweden	Luleå University of Technology, Luleå	<ul style="list-style-type: none"> • No response
	Swedish University of Agricultural Sciences, Uppsala	<ul style="list-style-type: none"> • Give support to members to strengthen the quality of education.
	Stockholm University School of Planning	<ul style="list-style-type: none"> • Offer support and advice • Enable comparison of courses and programs between schools • Facilitate exchanges
Switzerland	Hochschule für Technik, Rapperswil	<ul style="list-style-type: none"> • No response
Turkey	Middle East Technical University, Ankara	<ul style="list-style-type: none"> • Coordinate member schools to adopt a common framework in planning education. • Play an important role in the dissemination of experience of different universities in planning education, highlighting both best practice examples and problems and challenges

United Kingdom	Heriot-Watt University, Edinburgh	<ul style="list-style-type: none"> No role envisaged
	Liverpool John Moores University, Liverpool	<ul style="list-style-type: none"> Definitely not
	University of Westminster, London	<ul style="list-style-type: none"> No role envisaged – There are several internal monitoring processes and scrutiny by RTP1 partnership boards. No need for further quality assurance in the UK
	University of the West of England, Bristol	<ul style="list-style-type: none"> No response
	London School of Economics and Political Science, London	<ul style="list-style-type: none"> No response
	University of Newcastle, Newcastle	<ul style="list-style-type: none"> No response
	Leeds Metropolitan University, Leeds	<ul style="list-style-type: none"> University Quality Assurance systems and thoroughness of RTP1 provides enough in this respect.

Appendix 1: Letter and Questionnaire



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*¹³ 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 follows¹⁴:

- 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

¹³ For further information about Bologna, visit: http://europa.eu.int.comm/educationbologna_en.html

¹⁴ 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.

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.

To this end, a Working Group on Planning Education¹⁵ 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 the end of January 2006, to Paul Ellison:

Email: p.ellison@leedsmet.ac.uk

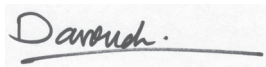
Fax: +44 0113 283 3

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,



Simin Davoudi

President of AESOP

15 Members of the Working Group include: Simin Davoudi (facilitator), Klaus Kunzmann, Barrie Needham, Anna ???, Peter Ache, ??? Sacromani

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 research¹⁶. 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

¹⁶ For further information about Bologna, visit: http://europa.eu.int.comm/education/bologna_en.html

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:

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 staff (fulltime equivalent) 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?

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 key parameters of the procedures

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

Appendix 2: Respondents to the questionnaire

Respondent	School / Department	Institution	Country
Georges Allaert, Hans Leinfelder	Faculty of Engineering, Civil Engineering Department, Centre for Mobility and Physical Planning	Ghent University	Belgium
Karel Maier	Institute of Urban Design and Planning	Czech Technical University in Prague, Faculty of Architecture	Czech Republic
Jana Pletnicka	Faculty of Civil Engineering, Department of Urban Engineering	VŠB-Technical University of Ostrava	Czech Republic
Petter Naess	Department of Development and Planning	Aalborg University	Denmark
Jan Tucny	IUG Institut d'Urbanisme de Grenoble	Université Pierre Mendès-France, Grenoble	France
Anna Geppert, Marcel Bazin	I.A.T.E.U.R. Institut d'Aménagement du Territoire et d'Environnement de l'Université de Reims	Université de Reims Champagne-Ardenne	France
Didier Paris	I.A.U.L. Institut d'Aménagement et Urbanisme de Lille	Université des Sciences et Technologies de Lille	France
Christophe Demazière	Département Aménagement, Ecole Polytechnique de l'Université de Tours	Université François Rabelais, Tours	France
Dietrich Henckel	Institut für Stadt- und Regionalplanung	Technische Universität Berlin	Germany
Jörg Knieling, Stephan Tressl	Department of Urban Planning	Hamburg HarbourCity University	Germany
Hermann Bömer, Klaus R. Kunzmann	Fakultät Raumplanung	Universität Dortmund	Germany
Pantelis Skayannis	School of Engineering, Department of Planning and Regional Development	University of Thessaly, Volos	Greece
Domenico Patassini	Planning faculty	University Iuav, Venice	Italy
Laura Lieto	Faculty of Architecture	University of Napoli "Federico II"	Italy
Francesco lo Piccolo and Bernardo Rossi-Doria	Faculty of Architecture, School of Planning	Università degli Studi di Palermo	Italy
Silvia Saccomani		II Facoltà di Architettura, Politecnico di Torino	Italy
Massimo Bricocoli	Dipartimento di Architettura e Pianificazione, Facoltà di Architettura e Società	Politecnico di Milano	Italy
Barrie Needham	Spatial planning Within Environmental, geographical and planning studies Within the Nijmegen School of Management	University of Nijmegen	Netherlands

Gerard Linden	Faculty of Spatial Sciences	Rijksuniversiteit Groningen	Netherlands
Arnold van der Valk, Jan Philipsen	Wageningen Education Institute, Landscape Architecture and Spatial Planning curriculum, spatial planning specialisation	Wageningen University	Netherlands
Roar Amdam	Department of planning and governance	Volda University College	Norway
Morten Edvardsen	Department of landscape architecture and Spatial planning (ILP)	Norwegian University of Life Sciences (UMB)	Norway
Mário Moutinho	Department of Architecture, Urbanism, and Arts	Universidade Lusófona de Humanidades e Tecnologias	Portugal
Dejan Djordjevic	Department for Spatial Planning, Faculty of Geography	University of Belgrade	Serbia & Montenegro
Eduardo Cáceres	Sección de urbanística (unit), Departamento de Arte, Ciudad y Territorio (department), Escuela Técnica Superior de Arquitectura (school)	Universidad de Las Palmas de Gran Canaria	Spain
Glenn Berggård	Division of Architecture and Infrastructure, Department of Civil and Environmental Engineering	Luleå University of Technology	Sweden
Kristina L Nilsson	Department of Urban and Rural Development	University of Agricultural Sciences, Sweden	Sweden
Lennart Tonell	Stockholm University School of planning	Stockholm University	Sweden
Thomas R. Matta	HSR Hochschule für Technik Rapperswil (University of Applied Sciences); Abteilung Raumplanung (Department of Spatial Planning)	FHO Fachhochschule Ostschweiz	Switzerland
Ali Turel	Department of City and Regional Planning	Middle East Technical University	Turkey
Jeremy Raemaekers	School of the Built Environment	Heriot-Watt University	Uk
Chris Couch	School of the Built Environment	Liverpool John Moores University	UK
Nick Bailey	Department of Urban Development & Regeneration, School of Architecture & the Built Environment	University of Westminster	UK
Alison Hoddell, Angela Hull	School of Planning and Architecture, Faculty of the Built Environment	University of the West of England	UK
A Thornley	Planning Studies Programme	LSE	UK
John Pendlebury	School of Architecture, Planning & Landscape	University of Newcastle	UK
David Whitney	School of the Built Environment	Leeds Metropolitan University	UK

Appendix 3: Participants and Agenda in AESOP Heads of Planning Schools Seminar, March 2006, Bratislava

Participants

Ache, Peter	Needham, Barrie
Allinson, John	Nilsson, Kristina
Amdam, Roar	Nunes, Richard
Asmervik, Sigmund	Paris, Didier
Bade, Franz-Josef	Patassini, Domenico
Balducci, Alessandro	Pendlebury, John
Bazin, Marcel	Piccinato, Giorgio
Calderon, Enrique J.	Piccolo, Fransesco Lo
Carmona, Matthew	Philipsen, Jan
Cars, Goran	Roo, G. de
Couch, Chris	Rossi-Doria, Bernardo
Davoudi, Simin	Salet, Willem
Djordjevic, Dejan	Silva, Elisabete
Ellison, Paul	Silva, Jorge
Enlil Zeynep	Skayannis, Pantelis
Finka, Ma	Spit, Tejo
Frenkel, Amnon	Stepper, Henning
Geppert, Anna	Tonell, Lennart
Holsen, Terje	Tucny, Jan
Karadimitriou, Nikos	Turel, Ali
Kunzmann, Klaus R.	Valk, Arnold van der
Linden, Gerard	Vitkova, Lubica
Maier, Karel	Voigt, Andreas
Mastop, Hans	Vujbovic, Liana
Matta, Thomas R.	Weber, Gerlind
Moccia, Francesco	Wittmann, Maxmilián
Moutinho, Mário	Zeren Gulersoy, Nuran
Naess, Petter	

Agenda

17 March 2006

- 9.30 Welcome by Simin Davoudi, President of Aesop
- 9.45 Planning education and research, Klaus Kunzmann and Barrie Needham
- 10.30 Bologna process: Implications for planning education, Simin Davoudi and Paul Ellison
- 11.00 Discussions, focusing on common conflicts and specific solutions
- 12.00 Lunch
- 14.00 Research assessment: Sandro Balducci
- 15.00 Parallel workshops: Discussions and future role of AESOP and
- 16.30 Plenary conclusions: The way forward
- 17.00 Drinks

18 March 2006

Bratislava case study and study trips

Appendix 4: Glossary of terms

Access to higher education

The right of qualified candidates to apply and to be considered for admission to higher education

Accreditation

The process by which an accreditation body evaluates the quality of a higher education institution as a whole (institutional accreditation) or a specific higher education programme (programme accreditation) in order to formally recognise it as having met a certain predetermined minimal criteria or standards.

Accreditation body

An independent body that develops educational standards, criteria and procedures and conducts expert visits and peer reviews to assess whether or not those criteria are met.

Admission to higher education institutions and programmes

The act of allowing qualified applicants to pursue studies in higher education at a given institution and/or a given programme.

Assessment

The process of systematic gathering, quantifying and using information to judge the effectiveness and adequacy of a higher education institution or a programme. It implies evaluation of core activities and is a necessary basis for a formal accreditation decision.

Benchmarking

A standardised method for collecting and reporting critical operational data in a way that enables relevant comparisons of performances of different organisations or programmes, often with a view to establish good practice.

Credits

Generally agreed value used to measure student workload in terms of learning time required to complete course units, resulting in learning outcomes.

Cycles

The three sequential levels identified by the Bologna Process (first cycle, second cycle and third cycle) within which all "Bologna" qualifications are located.

Diploma Supplement

The Diploma Supplement is a document to be issued to students by their higher education institutions on graduation. It aims to describe the qualification they have received in a standard format that is easy to understand and easy to compare. It also describes the content of the qualification and the structure of the higher education system within which it was issued. It acts as a supplementary explanation of the qualification rather than a substitute for it. The Diploma Supplement attempts to facilitate mutual recognition of qualifications and, it is hoped, lead to greater transparency and mobility. Further information at: http://www.europeunit.ac.uk/qualifications/diploma_supplement.cfm

ECTS

ECTS (European Credit Transfer System) is a credit system which provides a way of measuring and comparing learning achievements and transferring them from one institution to another. Since the introduction of the Institutional Contract in the SOCRATES/ERASMUS programme in 1997/98 all European universities can take part in ECTS. Transparency is created by providing detailed information on the curricula and their relevance towards a degree. The main tools used to make ECTS work and facilitate academic recognition are the information package, the learning agreement and the transcript of records. Further information at: http://europa.eu.int/comm/education/programmes/socrates/ects_en.html

European Higher Education Area

The construction by 2010 of a European Higher Education Area (EHEA) where students and staff may move freely and having their qualifications recognised, is goal of the Bologna Process. The Bergen Communiqué states that the EHEA is structured around three cycles, where each level has the function of preparing the student for the labour market, for further competence building and for active citizenship. The overarching framework for qualifications, the agreed set of European standards and guidelines for quality assurance and the recognition of degrees and periods of study are also key characteristics of the structure of the EHEA. Furthermore, the social dimension of the Bologna Process is a constituent part of the EHEA See also the Bologna Declaration.

European Research Area

In January 2000, the European Commission published a communication entitled "Towards a European Research Area". It aims at the creation of better overall framework conditions for research to make Europe the leading knowledge-based economy worldwide. The European Research Area (ERA)

should promote common use of scientific resources, create jobs on a long-term basis and stimulate competition in Europe. Further information at: http://europa.eu.int/comm/research/era/index_en.html

Evaluation

A systematic and critical analysis leading to judgements and/or recommendations regarding the quality of a higher education institution or a programme

Framework of Qualifications for the European Higher Education Area

An overarching framework that makes transparent the relationship between "Bologna" national higher education frameworks of qualifications and the qualifications they contain. It is an articulation mechanism between national frameworks.

Higher education

All types of courses of study, or sets of courses of study, training or training for research at the post secondary level which are recognised by the competent authority of a State as belonging to its higher education system.

Higher education institution

An establishment providing higher education and recognised by the competent authority of a State as belonging to its higher education system

Higher education programme

A course of study recognised by the competent authority of a State as belonging to its higher education system, and the completion of which provides the student with a higher education qualification.

Higher education qualification

Any degree, diploma or other certificate issued by a competent authority attesting the successful completion of a higher education programme.

Joint degrees

A joint degree should be understood as referring to a higher education qualification issued jointly by two or more higher education institutions on the basis of a joint study programme. A joint degree may be issued as: a joint diploma in addition to one or more national diplomas, a joint diploma issued by the institutions offering the study programme in question without being accompanied by any national diploma, one or more national diplomas issued officially as the only attestation of the joint qualification in question.

Joint study programme

A study programme developed and/or provided jointly by two or more higher education institutions, possibly also in cooperation with other institutions.

Learning outcomes

Statements of what a learner is expected to know, understand and/or be able to do at the end of a period of learning.

Levels

A series of sequential steps, expressed in terms of a range of generic outcomes, against which typical qualifications can be positioned.

Mutual recognition

Agreement between two or more States or institutions to validate each other's degrees, programmes and study periods

National framework of qualifications (higher education)

The single description, at national level or level of an education system, which is internationally understood and through which all qualifications and other learning achievements in higher education may be described and related to each other in a coherent way and which defines the relationship between higher education qualifications.

Peer review

Assessment procedure carried out by external experts.

Professional recognition

The professional status accorded to the holder of a qualification.

Qualification descriptors

Generic statements of the outcomes of study

Qualifications Framework

See "Framework of Qualifications" at: <http://www.bologna-bergen2005.no/EN/Glossary/Glos1.HTM#Framework#Framework>

Quality assurance

An ongoing process of assessing, guaranteeing, maintaining and improving the quality of a higher education institution or a programme

Quality control

Internal measurement of quality of an institution or a programme referring to a set of operational activities and techniques

Recognition (academic recognition)

A formal acknowledgement by a competent authority of the value of a foreign educational qualification with a view to access to educational and/or employment activities

Recognition of prior learning

The formal acknowledgement of skills, knowledge and competencies gained through work experience, informal training and life experience.

Stocktaking

Appraising a present situation / degree of process in terms of accomplishments and goals

Transnational higher education

All types of higher education study programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based. Such programmes may belong to the education system of a State different from the State in which it operates, or may operate independently of any national education system.

University

An autonomous higher education institution which offers research-based education at degree level. Courses may be taken at bachelor, master or doctor level (first, second, third cycle).

Workload

A quantitative measure of the learning activities that may feasibly be required for the achievement of the learning outcomes (e.g. lectures, seminars, practical work, private study, information retrieval, research, examinations).

Appendix 5: External state funding for Bologna reforms

COUNTRY	FUNDING PROVIDED FOR BOLOGNA REFORMS, ACCORDING TO INSTITUTION AND NRCs
Austria	None
Belgium (Fl)	Yes, some (but not sufficient) i.e. three-year government funding for the implementation of the educational development plan (2003-2006)
Belgium (Fr)	None (according to the institutions/ no information available from the NRCs)
Bulgaria	None
Croatia	None
Czech Republic	None according to the institution. According to the NRC some funding is provided under the Programmes of Development (introduced in 2000) but there is still need for more funds.
Denmark	None
Estonia	Yes but not sufficient, (despite the initial plans)
Finland	Yes some, for the university sector. No additional funding for the polytechnic sector
France	None (even cutbacks in core funding)
Germany	Yes some support measures (i.e. government funding for the establishment of the Bologna Competence Centre for the period 2004-2007/ funding of projects relevant to the BP)
Greece	None according to the institution. According to the NRC some funding is provided but it is not sufficient
Hungary	None (even cutbacks in core funding)
Ireland	Yes, through the Higher Education Authority. Also, funding of projects relevant to the BP at national level (no information available from NRC)
Italy	No government funding for the implementation of the reforms. Some government funding for related projects (for a three-year period) Other funding sources: the European Social Funds and the Region
Latvia	Yes some funding through structural funds, but not sufficient
Lithuania	None
Netherlands	Yes some funding for the university sector (for the implementation of the Bachelor-Master structure) No additional funding for the Institutions of professional education
Norway	Yes sufficient (the government promised to fully finance the reforms)
Poland	None
Portugal	None (according to the institution/ no information available from the NRCs)
Slovakia	None
Slovenia	None
Spain	No funding from the central government. Some limited financial support from the regional government.
Sweden	None
Switzerland	Yes some (federal government funding), but not sufficient
UK	None

Source: Trend VI Report (2005) Appendix 8, Table 3

Appendix 6: Summary of the feedback from the HoS seminar, March 2006, Bratislava

Summary of the feedback from the HoS seminar, March 2006, Bratislava

At the Heads of Planning Schools seminar, held in March 2006 in Bratislava, participants were requested to form three separate discussion groups, each to consider the same set of issues. We are grateful to the chairs of each group (Peter Ache, Sigmund Asmervik, Anna Geppert) and also thank the rapporteurs (Paul Ellison, Richard Nunes, Elisabete Silva), whose notes have been used to form the summary of feedback presented here. We would also like to express our thanks to the three speakers at the seminar: Klaus Kunzmann, Barrie Needham and Alessandro Balducci.

The groups were asked to structure their discussions around four key issues, which are:

1. Experience of the Bologna Process
2. Research Assessments
3. Aesop's future role
4. Next steps for the HoS group

Comments from the group members are set out below under these four headings.

1. Experience of the Bologna Process

- We implemented the Bologna Process 4 years ago and feel quite positive about the consequences. However I recognise that we are lucky to have a 3+2 setup, whereas other institutions in the Netherlands have 3+1.
- I was surprised to learn today that the UK was one of the first countries to sign up to the Bologna Process, because I have heard nothing about it. When I heard this I feared that our 1 yr MAs may have to become 2yr MAs.
- We are living with constant and rapid change as a feature of higher education in the UK, quite aside from the Bologna Process. This can be partially attributed to the situation where 20-30% of funding is public, and the rest is from other sources.

- The Bologna Process was a great opportunity for us, due to the existing structure of universities and colleges in Norway. It enabled us to offer a Masters, which we didn't do before.
- Ours is the 1st University to adopt the Bologna Process, and this was done at the same time as the education system in Slovakia was under transformation. Planning education has traditionally been in the hands of the architects and planning really disappeared in architecture degrees, so we tried to introduce new curricula. At the time, I was Vice Rector, with contacts in the Ministry, which made this change possible. Now we are one of the first in Slovakia accredited in the field of spatial planning and have the 3+2+3 system. Architecture is 4+2+3. In Slovakia there are 328 study fields, in which are defined minimum requirements and content. 60% of the course is the University Curriculum, 40% of it is specialisation. We have 6 course accredited, 5 of these are Masters.
- Our main education is Landscape Architecture and Planning with professional examinations, so here in Sweden we have been able to keep the 5yr-long course as we had previously. The government's decision was awaited for a long time and then came at the start of the year, so we have had very short time for implementation. We offer 3+2 but want students to go through the full 5 yrs. Work in practice is combined with the Bachelor Thesis. The Masters course will be alongside professional.
- There is growing criticism of the Bologna Process. The first 3 years education is still considered as a general, basic education, with the professional training in the 2 years MA. This is the opposite of what the Bologna Process says – that people should be fit for work after 3 years. There is resistance of the system because students don't see jobs and professional recognition is minimal.
- We teach planning with Landscape Architecture. We switched 2 years ago. The danger of the Bologna Process for us in Italy is that we are in danger of being kicked out of the curriculum because of pressure to streamline and drop those subjects not core to the course. However in the MA we have had the chance to make a new curriculum in rural development.
- As soon as the Norwegian Government decided to adopt 3+2+3, Medicine and Architecture received exceptions, so we are running a 5yr course in planning and are lucky.

- Listening to the comments we can perhaps say the following:
 - The intention of the Bologna Process is to harmonise, but it is stimulating a diversity of experience and possibilities to adapt.
 - It is interesting to see the Bologna Process as part of the market situation, in terms of charging for an MA. It is an example of many EU attempts to harmonise
 - in general it is a positive move.
- Greece is against the Bologna Process. They have 5 years, Graduates go to other countries to Masters level. But it is a good thing Bologna introduced Masters courses , partly paid by state. Students complete their five years courses, plus text of 200 pages. On top of that they have a Masters (a three/ two year they can go to France due to agreements between our universities). Why we are against Bologna: it is complex, professional bodies and students don't agree. Maybe a four year degree would be acceptable, but for tactical reasons they don't accept. This is also political, because they think Bologna will lead to privatization. Besides that, they are going in strike against privatization of education. The only good thing is the institutionalization of Masters courses.
- The most interesting thing is how to make something positive of this. We in the Netherlands were far too quick and perhaps we could have learned seeing what other people did. I am curious to what extent it is inevitable.
- In Italy we have a law to manage the Bologna, and we simply accept this. The law was 3 plus 2. During this implementation period we had consultation with stakeholders The result was that stakeholders did not like it and wanted the five year curriculum. So we had to do some kind of promotion of bachelor degree. We had to discuss with public administration in order to request the five year. From the other side we have other considerations. I agree with Kunzmann. We have the same critics, we don't find that the second master degree is an easy academic formation product because it has been compromised. We have been helped also by the government, in a sort of mode to experiment the introduction of the system. There are approximately. 100 courses to be evaluated. There was an evaluation commission, they followed a model, and they were engaged in promoting. In parallel we have been evaluated by an external body.

- It is a kind of political process, that means that nobody knows exactly what is going to happen. But we need to concentrate on the strategies. There are two advantages in the process, in the last two years we had to reconstitute our processes. The bachelor process, it was a very good initiative to rethink the all teaching. It is kind of output, it is not a question what we are teaching, but what we are offering to the students, the content of what we are teaching was crucial. This is a more process oriented advantage. The second advantage is the inbuilt flexibility. We need to do evaluation, to the accreditation office how do think. So from the point of view of the consumer is a clear advantage. AESOP has a window of opportunity in that process, AESOP can contribute to the accreditation process: by helping and in the other end is self enforcing for the organization itself. Not only help the accreditation, but help itself. The accreditation in Germany it is not done by the state, is by an independent body. The interesting thing is that even the accreditation is evaluated by others. AESOP can define if the accreditation is habilitated for accreditation.
- The only problem I find is the fact that there are too much administrative things. Otherwise I think is good.
- My university in Turkey is a kind of American university. All English, and we started with basic skills. It is more a matter of how to teach three or two years. If we have three years each country can decide on the requirements. Therefore, in my country some requirement to include design is necessary. Unfortunately we just speak about the number of years not the content.
- Little debate about that in the UK, but I would not try to impose the model. But I would like to defend the work, for us we produce good architects and engineers. But, it is true is not a question of years is a question of content. For instance in Scotland people stop at 17 and go to university. We should see at what age are students coming in. Also in terms of a professional exam, after people being in work after two years. So it is not years related.
- In Lille we have three universities - Bernard Loin at Lille was the right hand of the ministry that implemented the bologna process. He is the father of the Bologna implementation. He is completely horrified by the manner in which the ministry implemented the process, after he left. It is to say that there is a gap between the ideas of politicians and then applications.
- I am sure the British system works, as do the Spanish and Greek; the thing is that I find it difficult that we can state there will be a uniform system. AESOP should make it clear that we should not hold the same opinion. The civil engineering schools are prepared to challenge the Bologna process.

- The matter of timing is something not to be neglected. In competitive terms we have a sort of advantage. Some examples on how to accommodate Bologna: We had the chance to have two research master accredited in the first year. Some are now criticising, it looks hard to have research matters accredited in two master systems (the Bologna and the existent). Networks are being created, master courses that are being formed in the first round in English are doing a great job and they will be elite universities. There are new international masters, geographers are doing it very well. The idea of joint degrees is also interesting. The future is Bologna, with three and two, the future is more international cooperation and networks and we should move forward and stay in the first round.
- Different school structures difficult adoption; we can unite; we can find one principle to work on
- Can we look at Kunzmann's views in a more positive light? What is the current mobility of students outside of Socrates/Eurasmus. As an organisation we change our reasoning. Recommendation is not to limit innovation of school adjustment. On a local level, overcome obstacles.
- The amount of students has dramatically increased. We have less local students. We have almost as many international students as former students. We still don't have an ECTS. In my opinion we are justifying a lot for mobility.
- Essence of Bologna in two tiered system BA/MA distorts discussion on the process of adjustment. The challenge is not Bologna but finances/resources to schools. We need to feed school experience to the decision-makers.
- Consensus on the tension between BA/MA curriculum, keeping in mind the varying institutional structures of the education system between countries i.e. 'vocational' training (polytechnics) v 'academic' universities: Netherlands: BA is four years with the polytechnic, as compared to 3 at the university; UK got rid of this distinction in 1992.
- Higher inter-changeability between BA/MA between universities. Issues: employability, student maturity i.e., the risk of overlap and repetition of course material.
- Which parts are inevitable, which parts can be influenced. One which should not be taken for granted is the financing of education programmes. Kunzmann mentions mobility is reduced with Bologna: why?

- (1) Financing depends on the number of students registered and therefore they are not encouraged to go elsewhere.
 - (2) students coming into (from China, for example – marketing and competition for money).
 - (3) language – English and its impacts on case study use and expertise (regional).
- Sympathetic with Kunzmann, but we should try to coordinate education frameworks, while still maintaining some European traditions of education.
 - AESOP agree. We need to minimize negative and maximize positive. Another issue (first implications of change): European integration – i.e. mobility of human capital. We can not look at this from the lens of money-grabbing strategies – Chinese student gets access not just because of money, but because of quality. We must be more foresighted, positive about what opportunities do we have? AESOP must help to facilitate, not as an arena, but as a lever.
 - Marketing and elite tables (top 10); brain drain; possible funding drain.
 - How do we define student mobility? BA/MA are so closely integrated that they restrict mobility, even within the country as well as between countries. What about entrance qualifications?
 - Is the degree of the problem more imagined than it is in reality? A number of schools have created, recently, three year programmes. The programmes are similar. If you compare their content with other institutional guidelines, before Bologna, you will find they reflect the suggested frameworks of these institutions. 3 year base BA planning degree can have consensus. Should this be recognized?
 - AESOP illustrates that it has been raising the restructuring issues of planning education and research before Bologna, such as the introduction or maintenance of the BSc. AESOP had suggested a core curriculum 10-12 years ago for new member registration. This has been discussed before, before Bologna.
 - This is why there is so much similarity between programmes.
 - But this should not be limited to AESOP newcomers. Where is this material? Why was this not fed into the process i.e., the discussion on Bologna. Reason: memory, voluntary basis of AESOP structure.

- How do you make the break between BA/MA?; this is currently in the core curriculum.

2. Research Assessments

- The language barrier makes it difficult to have international referees, as few speak Italian.
- RAE in the UK has been in place a long time and has evolved and changed and probably improved as a result. But there is no doubt that there is a lot of game-playing and use of tactics. There is a certain amount of playing the system, so the picture given is not a pure reflection of research ability.
- There will be an element of playing the system with any system. In comparison with the situation 20 years ago, the general effect is that research is of a better quality.
- We have assessment at several levels and 60% of our budget is determined by assessment every 2 years. In addition, several universities apply for international assessment. There may perhaps be a role for AESOP in assisting with this.
- Planning research at national and international level is quite different, with the level (quality) of research at international conference being quite low. There are such different systems nationally that perhaps there should be a different scale of comparison. AESOP could perhaps mark out comparison and competition within, for example, German-speaking countries. AESOP should also emphasise that the field of planning is special.
- I don't think it is the role of AESOP to set up international competition
- A problem with RAE is that research is often based on the national planning system, which has very limited international significance. But fundamentally we are all doing similar types of things.
- I don't agree. Government systems are very different, and that comparisons between countries are very difficult.
- Planning depends on context, so research at the national level is more valuable than at the international level. However funding is weighted towards international comparison

- My group is a mix of 50% planners and 50% landscape architects and ecologists. We succeed because of the publishing of those scientists. There is no way to move into the top circles of University unless it is with other sciences.
- The important think is the qualitative assessment not the quantitative. The interesting point is seeing the fact the UK experience is good.
- Each time there is an evaluation you evaluate the 4 best papers. In a five year period.
- Answering the previous questions. There is an internal evaluation before the accreditation evaluation. So the four best papers are selected to submit. Most important is the question of the research environment. I think the research assessment has been as fair as it might get. The problem is the resource allocation that occurs after that. And in order to have a result of evaluation, there should be an emphasis on resource allocation.
- Departments get no research money.
- In the UK the university decide in which areas does the evaluation of the best papers. If the university decides there is no research money. So there is no research money. The outcome of the process.
- It is better to have three departments highly rated than 10 averaged rated.
- That kind of internal evaluations exist. It is a kind of peer review.
- But all the universities have internal evaluation.
- For external evaluation there are groups chosen from different universities
- The group defined for accreditation and evaluation for planning: are 10 academic planners, and four professional bodies.

3. AESOP's future role

- AESOP has its history in a Northern European association, but has grown from this which is positive. I would be afraid to give AESOP a role of assessing and distributing money which is not theirs. I believe it should be a strictly scientific role, and should stress the quality of research and teaching. We should know more about what other departments and schools are doing, and should increase relationships along research lines. We should do more to use this important network.
- We have talked about planning and how it is so context-specific. So AESOP's role should be to bring it together, to share experience on teaching. It is important to make a forum for sharing experience. I have to express a resistance to anything more technocratic.
- There are many programme reviews, and AESOP could possible take on the role of reviewing these reviews: looking at the criteria and agreeing or making recommendations on these.
- Perhaps a kind of consultancy role is possible, to bring in a pan-European perspective. Even in the UK, with the RTPi, there is a struggle to establish planning as a coherent field of intellectual enquiry. There is a potential role for AESOP to promote spatial planning in this way.
- AESOP could help with our common problems, for example thematic, and finding our focus area within the 5th and 6th framework. AESOP could play a more active role in lobbying for EU funding and creating frameworks for bilateral and multilateral collaboration. There is a lack of information on research focus which would assist in finding partners.
- AESOP could look at the NANOTRA (sp?) website which is a good resource of collected knowledge and can be used to find courses and literature, with a website for each subject. However something like this requires hard work to set up and maintain.
- There is a problem in that on the one hand we must be more professional, and on the other we must work voluntarily. We can continue as things are and benefit from the connection with other colleagues in a stress-free environment, or we could set up an official secretariat for lobbying.
- I suggest we perhaps vote for either a platform or lobbying direction.
- It is a question of form for AESOP, based on the expectations of all of

us, for example a free platform of exchange, or something more. My recommendation for a next step would be to ask members what is needed, in order to define expectations, and then go from there.

- I am not convinced AESOP should go for more bureaucracy. It should do more of what it is doing well, maybe with a variety of groups, not just HoDs
- Perhaps there should be a focus on creating output for public consumption, based on identified topics. This would develop AESOP's identity and image.
- AESOP is clearly a valuable network and should grow, but it is not clear how to resource this further development.
- I think AESOP can affect the entrance of the topics that are decided in the EU funded research topics. AESOP can act as a clearing house, as a submission information. We can do research in order to AESOP can help circulate information and research.
- I don't know if the role of AESOP is to organize a system and to organize international competition among departments between Europe. I believe that AESOP wants to organize collaboration between departments.
- Implementing the courses, I have been encouraged to present a theory of evaluation. I was encouraged to see how the public body is working, to encourage evaluation, that evaluation of quality has to have a manual in which you have the issues on. It is not on an evaluation ex post. They emphasized four issues: evaluate the management system, how to have fixed objectives, which kind of human and material resources do we use, how do we build the education processes. We have to follow the systems and evaluate ourselves. There need to be reports on "this self made report", afterwards there needs to be evaluation by an independent report. It would be great if this manual had to be done by AESOP for educational processes and for research. AESOP could be the independent body to organize this kind of evaluation. In fact in Palermo we have done this exercise. We are asking to ourselves what do we do now. Do we go over and do new reports. We are now thinking to put budgets and expenses to ask for independent bodies to pay independent bodies. What we want to do is to sort this kind of body to do an evaluation body, instead of only an Italian body.
- AESOP has a certain capacity, and the AESOP organization is limited. I would propose to make smaller steps in helping the evaluation process. There are two ways for AESOP to help the planning discipline:

- (1) They have to justify that research productivity is not only measured by books, there are other productivity indicators.
- (2) AESOP could propose a list of referee journals that could be recommended as main journals.

Furthermore it could help identify good papers in non-refereed journals. We can also have a kind of impact analysis for this kind of planning journals. It must be done. We need an organization for it.

- I agree with the last intervention. Within our own country we are too small to have influence. Therefore it should be AESOP suggesting a booklet to evaluate the planning schools. Also different ways of coping with Bologna.
- We have different planning systems; different planning practices; but now we have a European planning studies curriculum development. Convergence of these differences must be done on the long term, but structured on flexible frameworks – this is what AESOP must consider.
- Let's experiment with a university partnership exercise that explores the issues on 'core curriculum' and what is meant by 'student mobility'. Let's try this informally first and then take to an international level later on. AESOP helps to ease the process of transition, while facilitating it as a lever to change and new futures.
- This has been done already?
- Vocational v university education: what are/should be the base competences of BA in planning and outside? The job of the university is not to select on the basis of education – core curriculum, but with an emphasis on 'learning' – university helping students learn to learn. There has to be a 'balance'. What is this balance? We need a balance between vocational and academic (theoretical) ground – theory v. practice
- If we are to come to some consensus we need guidelines on what should be in the BA/MA and the balance between theory and practice.
- AESOP does not state a core set of principles: how does AESOP stand on Bologna? What is its position on the real issues at hand?
- Preservations of 'planning cultures' v a 'one size fits all'; identify the influential areas; recall what has already been done - i.e. what constitutes a planner? Is this still valid in our changing times? And what implications

does this have for BA/MA? What do we provide in the interim in order to help encourage mobility?

- AESOP should create greater transparency; present the different approaches undertaken by different schools. What is the present situation? Competency reports, accreditation reports; use the IT; AESOP currently has a directory, but it is not structured with the way in which the planning programmes are organized (3+2, etc.); it was suggested by AESOP that a member(s) of CoRep construct such a platform and link it to AESOP; AESOP just does not have the capacity.

4. Next steps for the HoS group

- One meeting per year together with the annual conference. Is the best opportunity. At the AESOP conference.
- If it is a theme that is appealing we can call an extra meeting. Just generalities, without a strong theme, the meeting can be at the congress.
- We should meet tentatively; we should meet when there is something to discuss. This is shared. Routine meetings of HOD and representatives are too much. If we are to move onto routine mtgs, then limit it HOD.
- A tentative meeting is set: meeting in Leuven – meeting of previous presidents + Exco + CoRep; identifying topics is easy, it is the homework before the meeting that counts
- Routine meetings could be incorporated into the annual congress – routine meetings of HOD; this will be taken into consideration
- Exco statement; report on the proceedings should be disseminated.
- Time is of the essence; 2006/7 is a crucial year on issues related to Bologna

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- 1 *If student does not progress to Masters level, a further half year's study is required to obtain Bachelor degree.*
 - 2 *Operated as DESS diploma since 1973, converted to Masters cycle in 2002*
 - 3 *University of Thessaly, Volos is engineering school with 3 cycles established independently of Bologna*
 - 4 *1 year plus dissertation*
 - 5 *2 years for research Masters*
 - 6 *Anticipated date*
 - 7 *2 yr PG starts 2007*
 - 8 *3 yr for Bachelor's Ordinary, 4 yr for Bachelor's Honours (5 with sandwich yr placement)*
 - 9 *5 yr UG = 3 yr BA + 2 yr Diploma*
 - 10 *Diploma Supplement*
 - 11 *European Credit Transfer System*
 - 12 *Methods used before Bologna also identified: Time based, Level descriptors, Qualification descriptors/learning outcomes*

