

Planning education, certification and deregulation in Poland.

Sławomir Ledwoń, PhD, Architect, Gdansk University of Technology, Poland

1. Introduction

Two background factors are important to understand Polish the system planning education. First one is the history of planning itself, and the second one – the methods and focus on teaching urbanism so far.

The recent history of planning in Poland may be divided in to two main periods. After Second World War planning was characterised by governmental regulation of new development that was strictly connected with central policies of the country in communist times. The breakthrough was marked by the system transformation in 1989, when new opportunities for spatial development quickly arose. It shifted the intention of planning laws form comprehensive planning of the country to rather setting the grounds for specific development. Since then the spatial growth was exposed to the pressure of private needs and demands.

Many of the changes that Poland has undergone influenced the planning culture. There was a need to quickly rebuild the country after the demolishment of wars, communist times focused on building new industries and housing. Transformation has brought market led development that was driven by unfulfilled development demands. This was boosted by the accession to European Union in 2004, which enabled substantial European funds to be transferred to Poland. The recent crisis has slowed down the development, but not stopped it at all, as yet there was no recession in Poland. The roles of the architect and urban planner (or “urbanist”) had to change accordingly. Mostly they were driven by the market demand and had to reflect the needs of the developers, sometimes forgetting about higher principles of planning.

As for the second one – teaching urbanism – it refers to educating more often architects and urban designers rather than spatial planners. And also the demand to teach more universal skills after Polish planners were allowed to work internationally more easily.

The above two factors impacted the way that planners are taught in Poland now and how they will have to be taught in the future. On the example of Gdansk University of Technology the article argues what are the differences in teaching architects to be urban designers compared to teaching spatial planners, as well the changes implemented in curriculum at the national level. The article also describes the efforts of newly formed Union of Spatial Management Schools to recognise by Polish government the new field of studies – Spatial Management, as nowadays only Architecture is formally established. It refers to the accreditation issues that were also discussed in Europe by the Association of European Schools of Planning – AESOP. On top of these issues, Polish government has recently taken steps to deregulate planning profession in order to make these jobs more available.

The article is based on the author’s experiences as a member of the Chamber of Urban Planners and active urban planner, a Professor at Gdansk University of Technology, co-author of the New Spatial Management programme at Gdansk University of Technology, a member of the Programme Committee at Architecture Faculty, Gdansk University of Technology and a member of the Task Force for Education and Carrier Development in the field of Spatial Economy at the Committee for Spatial Economy and Regional Planning, Polish Academy of Sciences.

2. Urban planning in Poland as a profession

The profession of urban and regional planners in Poland is regulated by the law of 15 December 2000 on self-governments of architects, building engineering and urban planners (published: Dz. U. z 2001 r. Nr 5, poz. 42). In this law the principles, requirements and rules for working in these professions are set and all professionals must comply with them. According to the article 2 paragraph 3 "practicing urban planning means designing spatial development in regional and local scale, according to the principles of spatial order, protection of architectural and landscape values, with respect to requirements of environmental protection, rational development of settlements and infrastructure as well as education in that matter". This law sets grounds for creation of self-governments that would associate members of these professions.

A member of the Chamber can be anyone that meets any of the below requirements (article 5 paragraph 3 of law on self-governments) those who:

1. have been granted rights to design under the Planning Law of 1994;
2. have been granted rights to design under the Planning Law of 1984;
3. have a diploma from studies in the field of architecture, urban planning or spatial management and have experience of working in the planning industry for at least two years;
4. have a diploma from studies other studies with at least 90 hours of architecture, urban planning or spatial management in the obligatory curriculum and additionally a postgraduate course in spatial planning, urban planning or spatial management and also have experience of working in the planning industry for at least three years;
5. have finished studies other than above and additionally a postgraduate course in spatial planning, urban planning or spatial management and also have experience of working in the planning industry for at least three years plus have passed an exam on practical knowledge of laws concerning spatial planning;
6. are citizens of the European Union member states that have received the design qualifications that meet any of the above requirements and have an appropriate decision confirming this requirement.

The Chamber of Urban Planners in Poland is organised into two tiers. There is the National Chamber and four Regional Chambers. They are organised according to the general regulations of law on self-governments as well as internal regulations set by the organisation itself within the competences of the Board. The latter regulate national conventions, elections, qualification process for new members, disciplinary measures, finances and fees. When needed the chamber has the right to determine whether a member is following all the regulations and professional ethics and reprimand, suspend or even exclude from the chamber.

According to the resolution no. 5/2010 of the National Board of the Chamber of Urban Planners from 23 January 2010 there is a requirement for each member of the Chamber to improve their competences and qualifications. This process is assessed every three years. In that period the member has to gather points for actions such as: participation in training courses, lecturing in such trainings, receiving prizes or honourable mentions in urban competitions, postgraduate studies, receiving a scientific title in the field of urban planning or publishing articles referring to urban planning.

The idea of the above requirement is meant to ensure that all members are working on improving their qualification. Prior to 2010 once someone became a member there was no procedure of rechecking their qualifications, whether they follow the changes in law, market and contemporary design principles. This meant that members did not have any obligation to improve their qualifications nor to be actively involved in the activities of the Chamber. In practice there were ones that were very active and some that did not take part in any

additional activities. The authorities wished to fill this gap by such requirement and make sure that all members provide better service to the clients.

The first review cycle ended in 2012, and the majority of members have met the requirements sooner. There were however some that were not able to gather enough points and had to take supplementary training in the end of this period. It is too soon to assess the results in overall improvement of the members' qualifications, but there was a visible improvement in the participation rate in courses.

3. Teaching urban planning

3.1 Background – specific issues of planning education in Poland

To fully understand the background of developing the planning education in Poland one should get familiar with the specific issues concerning the learning process and the professional market in Poland.

When trying to define the roles of designers there are two main domains – architecture and urbanism. Both have their own professional chambers and responsibilities in the development process, as architects and urban (comprehensive) planners. In terms of education there also two main groups of programmes teaching the required skills – Architecture and Spatial Management. What is of importance is that being trained as an architect and having a diploma from architecture faculty allows to work both as an architect and an urban planner, whereas graduation from Spatial Management programme allows only the latter.

The above makes it difficult to shape programmes at Architecture faculties – whether they should train architects with some understanding of planning processes or focus also on more in-depth knowledge of urban matters for future planners. Most of the times it is the first case, which is also expressed by the interest of students. They enrol with the intention to become architects and are not much aware of the possibilities to work in the urban planning field. In this case there is more demand for urban design skills, which seems more appealing to students, rather than planning issues, which are treated as unnecessary and boring. Although after all some of the students will eventually work as professionals in the planning sector.

Gdansk University of Technology is a good example of Architecture faculty that has a programme in Architecture and Urbanism. Each school year (class) has around 150 students. Bachelor is 7 semesters long and Master takes 3 semesters to finish. That gives 5 years and approximately 750 students. All state universities in Poland are public, so there are no direct costs to the students, such as tuition. But they have to pay for their accommodation, books, prints etc. Most of the theoretical classes are lectures. This means a very passive way of passing on knowledge. There are many students attending. Exercise classes focus on utilising the knowledge from lectures in a practical situation (calculating construction, designing technical details, etc.).

The above differences in teaching systems may result in their different abilities to answer the arising demands of contemporary world. In this fast paced environment it is difficult to keep up with the new needs. We need to adapt to changing demands of the market, requirements of new policies and social needs as well as trends in planning and design. As nowadays graduates are more mobile we should also be able to teach them more universal abilities and knowledge than before.

Spatial Management programmes are quite different, as they are focusing on skills and knowledge related strictly to urban planning matters. These focus not only on educating designers that will be drafting master plans (which would be closest to urban designers), but

also regional planners and administrative staff in municipalities. There are 51 schools teaching Spatial Management in Poland at the moment. And what is of most importance that these schools are based on faculties in diverse scientific fields, such as e.g.: geography, forestry, management, economy and natural environment. This is both an advantage and a disadvantage. On one hand graduates have variable skills and approaches to planning, but on the other there are few elements that these schools and approaches have in common. These matters will be discussed more thoroughly in the following chapter.

3.2 Restructuring the curricula

There were some changes in the higher education system in Poland. One was readjusting the whole teaching process to meet the agreements of the Bologna Process towards consolidation in the European Higher Education Area. Some of the improvements implemented in Polish higher education were: introducing European Credit Transfer System (ECTS) making points awarded from different universities widely recognisable, dividing one cycle studies (Master) into two cycles (Bachelor and Master) and allowing better mobility of students and teachers as also collaboration at international level. The most visible impact of these changes was on reforming and dividing the existing 5 year full Mater studies curricula to two cycle curricula in all cases. All higher education institutions have already adapted their programmes to these changes.

The second change stems from the European Qualifications Framework (EQF). These were set by the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (Official Journal C 111, 6.5.2008). It was meant to make qualifications of learners transferable across Europe. It will make it easier for employers to recognise skills of workers from different countries by bringing them to one common layer. To obtain this all national qualification systems have to be adjusted to the European standard. From 2012 on all qualifications issued in Europe have to refer to the common European Qualifications Framework.

The legal framework of this reform in Poland is rooted in the Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications; ordinance of the Minister of Science and Higher Education 29 September 2011 on the standards of education for architecture and veterinary studies (published: Dz. U. z 2011 r. Nr 207, poz. 1233); and the ordinance of the Minister of Science and Higher Education 4 November 2011 on the standard effects of education.

According to the above regulations in higher education there are three levels of qualification: first cycle – Bachelor (or Engineer), second – Master and third – Doctorate. The learning outcomes have to be described in three fields: knowledge, skills and competences. They have to be described on reference levels: what the learner knows, what the learner understands, and what the learner is able to do. There are requirements at the national level for each field of sciences. These have to be included in detailed effects of learning at each programme. Finally these are broken down into detailed learning outcomes of each subject. In this system it is possible to trace which subject is “working” for which result in the educational process.

Another improvement that was implemented in the curriculum concerned grouping individual subjects together to form modules. The idea underlying this was to make modules interdisciplinary so that students benefit from a broader approach to one problem. For example auxiliary subjects – e.g. transport planning – were included with design studios into one module on urban design. In this case students will be able to correlate their transportation analysis with an corresponding urban design project. For programmes that were offered before these reforms it caused fundamental changes, and also many confusion among teachers. Different departments and professors had to work together on elaborating

a common description of the module and share responsibilities. They were not used to that before, and some had a very individualistic approach to their classes that they were used to.

At the moment there are two types of programmes thought simultaneously. For those started before 2012 (both Bachelor and Master level) the old curriculum is used. Whereas all programmes started in 2012 and later have to follow the new programme, that comply with the National Qualifications Framework.

3.3 Spatial Management programme at Gdansk University of Technology – case study

The new Spatial Management programme that was recently launched at Gdansk University of Technology is a very good example of a curriculum that is fully built upon the new regulations. It complies with the requirements of the National Qualifications Framework, offers a unique combination of subjects and teaching approaches. Therefore it can be treated as a model for building other programmes.

The above programme was elaborated as part of the European Union project “Development of the Gdansk University of Technology, Faculty of Architecture, by building new educational offer in the field of space management” (Human Capital Operational Programme Priority IV - Action 4.1 - 4.1.1, Competition number 2/POKL/4.1.1/2008). It is ongoing since 2009 and will end in 2014 and is co-funded by the European Union from European Social Fund. The Main Coordinator of this is professor Piotr Lorens, while Justyna Martyniuk-Pęczek is the Auxiliary Coordinator.

The main aim of the project is to develop an interdisciplinary teaching offer for Spatial Management at Architecture Faculty – both at Bachelor and Master levels. The latter will be taught entirely in English, which is a unique offer for the whole Central and Eastern Europe. There are two additional postgraduate programmes available Managing Spatial Development of the City, and Architectural and Urban Revitalization of Urban Areas. Both were developed as part of the EU project and are offered to students free of charge. Architecture Faculty students also benefit from the programme. A few hundred new and up to date books were purchased to retrofit the library with professional literature. A total of six scripts will be written and published with free copies available to students. The best students are offered paid internships in urban design companies and municipal offices. Current and prospective teachers prepared individual course programmes and lectures. They also benefit from taking part in funded study trips, individual development courses and programmes. The above together offers a very broad approach to improve the quality of teaching and offer a new Spatial Management programme.

The new Spatial Management programme (Lorens et al. 2012) was initially developed under previous regulations in 2010. It had to be thoroughly readjusted in 2011 and 2012 to match the new requirements of National Qualifications Framework. In this matter three elements were integrated together:

1. General qualifications for competences field that was elaborated as common requirement for the all faculties at Gdansk University of Technology.
2. Qualifications that have to be common for the Union of Spatial Management Schools, elaborated by the Task Force for Education and Career Development in the field of Spatial Economy at the Committee for Spatial Economy and Regional Planning, Polish Academy of Sciences (it will be described in the following chapter).
3. Originally and individually developed programme that based on the creators' individual experiences from teaching at Gdansk University of Technology as well as engagement at other universities internationally.

Generally the programme has been drawn upon grouping individual subjects into modules and thematic clusters. Together these work for one, common topic but also collaboratively add to interdisciplinary approach to the topic. This fits into the current needs of the market to

solve complex problems. As this curriculum has been drafted from scratch, before any of the classes started, it was much easier to coordinate different teachers and methods than in the case of Architecture programme, where tutors were already used to their previous methodology.

In order to manage the modules each one has been assigned a leader. That most usually is the teacher responsible for the most important subject or the most time consuming. They are in charge of the syllabus (merging syllabuses of single subjects) and coordinating qualifications framework to match general requirements. When the module is taught this person gives a final grade based on grades from individual subjects and their weights. The module as a whole is worth a certain amount ECTS points. All elements have to be passed in order to receive the final grade and ECTS points.

The full programme consists of subjects and modules such as: general contents, basic contents, major contents, diploma project and internships. General contents are mostly classes that relate to the technical profile and provide a basis for further development. These are for example foreign languages, informatics, philosophy, physics, law, economics and gymnastics. Basic and major contents are programme specific and relate to the Spatial Management field. Basic contents have three modules that give basic knowledge, skills and competences in development of space: graphic and presentational techniques; description and interpretation of space; and design basics. These contents are then developed further in six major contents modules: urban planning and natural environment; urban planning and society, culture and heritage; urban planning and economy; urban planning and infrastructure; urban planning and development policy; and regional planning and territorial self-governance. Each of these looks at spatial planning in a different context of various interdisciplinary approaches. Moreover each module has obligatory and optional elements (sub-modules). The student can choose from classes that differ in the method (traditional and workshop) or the project scale, location and scope.

In 2012 started the first year class of the Spatial Management at Gdansk University of Technology. It turned out to be the most popular programme at the whole university. We have received 480 applications with a rate of over 10 persons per one place. As a result of this popularity it was possible to choose the very best applicants and the programme immediately has become exclusive. The students are very capable and talented. This also creates demands for the teachers to perform at their best possible level. In a few years, when the first cycle comes to an end – the second Master level programme in English will start.

4. Organising for Spatial Planning / Union of Spatial Management Schools

4.1 *Committee for Spatial Economy and Regional Planning, Polish Academy of Sciences*

Polish Academy of Sciences (PAN) is a renowned and top Polish institution being an academy of sciences. It has two functions. One is to associate the most prominent scientists, and the second is managing the network of national institutes to perform the topmost scientific research. The Committee for Spatial Economy and Regional Planning (KPZK) is a part of this organisation. Its main objectives are to carry out research and expert consulting referring to regional policy and spatial policy of the country as well as institutional and legal aspects of planning at European, national and regional levels.

The Committee has brought into being a set of special task forces to work on specific problem areas. One of these is the Task Force for Education and Career Development in the field of Spatial Economy, led by professor Tadeusz Kudłacz. The author is a member of this group of experts. The main tasks are to ensure the most appropriate advances of the spatial

economy (or spatial management) programmes, cooperation between schools and serve as an expert panel for the future development.

4.2 Union of Spatial Management Schools

The main outcome of the Task Force was to found the Union of Spatial Management Schools. This is a formal organisation that associates 17 Polish schools that have Spatial Management programmes. These are: Gdansk University of Technology, Lodz University of Technology, Warsaw University of Technology, Wroclaw University of Technology, Warsaw University of Life Sciences, Warsaw School of Economics, Adam Mickiewicz Poznan University, University of Economics in Katowice, Cracow University of Economics, Poznan University of Economics, University of Lodz, Poznan University of Life Sciences, Wroclaw University of Environmental and Life Sciences, University of Agriculture in Krakow, University of Warmia and Mazury in Olsztyn, University of Warsaw and West Pomeranian University of Technology. In 2012 rectors of all these universities have signed the agreement.

The main aims of the Union are to (according to the 2012 Agreement):

1. Integrate the research and teaching society around the contemporary issues of highly qualified staff for spatial management.
2. Improvement of educational process with respect to the current trends in university education as well as present-day needs of the industry.
3. Taking actions in shaping a positive image of Spatial Management graduates among potential employers.
4. Overcoming the scientific development barriers in the field of Spatial Management by creating a separate scientific discipline, that would give the rights to grant scientific titles – this would be the most important and revolutionary change in the current situation and is described in the following chapter.

The above aims will be mainly realised through (according to the 2012 Agreement):

Cele Porozumienia realizowane są w szczególności poprzez:

1. Exchange of thoughts, opinions, information and experiences in the development of staff.
2. Agreeing on the core curriculum common for all schools.
3. Organising educational and scientific conferences for exchange of didactic experiences, also with invited guests from the industry.
4. Organising conferences for the society concerning the needs of practice for highly qualified staff.
5. Organising interuniversity and interdisciplinary research teams to undertake better joint projects in the field of Spatial Management.
6. Exchanging students and teachers, including organised field classes and internships.
7. Collaborating with international organisations related to training regional and spatial planning specialists.
8. Elaborating common promotional materials, that contain the characteristic of Spatial Management programme graduates as well as possibilities to take on the challenges of contemporary spatial planning needs.
9. Setting up Certification Committee that would monitor the quality of teaching Spatial Management programmes.
10. Collaboration with the Committee for Spatial Economy and Regional Planning, Polish Academy of Sciences and the Society of Polish Town Planners to improve the qualifications of staff and increase their competitiveness in the labour market.

4.3 Spatial Management core curriculum

In order to allow unification of teaching standards and some common elements of the programmes, a list of shared teaching effects (related to National Qualifications Framework) has been elaborated. These were set by the Task Force for Education and Career

Development in the field of Spatial Economy at the Committee for Spatial Economy and Regional Planning, Polish Academy of Sciences for all schools associated in the Union of Spatial Management Schools. All of them have incorporated these in 2012 while reorganising their curriculums with respect to the educational reform.

4.3 The new scientific discipline – Spatial Management

The schools associated in the Union of Spatial Management Schools represent different scientific fields. These range from economy and management, through architecture and geography to life sciences. But the most visible obstacle for further development is that Spatial Management is not a separate scientific discipline. This means that academic titles cannot be pursued and granted by faculty members of these schools in the common field. They can be granted but in various disciplines, and there is no common factor between these schools in that matter.

Therefore the Union of Spatial Management Schools has put forward a proposal to create a new scientific discipline – Spatial Management. The principles underlying this are that this field of studies will become more attractive to staff that will be able to pursue their career in the new discipline. Moreover, a common discipline would mean more independence of the individual schools from their original faculties.

As for the time being the proposal to create a separate scientific discipline has been drafted. It is being signed by the member schools and will eventually be submitted to the Minister of Science and Higher Education. Even at this moment there were some tensions and divisions. Mainly they concerned the science disciplines. At the moment it is agreed that Spatial Management would be interdisciplinary integrating the three following disciplines: economic, Earth and technical sciences. But there are some schools that have other backgrounds – life sciences, forestry and agriculture for example. In the end it was agreed that classifying the proposed discipline in more than three fields would be rather an obstacle in granting permission by the Ministry.

4.4 Accreditation

In Poland there is a statutory accreditation body for higher education. It is called State Accreditation Committee (PKA). The body is convened by the Minister of Science and Higher Education, based upon the law of 20 July 2001 that amended the Higher Education Law. The Committee has the right to assess the quality of teaching at all Polish universities both on the request of the minister and the accredited university. The State Accreditation Committee is the only official and statutory body that can evaluate higher education in Poland. All resolutions and opinions are binding. But its competences and expertise focus rather on general regulations than on discipline specific issues.

Union of Spatial Management Schools has discussed that it might be advisable to call another body, more specific one, that would assess the level and quality of teaching in the member schools. A similar concept has been analysed in the Association of European Schools of Planning (AESOP) during the workshops of AESOP Heads of Schools Meeting, 4-5 May 2012, held in Oslo. Although the main principle is reasonable and obvious, there might be a couple of inconveniences in pursuing this idea. Some of them have been identified as follows:

1. Schools differ much because of their different backgrounds, regulations and cultures. What would be the fair and justified set of issues assessed during this accreditation process?
2. Any committee would be drawn from the member schools' representatives, meaning that they would be assessing their own organisation. Then how independent this process would be?

3. Nowadays schools are competing with each other to have more students and have to be attractive. This is mostly aided by their reputation and the perceived quality of teaching. What about conflict of interests in this case?
4. There are also schools teaching in the same fields that are not members of these institutions. How would they be certified?
5. What will happen when there are remarks or faults identified? There are no legal means of requesting the school to improve on that.
6. Such accreditation would have to be recognised by the industry and prospective students to become a reasonable and effective method of assessment.
7. What are the possible means of funding such enquiries?

After discussing the above remarks and doubts both organisations (AESOP and the Union) have come to similar conclusions. For the time being, without any binding regulations, it would be best to form bodies or expert panels that would rather analyse programs of different schools rather than accredit them. This would be closer to a friendly peer assessment, where the results are confidential and for the assessed party only. In this case each school would know its weaknesses and could work on resolving these problems without the fear of losing its reputation. As a result the quality of teaching could be improved without the inconveniences of an open and public procedure.

5. Current issues – deregulation of planning profession in Poland

The last, but most current issue concerning planning in Poland is a proposal of the Polish government to deregulate some of the professions, including urban planning. This project has been started in 2012 by the Ministry of Justice. The general idea is to loosen the regulations that block access to many professions in Poland. Currently there are many licences, exams and additional requirements for people to be allowed to work in practice. Most of them are paid. In the face of crisis and unemployment, when more and more graduates have problems finding their jobs, the government wants to make these more accessible.

The process of deregulation is divided into three sets. The first one, already enacted on 13 June 2013, has opened 51 professions, including for example attorneys, real estate agents, geodesists and detectives. The second one is planned to apply to 91, and the last one – another 104 professions. The changes, varying depending on the profession, include for example shortening periods of gathering required experience, resigning from obligatory exams, closing institutions self-governing some of the professions. Some are more affected than the others.

By the second set architect and urban planner professions will be affected. The process is still in legislation, but on 23 July the project was accepted by the parliament and directed for further work. In case of architects there are for example shorter periods of gathering experience in designing and on the site. Not all applicants will have to pass exams, which are obligatory at the moment. But nevertheless their experience and abilities will be assessed.

In case of urban planners the modifications are much more fundamental. The requirements described in the previous chapter will be changed. The only prerequisite for practicing as an urban planner is graduating from designated studies, such as architecture, urban planning or spatial management or graduating from other higher studies supplemented by postgraduate courses in such fields as mentioned above. The institution of chamber will be entirely resolved with no need for professionals to be members if any self-governance bodies.

The rationale underlying this proposal, as presented by the government, is to make the profession more available. As urban planners work mostly for public offices, the requirement of checking the experience of a planner is to be verified by these offices, according to their

needs. The profession will no longer be defined as a public trust occupation, as the government believes that urban planners have direct contact only with public offices, not the society directly. As for ensuring the proper quality and level of professional experience this would be regulated by the market. In cases the urban planner breaches laws – there will be no disciplinary measures from the chamber, but they would be tried in court according to general laws.

There will obvious threats to the profession, if the governmental plan is carried out. There will be no institution capable of ensuring that the general abilities and quality of service in the profession is at any level of professionalism. Moreover the client will also have problems in executing this. In all public bids the choice of the winner is based on the lowest price only. And when there are additional requirements set to the competitor – there are suspicions of favouring some of them.

Probably deregulation of urban planning profession would also be against the graduates and unemployed. Now the crucial moment is to start working as an assistant and gather the experience to have it finally recognised by the chamber that grants membership. Later the membership is a proof of abilities. But after the changes, most of the clients will be asking the planners for proofs of experience working as a leader of certain types of projects. This will be easy to achieve by existing planners, but very difficult for those entering the market.

6. Summary

There are several comments and lessons learned from the matters presented above that summarise the situation of planning education and profession in Poland:

1. At the moment practice in the urban planning profession is regulated and controlled by the Chamber of Urban Planners, which is a self-governance body.
2. There is a requirement for the members of the Chamber to improve their qualifications by additional training.
3. There are two major groups of schools that teaching urban planning. One focuses on architecture, where urban planning is an addition. The second concerns spatial management itself.
4. Polish universities recently had to readjust their teaching programmes twice. First it was a result of dividing the one cycle Master studies into two cycle Bachelor and Master studies. Second concerned compliance with National Qualifications Framework that relate to European Qualifications Framework.
5. An individually developed Spatial Management programme at Gdansk University of Technology has been presented as a case study. It has successfully merged the requirements of the teaching reform with an innovative approach to teaching.
6. The Committee for Spatial Economy and Regional Planning, Polish Academy of Sciences has been working on development for education in the field of Spatial Management.
7. As a result of the above actions 17 Polish schools have formed the Union of Spatial Management Schools to integrate their efforts for development of the profession and teaching.
8. The Union has agreed on elements of core curriculum that will be common for all schools.
9. There are efforts to call Spatial Management a separate scientific discipline, which would allow better development of staff and professionals in this field.
10. There were discussions on additional accreditation of planning schools both at European and national levels. Both were not yet executed.
11. Currently the Polish government is planning to deregulate the urban planning profession in order to allow easier access for graduates. It will resolve the institution of Chamber of Urban Planners.

References:

Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications.

Law of 15 December 2000 on self-governments of architects, building engineering and urban planners (published: Dz. U. z 2001 r. Nr 5, poz. 42).

Lorens Piotr et al., Teaching Curriculum for Higher Education Spatial Management Programme at Architecture Faculty Gdansk University of Technology, unpublished, Gdansk University of Technology, Gdansk, 2012.

Ordinance of the Minister of Science and Higher Education 29 September 2011 on the standards of education for architecture and veterinary studies (published: Dz. U. z 2011 r. Nr 207, poz. 1233).

Ordinance of the Minister of Science and Higher Education 4 November 2011 on the standard effects of education

Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (Official Journal C 111, 6.5.2008)

Resolution no. 5/2010 of the National Board of the Chamber of Urban Planners from 23 January 2010 on the detailed rules for the fulfilment of obligatory training of urban planners.

Union of Spatial Management Schools Agreement signed on 20 February 2012 by 17 universities teaching Spatial Management programmes, Warsaw, 2012.