

# **Human Geography and Spatial Planning**

**Faculty of Spatial Sciences  
University of Groningen**

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This report was finalised on 26-03-2014.



# Report on the master's programmes Cultural Geography, Economic Geography and Environmental and Infrastructure Planning, Population Studies, Socio-Spatial Planning and Real Estate Studies of University of Groningen

This report considers the NVAO's Assessment framework for limited programme assessments as a point of departure.

## Administrative data regarding the programmes

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### Master's programme Cultural Geography

Name of the programme:	Culturele Geografie*
CROHO number:	60656
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specialisations or tracks:	-
Location(s):	Groningen
Mode(s) of study:	full time
Expiration of accreditation:	31 December 2014

\* For this report, the official Dutch name of the programme is translated to the English name: Cultural Geography.

### Master's programme Economic Geography

Name of the programme:	Economische Geografie*
CROHO number:	60657
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specialisations or tracks:	-
Location(s):	Groningen
Mode(s) of study:	full time
Expiration of accreditation:	31 December 2014

\* For this report, the official Dutch name of the programme is translated to the English name: Economic Geography.

### Master's programme Environmental and Infrastructure Planning

Name of the programme:	Environmental and Infrastructure Planning
CROHO number:	66194
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specialisations or tracks:	-
Location(s):	Groningen
Mode(s) of study:	full time

Expiration of accreditation: 31 December 2014

### **Master's programme Population Studies**

Name of the programme: Population Studies  
CROHO number: 60658  
Level of the programme: master's  
Orientation of the programme: academic  
Number of credits: 60 EC  
Specialisations or tracks: -  
Location(s): Groningen  
Mode(s) of study: full time  
Expiration of accreditation: 31 December 2014

### **Master's programme Socio-Spatial Planning**

Name of the programme: Socio-Spatial Planning\*  
CROHO number: 66653  
Level of the programme: master's  
Orientation of the programme: academic  
Number of credits: 60 EC  
Specialisations or tracks: -  
Location(s): Groningen  
Mode(s) of study: full time  
Expiration of accreditation: 31 December 2014

\* The official Dutch name of the programme, *Sociale Planologie*, is also registered under the international name: Socio-Spatial Planning.

### **Master's programme Real Estate Studies\***

Name of the programme: Vastgoedkunde  
CROHO number: 60659  
Level of the programme: master's  
Orientation of the programme: academic  
Number of credits: 60 EC  
Specialisations or tracks: -  
Location(s): Groningen  
Mode(s) of study: full time  
Expiration of accreditation: 31 December 2014

\* For this report, the official Dutch name of the programme is translated to the English name: Real Estate Studies.

The visit of the assessment committee Human Geography and Spatial Planning to the Faculty of Spatial Sciences of University of Groningen took place on 9, 10 and 11 September 2013.

## Administrative data regarding the institution

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Name of the institution:	University of Groningen
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	conditionally positive

## Quantitative data regarding the programmes

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The required quantitative data regarding the programmes are included in appendix 5.

## Composition of the assessment committee

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The assessment of the master's programmes of the programmes *Culturele Geografie* (Cultural Geography), *Economische Geografie* (Economic Geography), Environmental and Infrastructure Planning, Population Studies, Socio-Spatial Planning and *Vastgoedkunde* (Real Estate Studies) of the University of Groningen is part of the cluster assessment Human Geography and Spatial Planning, for which the committee also assessed the Human Geography and Spatial Planning programmes of the University of Amsterdam, the Radboud University Nijmegen and Utrecht University.

The committee that assessed the Human Geography and Spatial Planning cluster consisted of eight members:

- Prof. H.F.L. (Henk) Ottens (chair), emeritus professor of Human Geography at Utrecht University.
- Prof. H.H. (Herman) van der Wusten, emeritus professor of Political Geography at the University of Amsterdam.
- Prof. H.M.J. (Herman) van den Bosch, professor of Management Sciences at the Open University.
- Prof. W.A.M. (Wil) Zonneveld, professor of Urban and Regional Development at Delft University of Technology.
- Prof. R. (Robert) Hassink, professor of Economic Geography at the Christian Albrechts University in Kiel.
- Prof. A.J. (Ton) Dietz, professor of Development in Africa and director of the African Studies Centre in Leiden.
- M. (Madelon) Post, MSc (student member), graduated master's student Urban and Regional Planning at the University of Amsterdam.
- J. (Jikke) van 't Hof, BSc (student member), master's student Human Geography at the Radboud University Nijmegen.

Based on expertise and possible conflicts of interest, a subcommittee was formed for every site visit. The committee that assessed the Groningen bachelor's programmes *Technische Planologie* and *Sociale Geografie en Planologie* and master's programmes *Culturele Geografie* (Cultural Geography), *Economische Geografie* (Economic Geography), Environmental and Infrastructure Planning, Population Studies, *Sociale Planologie* (Socio-Spatial Planning) and *Vastgoedkunde* (Real Estate Studies) consisted of:

- Prof. H.F.L. (Henk) Ottens (chair);
- Prof. H.H. (Herman) van der Wusten;
- Prof. H.M.J. (Herman) van den Bosch;
- Prof. W.A.M. (Wil) Zonneveld;
- Prof. R. (Robert) Hassink;
- M. (Madelon) Post, MSc (student member).

The project manager of the assessment was Mrs. C.J.J. (Chantal) Gorissen, MSc, QANU staff member. Mrs. Drs. G.M. (Mariëlle) Klerks acted as the secretary during the site visit in Groningen. Mrs. J.J. (Jasne) Krooneman, MSc, QANU staff member, was responsible for the finalisation of the assessment reports of the Radboud University Nijmegen, Utrecht University and the University of Groningen.

Appendix 1 provides the abbreviated curricula vitae of the committee members.

## **Working method of the assessment committee**

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### *Preparation*

On 22 April 2013 the committee held a preparatory meeting. During this preparatory meeting, the committee was instructed regarding the regulations of the assessments. In addition, it discussed its working method and the Human Geography and Spatial Planning Domain-Specific Framework of Reference (see appendix 2).

After receiving the critical reflections, the project manager checked the quality and completeness of the provided information. Only after approval, the project manager forwarded the critical reflections to the chair and the committee members. The committee members read the critical reflections, and sent their questions to the project manager and chair. The chair of the committee compiled the questions per interview.

In dialogue with the chair and coordinator of the relevant university, the project manager designed a visiting timetable. On request and within the frames of the committee, the educational programmes selected interview partners.

On request of the chair, the project manager composed a representative sample of theses. By doing so, the project manager took the grading categories (satisfactory, more than satisfactory, good), the various specialisations and the year of graduation into account. The chair divided the theses among the committee members. Each committee member assessed two theses per educational programme. In order to warrant the consistency of the assessments, a by QANU designed thesis evaluation form was used. An overview of the assessed theses can be found in appendix 7. In case of an 'unsatisfactory' assessment, a second committee member evaluated the thesis as well.

In consultation with the chair, the project manager selected a representative set of course and assessment material for each educational programme, which was available during the site visit. In addition, common documentation, such as reports of the Board of Examiners and the Programme Committee, results of evaluations and management information, was requested. Studying these documents, the committee followed the NVAO guideline.

### *Site visit*

Each site visit began with an internal meeting. During this internal meeting, the committee discussed its working method and the thesis evaluations. In addition, it considered the questions related to the critical reflection.

During each site visit, the committee interviewed a (representative) delegation of the faculty management, the management of the educational programme, students, teachers, the Board of Examiners and the Programme Committee. The committee studied the selected course and assessment material, and reserved some time in the visiting timetable for the consultation 'hour'. During the site visit at the University of Groningen, nobody made use of this consultation 'hour'.

The last day of each site visit contained a presentation of the preliminary findings.

### *Report*

Based on the findings of the committee, the secretary composed draft reports. Prior to sending these reports to the relevant university for the check of factual irregularities, they were presented to the committee. The factual irregularities found by the university were presented to the chair. If necessary, the chair discussed the factual irregularities with the committee members. Thereafter, the reports were finalised.

### *Decision rules*

In accordance with the NVAO's Assessment framework for limited programme assessments (as of 22 November 2011), the committee used the following definitions for the assessment of both the standards and the programme as a whole.

#### **Generic quality**

The quality that can reasonably be expected in an international perspective from a higher education bachelor's or master's programme.

#### **Unsatisfactory**

The programme does not meet the current generic quality standards and shows serious shortcomings in several areas.

#### **Satisfactory**

The programme meets the current generic quality standards and shows an acceptable level across its entire spectrum.

#### **Good**

The programme systematically surpasses the current generic quality standards across its entire spectrum.

#### **Excellent**

The programme systematically well surpasses the current generic quality standards across its entire spectrum and is regarded as an (inter)national example.



# I: Cultural Geography





## Summary judgement

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This report reflects the findings and considerations of the Human Geography and Spatial Planning assessment committee on the master's programme Cultural Geography of the University of Groningen. The committee's evaluation is based on information provided in the critical reflection and from evaluations of the selected theses, additional documentation and interviews held during the site visit. The committee noted both positive aspects and aspects which could be improved. Taking those aspects into consideration, it concluded that the master's programme fulfils the requirements of the criteria set by NVAO, which are the conditions for accreditation.

### *Standard 1: Intended learning outcomes*

The committee concluded that the domain-specific framework of reference for the discipline of Human Geography and Spatial Planning provides a broad reflection of the domain. Although it considers the framework to be adequate, the committee recommends specifying the domain in more detail. The committee agrees that the domain-specific qualifications described in the framework are appropriate for the field of Human Geography and Spatial Planning.

The committee compared the intended learning outcomes prepared by the programme against the domain-specific reference framework and examined its profile and orientation. The committee is of the opinion that the intended learning outcomes of the programme fit in the domain-specific qualifications as described in the reference framework, but that they are rather generic. It advises the programme to specify the intended learning outcomes in more detail. Although generic, the committee concluded that the intended learning outcomes conform to the demands for a Human Geography and Spatial Planning programme at a master's level.

The programme is built around the concept of the meaning of place as attached by ordinary people (it is not particularly concerned with Culture with a capital C). It focuses on local and community-based everyday geographies. Contrary to many international programmes in Cultural Geography, particularly in the UK, this programme emphasises empirical aspects. The committee considers the profile acceptable, but rather narrowly defined. Although the content of the individual courses on their own is clear, this is less the case for what these courses bind together. It recommends the programme to further strengthen and clarify its profile. Furthermore, the committee feels that it might be worth considering a broader name, like 'Social or Human Geography', with a limited number of sub-disciplinary specialisations, each of which can be more directly related to practical applications fields.

### *Standard 2: Teaching-learning environment*

The curriculum consists of a main theoretical course offering general theoretical insights in place meanings, three subsequent courses which broaden and deepen students' knowledge and understanding by highlighting different aspects of place meanings, two courses concentrating on methodological and research aspects, two optional courses and the thesis, which consists of an individual research project. The committee is able to recognise the intended learning outcomes in the curriculum. The committee commends the programme for its efforts to strengthen the role of research and methodology in the curriculum. The committee considers the curriculum to be sufficiently coherent and well-balanced, but recommends the programme to reconsider the course sequence for the February starters in order to realise more equal opportunities for both admission moments.

The committee is also satisfied with the didactic concept, which centres on research-based, interactive teaching in a relatively small learning community. The teaching methods are considered to be adequate.

The amount of contact hours, the staff/student-ratio and the quality of the staff are all satisfactory. Students pay tribute to their teachers. They find them motivating, available, experts in their discipline and good at explaining and clarifying the subject matters.

The committee assesses the programme feasible. There are no obstacles in the curriculum and the workload is good.

The committee concludes that the programme's student guidance, jointly performed by both the study advisor and the master's programme coordinator is well-organised. The other facilities of the programme are also in order. In this context, the programme's initiative to create a LinkedIn community for CG students and alumni positively caught the committee's eye.

The committee established that the programme-specific quality assurance is adequate and that the PC functions properly.

The committee concludes that the various aspects of the teaching-learning environment enable the students to achieve the intended learning outcomes.

### *Standard 3: Assessment and achieved learning outcomes*

The committee concluded that the assessment system of the programme functions adequately. However, it established that the Board of Examiners has adopted its new role with respect to safeguarding the quality of assessment rather late and is still in an orientation phase. It has yet to become clear whether the amount of time provided by the Faculty will be sufficient for the Board of Examiners to evaluate a sufficient amount of courses on a yearly basis, apart from the courses in which problems have actually occurred, so that within a few years the entire curriculum will be evaluated. The Faculty is advised to make the necessary provisions when needed.

The committee is satisfied with the thesis supervision and guidance offered during the thesis trajectory and appreciates the efforts made by the programme to improve the quality of the theses. The committee assessed the level achieved by the programme's graduates by inspecting a selection of the master's theses. The committee acknowledges the academic quality of the theses and concludes that the programme's graduates obtain the required level. The committee, however, encourages the programme to realise a better balance between qualitative and – in the current situation underused – quantitative methods.

Finally, the committee recommends the programme to keep to the course it has set with respect to looking for ways to bring students more into direct contact with the labour market.

The committee assesses the standards from the Assessment framework for limited programme assessments in the following way:

*Master's programme Cultural Geography:*

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment and achieved learning outcomes	satisfactory
General conclusion	satisfactory

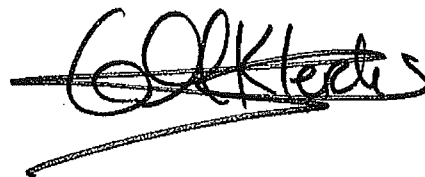
The chair and the secretary of the committee hereby declare that all members of the committee have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 26-03-2014



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Prof. H.F.L. Ottens



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Drs. G.M. Klerks

## Description of the standards from the Assessment framework for limited programme assessments

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### Introduction to the Cultural Geography programme

The master's programme in Cultural Geography (*Culturele Geografie*) is offered by the Faculty of Spatial Sciences of the University of Groningen. Officially, it is registered as a Dutch taught programme, but in practice all course units are taught in English. The programme aims at enhancing the understanding of relationships between people and places. The term 'cultural' in its name refers to its focus on the meanings places have for people.

#### Standard 1: Intended learning outcomes

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

##### Explanation:

As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

### Findings

#### 1.1 The domain

The universities participating in the Human Geography and Spatial Planning cluster assessment (the University of Amsterdam, the Radboud University Nijmegen, the University of Groningen, and Utrecht University) jointly prepared a domain-specific framework of reference (appendix 2).

The committee studied the domain-specific framework of reference and finds it rather broad and general. Even though it is clear that the field of Human Geography and Spatial Planning is a broad domain and integrative and multidisciplinary by nature, the committee feels that it would be beneficial if the domain could be specified in more detail. A clearly defined domain-specific framework of reference, positioned in the international discussion about the nature of the disciplines, would challenge the participating programmes to establish their own orientation within the domain more clearly. In addition, the committee feels that a more clearly defined framework of reference would make students more aware of the domain they are studying and that it could support the legitimization of the field. The current joint framework should be considered a first step that deserves a follow-up by the participating faculties/departments. Furthermore, developing a joint approach to national and international benchmarking could contribute to position the programmes more effectively. This is predominantly a problem for the Human Geography part of the framework and to a lesser extent for the Spatial Planning part.

The committee recommends the programmes involved in this assessment to further elaborate the domain-specific framework of reference, if possible in collaboration with a few other programmes which have not been involved in the present accreditation round. The framework could be further specified and then serve as a clearer basis to indicate both similarities and differences among the orientations of the programmes in this field.

Nevertheless, the committee argues that the described domain-specific qualifications are appropriate for a master's programme within the field of Human Geography and Spatial Planning.

## 1.2 Position within the domain

As stated by its name, the programme focuses on the cultural aspects of Geography. Further specified, Cultural Geography deals with place meanings and takes as its starting point that places (e.g. birthplaces, residential locations, working locations, etc.) can be an important factor in wellbeing, given the special meanings they may have for the people who experience them.

The following aspects give the Cultural Geography (CG) programme a unique position within the domain:

1. *In the Netherlands*, the CG programme is *the only master's degree programme* in the field of cultural geography.
2. Internationally, the programme distinguishes itself from comparable programmes in the field by its *specific focus on the empirical aspects* of cultural geography. Unlike programmes in the Anglo-Saxon world, in particular at UK universities (e.g. the master's in Cultural Geography at the University of London, Royal Holloway and the master's in Social and Cultural Geography at the Faculty of Environment, University of Leeds), the CG programme aims at linking conceptual discussions in cultural geography directly to real world situations and meanings (cf. 3).
3. In order to increase its societal and public relevance, the CG programme *emphasises on local and community-based everyday geographies and the perspectives of ordinary people*. This contrasts with the orientation of the UK programmes, which rather focus on postcolonial and political geographies, transnationalism, refugee/asylum issues and geographies of embodiment. In correspondence with the university's policy, its focus lies on the region of the Northern Netherlands.

Although the committee considers the profile acceptable, it is of the opinion that although well-formulated, it is rather narrowly defined and would gain from further clarification. The committee was not convinced that the proposed new label of 'Geography and Liveability' would be helpful in better profiling the programme nor in enhancing its external recognition. The content of the individual courses on their own is clear, this is less so for what these courses bind together. For instance, the claim that students "can be involved in interventions to help increase the feeling of place-related wellbeing" (p. 119 of the critical reflection) is vague and it is also unclear how Cultural Geography might contribute to it.

The committee understands the programme's concern that its current name does not immediately provide a clear sense of what the programme is about. From the interview with the alumni during the site visit, the committee learned that the programme's name also makes it difficult for graduates to 'sell' themselves on the labour market, as employers often do not know what 'Cultural Geography' is about. The committee recognises the problem but does not feel that a good solution has already been found. It might be worth considering a broader name, like 'Social or Human Geography', with a limited number of sub-disciplinary specialisations, each of which can be more directly related to practical applications fields.

## 1.3 Mission of the programme

The committee learned from the critical reflection, that it is the mission of the programme to contribute to the awareness of place-related wellbeing and to help increase the feelings of wellbeing in relation to place. The programme aims at delivering graduates who have the

relevant knowledge and skills to understand why and how places matter to people, which they can use in policy-making, so that they can ultimately contribute to society. The committee finds that the mission is clearly, but quite narrowly, described and that it fits a programme in the field of Human Geography and Spatial Planning.

#### **1.4 Educational objectives, intended learning outcomes, and level and orientation of the programme**

The educational objective of the programme follows from the domain definition, the programme's profile and its mission. The critical reflection defines the major objective of the CG programme as 'to train students to become professionally competent in the field of cultural geography so that, with the enhanced understanding of relationships between people and places that comes from the programme, they can make a useful contribution to improving place-related wellbeing in society'. As it makes use of different relevant disciplines, the programme is multidisciplinary in nature. The programme intends to realise its objective by building up students' knowledge and understanding of cultural geographical theories, methods and applications. It aims at delivering graduates who 1) know how to perceive, describe and analyse the people-place relations in situ and are able to frame them in relevant theoretical terms, who 2) can investigate changes in people-place relations and their consequences for people's wellbeing, and position them within relevant social, economic and cultural contexts, who 3) know how to apply this knowledge in an independent research project and who 4) can report and present the results in a meaningful way.

The critical reflection contains a list of the intended learning outcomes, which is included in appendix 3. The intended learning outcomes are derived from the jointly formulated frame of reference for Human Geography and Spatial Planning (cf. section 1.1). They are also in line (with respect to both academic level and orientation) with those of other programmes in the field of cultural geography, which are predominantly based in the UK. The committee examined the list of the intended learning outcomes and found them rather generic in the sense that they apply to other programmes than CG as well. It advises the programme to specify the intended learning outcomes in more detail, making them more specific to the CG programme.

The committee established that the programme aims at teaching students (applying) knowledge, understanding, skills and attitudes at an advanced, specialised level (e.g. students '*acquire sufficient knowledge and understanding in the field of cultural geography so that they can make a substantial and original contribution to the development and/or implementation of ideas, particularly with regard to research*' or '*graduates are able to apply theoretical insights within the field to the analysis of concrete issues in the field of cultural geography*'). Therefore, the committee is of the opinion that the intended learning outcomes correspond to the Dublin Descriptors for a programme at the master's level.

Furthermore, the specific attention paid by the intended learning outcomes to performing research and using research methods and techniques (e.g. '*the programme is designed to teach such that students are independently able to employ specific research and analysis methods within the field of cultural geography*'), critical reflection (e.g. '*graduates are able to critically reflect on ways of reasoning, arguments and points of view*') and developing an academic attitude (e.g. '*graduates have developed an open and critical attitude to new ideas and developments within the field of cultural geography*') convinces the committee of the academic orientation of the programme.

## Considerations

The committee concludes that the domain-specific reference framework provides a broad reflection of the domain. Although it considers the reference framework to be adequate, the committee recommends specifying the domain in more detail. The committee agrees that the domain-specific qualifications described in the reference framework are appropriate for the field of Human Geography and Spatial Planning.

The committee compared the intended learning outcomes prepared by the programme against the domain-specific reference framework and examined its profile and orientation. Although the committee considers the profile acceptable, it is of the opinion that it is rather narrowly defined and not well recognisable externally. It recommends the programme to further strengthen and clarify its profile. The committee, furthermore, recognises that the programme's current name has a number of disadvantages. It feels that the suggested new name 'Geography and Liveability' will not be a real improvement. The committee encourages the programme to continue the discussion.

The committee is of the opinion that the intended learning outcomes of the programme, which are phrased along the lines of the Dublin Descriptors, are rather generic. It advises the programme to specify the intended learning outcomes in more detail, making them more specific to the CG programme. Although generic, the committee concludes that the level of the intended learning outcomes conforms to the demands for a programme at the master's level and that they are clearly academically oriented.

## Conclusion

*Master's programme Cultural Geography:* the committee assesses Standard 1 as satisfactory.

## Standard 2: Teaching-learning environment

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

### Explanation:

The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

## Findings

### 2.1 The curriculum

The curriculum (appendix 4) has a workload of 60 ECTS, spread evenly over four terms, each of which is worth 15 ECTS. The programme is only offered in full-time format and has an admission opportunity in both September and February.

The critical reflection states that the curriculum pays attention to place attachment, place identities and feelings of home and belonging, as well as to different spatial contexts and the physical and social environment in place meanings. As of academic year 2013/2014 the curriculum consists of the *Place & Identities* course, which is the main theoretical course of the programme, a course on the social consequences of planned and unplanned transformations in the physical space. Furthermore, as of 2013-2014, the curriculum consists of *Social Impact Assessment* (about social consequences of planned and unplanned transformations in the physical space), two courses which concentrate on methodological aspects: *Qualitative Research Methods* and *Cultural Geography Fieldwork* (students go to Brighton and the South Downs National Park in the UK), the *Landscape & Heritage Identities* course (which focuses on the value of landscapes and buildings), the *Wellbeing and Liveability* course (which concentrates on well-being, liveability and quality of life), two *optional courses* and the *Thesis*. All courses have a workload of 5 EC, except for the *Thesis*, which has a workload of 20 EC. The *Thesis* consists of an individual research project on issues related to cultural geography. The workload related to the *Thesis* is spread over the second (5 EC), third (5 EC) and fourth (10 EC) semester.

The committee learned from the critical reflection, that following the advices of the previous assessment committee, the programme has tried to improve the link with the labour market by introducing a *Professional Skills* course. This course, however, has been replaced as of 2013/2014 by the *Wellbeing and Liveability* course. During the site visit, the committee learned from the students that they were unsatisfied by the *Professional Skills* course, as they felt that it was too much a general practical professional training course which they felt does not belong in an academic programme such as CG. The committee learned from the interview with the lecturers, that, given the fact that wellbeing and liveability play an important role in the jobs of a substantive part of the programme's graduates, the *Wellbeing and Liveability* course also offers students a preparation for the labour market. This preparation is however more substantive in nature and links theory and practice. Professional skills aspects are now included in the regular course units as well (e.g. in the *Landscape & Heritage* course, students, amongst others, learn how to relate social, economic and political trends to current planning problems and solutions), while the more general practical professional training is now offered by the university's NEXT programme. The committee appreciates the efforts made by the programme to integrate labour market preparation more in the curriculum. As the *Wellbeing and Liveability* course has not been offered yet, the committee could not yet ask the students' opinion on this new course. However, it seems to the committee that the replacement of the



*Professional Skills* course by the more substantive *Wellbeing & Liveability* course is a good decision, the effects of which should be evaluated in due time.

The committee took note of the fact that the *Place & Identities* course, which, according to the critical reflection, is the main theoretical course, is offered in the first semester for students starting the programme in September, but is only offered in the third semester for students starting in February. The same is the case for the *Cultural Geography Fieldwork* course. Also, the *Qualitative Research Methods* course, for the February starters, is offered only in the last semester, when they are already writing their theses. During the site visit, the committee asked the students and alumni which had started in February, whether they felt that this sequence was problematic. The students stated, however, that, although they had not yet taken the *Place & Identities* course by the time of the site visit, they had not encountered any problems in the sequence of other courses so far. They did however note that the *Qualitative Research Methods* course was hardly useful for their theses, as they are already working on the theses upon enrolment in this course. As for the *Cultural Geography Fieldwork* course, the lecturers recognised during the site visit that it is indeed unfortunate that it is only offered in the third semester for February starters. The committee, therefore, is of the opinion that the February admission opportunity is partly inadequate. It recommends the programme to reconsider the course sequence for the February starters in order to realise more equal opportunities for both admission moments. The committee realises, however, that alternatives are difficult to conceive or implement.

Apart from the remarks related to the course sequence in the curriculum for the February starters, the committee considers the curriculum well-balanced. The committee, furthermore, is pleased with the fact that work on the thesis is spread over the curriculum.

## 2.2 Coherence

The *Place & Identities* course is the main theoretical course of the curriculum, offering general theoretical insights in place meanings. The curriculum starts with this course and continues with the *Social Impact Assessment*, *Landscape & Heritage Identities* and *Wellbeing & Liveability* courses, which broaden and deepen students' knowledge and understanding by highlighting different aspects of place meanings. The *Social Impact Assessment* course concentrates on the analysis, monitoring and management of deliberate and accidental social consequences of planned interventions and unplanned transformations in the physical space. The *Landscape & Heritage* course discusses different meanings of landscapes and buildings for different actors and teaches students how to relate social, economic and political trends to current planning problems and solutions. The *Wellbeing & Liveability* course discusses the concepts of wellbeing, liveability and quality of life. The perspectives of policy makers and citizens are addressed, information is provided through guest lecturers on how to research and apply the concepts in policy and students engage in a research project. The *Cultural Geography Fieldwork* and *Qualitative Research Methods* courses specifically concentrate on methodological and research aspects. Students learn in these courses how to empirically research place meanings. Both courses constitute the methodical basis for the *Thesis*, which is considered to be the concluding part of the curriculum. Although some courses predominantly contribute to the theoretical knowledge, or the knowledge and training of research methods and/or practical professional skills, most courses contribute to all three, which makes theory, methods and practical aspects well-integrated throughout the entire curriculum.

The committee considers the curriculum to be sufficiently coherent, although it has some doubts about the degree to which it is reflecting Cultural Geography as it is generally understood. Therefore, it feels that the programme could further enhance coherence by

providing some guidance in the selection of optional courses, preferably in line with the selection of thesis subjects. This might also lead to a more optimal programme for the February intake.

### **2.3 Relationship between the intended learning outcomes and the curriculum**

In line with the faculty regulations, for each course the programme has specified how it contributes to the realisation of the programme's intended learning outcomes. The assessment plan included in the self-assessment report, contains an overview of these contributions. The committee examined and verified this overview and is of the opinion that the intended learning outcomes are sufficiently embedded in the curriculum.

The committee learned that, following the advices of the assessment committee in 2007, the programme has intensified the role of research and methodology in the curriculum. The *Qualitative Research Methods* course has been strengthened and more attention than before is paid to research-based fieldwork, as the *Cultural Geography Fieldwork* course has become more focussed on intensive research-oriented experiential learning. In this course, students go through the entire research cycle. Furthermore, research has received a more explicit role in the programme's teaching. The committee learned that the programme incorporates the staff's research interests and that the thesis topics fit in with the cultural geography research programme, which guarantees that students are guided by experts during the thesis trajectory. The committee is pleased that the programme has taken the advices of the previous assessment committee by heart and commends the programme for its efforts. Nevertheless, the committee wondered whether the programme does not give too much emphasis on only qualitative research. The interview with the lecturers, however, reassured the committee on this, as they convinced the committee that also quantitative research receives enough attention in the curriculum.

From the interview with the students and the information provided by the curriculum evaluation 2012-2013 the committee learned that the students are positive about the content of the programme and consider the programme and the study subjects to be interesting.

### **2.4 Didactic concept and teaching methods**

The critical reflection describes the programme's didactic concept as *research-based, interactive teaching in a relatively small learning community*. This didactic concept is in line with University and Faculty policy.

Research-driven education is mainly implemented by using examples and cases from staff members' own research in the courses. Furthermore, individual assignments and, ultimately, the thesis trajectory train the independent execution of research.

Interactive teaching is realised mostly through intensive and open interactions among students and between students and lecturers. The programme's small-scaled size facilitates this. For instance, in in-class discussions in lectures and seminars (e.g. *Place & Identities*, *Landscape & Heritage Identities* and *Social Impact Assessment*) students critically debate on concrete issues, combining theory and practice. The programme believes that this contributes to students developing a critical attitude and an investigative mind. Furthermore, group assignments, apart from preparing students for doing individual research, teach students how to work together in a team and how to cope with differences in perspectives and backgrounds.

Also, there are various courses which have assignments designed in such a way that they teach students to apply their knowledge and understanding to new or unfamiliar circumstances. Other courses include various written and oral presentations contributing to the development of students' communication skills. The full list of teaching methods adopted by the curriculum consists of lectures, seminars, excursions, practical exercises, individual and group assignments and presentations.

The committee learned from the results of the curriculum evaluation 2012-2013 that students are positive about the used teaching methods in general and feel that there is a sufficient use of active teaching methods.

The committee is satisfied with the didactic principles adopted by the programme and agrees that they are adequate for a master's programme in Cultural Geography. The committee is also satisfied by the teaching methods used by the programme and is of the opinion that they represent an adequate mix of work forms.

## **2.5 Feasibility of the programme**

Applicants who have a Dutch bachelor's degree in Human Geography & Spatial Planning (*'Sociale Geografie en Planologie'*) from the University of Groningen or a comparable bachelor's degree of another Dutch university are directly admitted to the CG programme, as are graduates from the bachelor's degree programme in Environmental and Infrastructure Planning from the University of Groningen. They, however, are recommended to follow the cultural geography minor first. Depending on the equivalence in qualifications, the Admission's Board decides on the admission of applicants with other bachelor's (of research universities or universities of applied sciences) or master's degrees. In case applicants do not meet the entry-level requirements, they have to follow a bridging programme to compensate for knowledge gaps. Annual student intake in the programme fluctuated between 16 and 28 students in the period 2005/2006 - 2011/2012. A substantial part of the student intake comes from a university of applied sciences (via a bridging programme).

The committee has examined the pass rates and established that pass rates after one year in the period 2005-2012 ranged from 25% to 42%, with a peak of 67% in 2005/2006. Pass rates after two years (cumulative) in the same period ranged from 63%-100%. The committee noted that the pass rates seem to improve slightly since 2010/2011. As for the average time to graduation, the committee established that in 2011-2012 students needed 15 months on average to finish the programme. The committee is of the opinion that the pass rates could be improved, especially those after one year. The committee furthermore considers the average study duration of 15 months passable, but still a bit long for a 12 months programme.

The committee learned from the information presented in the critical reflection that study delay is mainly caused by the thesis project. Although work on the thesis project has already been spread over the year, the expected positive effect of this measure has not fully occurred. The programme now tries to remedy the problem by aligning the thesis topics more closely to the staff's research projects, in order to avoid a too isolated situation, in which students could easily get stuck. The committee was pleased to hear that the programme is aware of where study delay arises from and that it is looking for possibilities to improve the situation. It hopes that these will translate to improved pass rates and a reduced study duration.

The committee learned during the site visit that the experienced workload varies per course. The interview with the lecturers revealed that students sometimes experience the workload of the *Qualitative Research Methods* course as heavy, but the committee did not find any evidence

that this is a serious issue. From the curriculum evaluation 2012-2013 it appears that students experience the workload of the programme as 'just right'. The committee, therefore, concludes that there are no obstacles in the curriculum and that the programme is feasible. It does, however, again comment on the admission opportunity in February. As pointed out in section 2.1.1., the committee recommends the programme to reconsider the course sequence for the February starters in order to realise more equal opportunities for both admission moments.

## **2.6 Student-staff ratio and contact hours**

According to the self-assessment report, staff involvement in the programme in the academic year 2011-2012 comes to a total of 1,20 fte, including involvement of staff from other departments through the optional courses. Based on a total of 22 students enrolled in the programme in 2011/2012, the corresponding student-staff ratio was 18,3. The committee agrees that this is a sufficient number of teaching staff.

The total number of contact hours (including exams) per student comes to 336 for the whole year. For the thesis an average of 19 contact hours is reserved. When translated into weeks, contact hours come to an average of 8,4 contact hours per student per week. The committee deems this number of contact hours sufficient.

More information on the staff/student ratio and contact hours is included in appendix 5.

## **2.7 Staff**

From the information offered in the critical reflection, the committee learned that all 9 regular staff members have a PhD. Four already have a University Teaching Qualification (UTQ, *basiskwalificatie onderwijs (BKO)*), while four others are working on their UTQ. At the moment of the assessment the UTQ percentage was 44,4%. Besides in teaching, all staff members are involved in research and most of them are also involved in PhD supervision.

The committee learned from the curriculum evaluation 2012-2013 that students are quite satisfied with their teachers. They find their teachers motivating, available, experts in their discipline and good at explaining and clarifying the subject matters. Two teachers have even been elected as Lecturer of the Year in the Faculty of Spatial Sciences.

The committee is satisfied with the quality of the staff and is especially pleased with the high PhD rate. However, it considers the UTQ rate rather low and advises the programme to work on this.

## **2.8 Student guidance**

The faculty has one study advisor, whom students can contact for advice on study related issues. From the interview with the study advisor the committee learned that with respect to master's students, the study advisor's most important tasks are (1) advising and guiding students with personal problems which influence their study results in a negative way and, if necessary, referring them to student counsellors or psychologists; and (2) giving information (on financial regulations, changes in regulations, etc.).

The committee learned that the study advisor has not been mandated by the Board of Examiners to settle issues by himself on behalf of the Board. There is a strict division between the tasks of the study advisor and the tasks of the Board of Examiners. The study advisor does, however, advise students on when and how to approach the Board of Examiners. The committee is of the opinion that this division in tasks is correct.

The committee furthermore learned that the master's coordinator actively monitors student progress. If necessary, the master's coordinator discusses the progress and helps the student in question planning his study activities.

The committee also learned that the small-sized scale of the programme and the interactive teaching mean that communication lines are short and ensure that problems of any kind become apparent soon and can be dealt with quickly. Also, the excursion in the context of the *Cultural Geography Fieldwork* course creates a bond between the students, which make it easier to address eventual issues related to the programme together as a group.

The committee is content with the student guidance offered.

## **2.9 Other facilities**

The committee ascertained that the facilities are appropriate. Most of them, such as the library, or computer facilities, which have GIS-software, are organised by the faculty. It furthermore learned that the programme stimulates students to do part of their programme abroad and it offers them the opportunities to do so through its international contacts and the Faculty's international office. As to labour market orientation, the committee learned that the programme participates in the University's NEXT programme. Furthermore, the programme is running a LinkedIn community for Groningen Cultural Geography alumni, using LinkedIn to exchange ideas about the discipline, the programme, the labour market, to communicate job offers and potentially interesting events and to inform alumni of the thesis and fieldwork projects that current students are engaged in. Current students are encouraged to become part of the community too. In this way the programme intends to create a learning community, thus contributing to a continuous development of students and alumni. The committee is enthusiastic about this idea, considering it a creative way of helping student prepare themselves for the labour market.

## **2.10 Programme-specific quality assurance**

The committee learned that quality assurance is organised primarily at the level of the Faculty (and the University). Evaluations are done according to Faculty protocols. These are part of the PDCA-cycle (Plan Do Check Act) of the university-wide quality assurance. Within this context, the Faculty performs the following evaluations for the CG programme:

- Course evaluations, including the thesis
- Curriculum evaluation of the whole programme
- Panel evaluations for course improvement
- Other evaluations (if the occasion arises)

Students receive a standard evaluation form with the exam of each course, which leads to high response rates. In the academic year 2011/2012 a systematic curriculum evaluation has been introduced. Relatively high response rates have been achieved by obligatory linking the completion of the evaluation form to the thesis submission and thus to graduation.

It is the task of the Programme Committee (PC) to assess the results of the course evaluations, but it also gives unsolicited advice in cases it is deemed necessary (e.g. new course evaluation forms, embedding of professional skills). The Programme Director, on the other hand, is responsible for the curriculum evaluation. During the site visit the committee learned, however, that the PC also keeps an eye on the curriculum as a whole. The committee learned that the programme shares a PC with the Educational master's degree programmes (which are not part of this assessment). The PC consists of two student members and two

staff members of each of the two programmes (eight members in total). At the moment, it meets four to five times a year. In cases actions are needed the chair of the PC is responsible for approaching lecturers. In those cases lecturers have to come up with plans for improvement. The Programme Director is responsible for setting out eventual strategic adjustments.

The results of all courses and evaluations are also monitored by the Faculty's educational management. The evaluations are public and are made available to students who followed the course in question, the members of the PC and Faculty Council, as well as to all the Faculty's teaching staff.

During the site visit the committee learned that the PC has recently paid ample attention to how graduates perform on the labour market, especially to whether and how easily they find suitable jobs. This stemmed from a dispute about one particular course already reported in section 2.1. The committee commends the PC for this, considering this particularly important for a programme such as CG, which is not intrinsically labour market related.

The committee ascertained through the interview with the PC student members that they feel they really have a say in the PC. The committee concludes that the programme-specific quality assurance is adequate and that the PC functions properly.

### **Considerations**

The committee reviewed the contents of the curriculum and has established that the curriculum represents an adequate realisation of the intended learning outcomes. The assessment plan, which presents a schematic overview of how each course contributes to the programme's intended learning outcomes, provides an adequate and convincing representation of this realisation. The committee commends the programme for its efforts to strengthen the role of research and methodology in the curriculum. The committee is of the opinion that the curriculum is well-balanced, but it feels that the February admission opportunity is partly inadequate and, therefore, recommends the programme to reconsider the course sequence for the February starters. Furthermore, the committee considers the structure of the curriculum to be sufficiently coherent. Coherence, however, could be further enhanced by providing more guidance in the selection of optional courses. This could also broaden or deepen the programme and could, at the same time, further strengthen the programme's profile and might even lead to a more optimal programme for the February intake. The committee is convinced that the content and structure of the curriculum enable students to achieve the intended learning outcomes.

The committee is also satisfied with the didactic principles and teaching methods adopted by the programme. The didactic principles are suitable for a master's programme in Cultural Geography and the teaching methods represent an adequate mix of work forms.

The committee assesses the programme feasible. Pass rates, however, could be improved and, although the average study duration is passable, it is still too long for a 12 months programme. The committee hopes that the programme's efforts to improve these issues will be fruitful.

The committee is satisfied with the amount of contact hours and the quantity and quality of staff. However, it advises the programme to seriously work on the UTQ rate, which is still rather low.

Furthermore, the committee established that the student guidance is well-organised. It is also satisfied with the other facilities of the programme. It is particularly content with the programme's initiative to create a LinkedIn community for CG, as it considers this a useful way of helping students prepare themselves for the labour market.

The committee established that the programme-specific quality assurance is adequate and that the PC functions properly.

The committee concludes that the curriculum, the staff, the teaching methods, the feasibility, the study guidance, the facilities and the programme-specific quality assurance of the programme are all of satisfactory quality and should enable the students to realise the intended learning outcomes.

## **Conclusion**

*Master's programme Cultural Geography:* the committee assesses Standard 2 as satisfactory.

### **Standard 3: Assessment and achieved learning outcomes**

The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

**Explanation:**

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

## **Findings**

### **3.1 Assessment system**

Assessment is part of the university's quality assurance, which is primarily organised at the level of the Faculty. The committee learned from the information presented in the self-assessment report, that the Faculty in 2012 has developed an Assessment Memorandum (Facultaire Nota "Toetsbeleid"), which regulates the assessment practices within the department. Assessment within the Faculty should take place according to the programme-specific Assessment Plans, which should be based on the Faculty's Assessment Memorandum.

The Faculty is of the opinion that the achievement and assessment of the learning objectives of a course and the learning outcomes of the programme as a whole are inherent in the assessment instruments and their validity. Therefore, the leading principle is that for every course the choice for the assessment instruments used should be well-argued. The assessment instruments should be consistent with the learning outcomes of the programme, the position of the course unit within the programme and the learning objectives of the course itself. This argumentation is a standard part of the course description of each course.

The committee has established that, in accordance with the Faculty regulations, the programme-specific Assessment Plan of the CG programme consists of a full list of the teaching methods and the assessment instruments (i.e. assignment and test types) per course. The committee learned that courses focusing on academic methods and skills are assessed by paper assignments and presentations, while courses which are a combination of theoretical knowledge and academic skills (most courses) are assessed by a combination of paper assignments, exercises and/or an exam testing both practice and knowledge. The committee considers this to be adequate. The CG programme's Assessment Plan furthermore indicates for each individual course to which intended learning outcomes of the programme it contributes. Finally, the Assessment Plan provides information on when tests are taken, giving a clear image of how the various tests are distributed over the academic year. The committee has learned that the Assessment Plan is yearly updated by the programme coordinator.

The committee has learned that in the Faculty's vision on assessment, not only the tests themselves are crucial, but also students' study behaviour. In fact, also the study behaviour determines to a large extent whether tests and intended learning outcomes are achieved. Therefore, monitoring and encouragement of active study behaviour is also an integral part of the vision on assessment within the programme.

The Faculty's assessment policy, which is also practiced by the CG programme, is furthermore characterised by specific guidelines and regulations, such as the obligatory peer view of assessment instruments in advance, the obligatory use of assessment and grading



models, etc. The committee took a close look at all those regulations and guidelines and is satisfied with them.

The committee learned from the critical reflection that the assessment and grading of the thesis is carried out by the supervisor together with a second assessor and is based on a standardised form and marking scheme as to guarantee the consistency and transparency of the assessment.

From the critical reflection, the committee learned that assessment forms a standard part of the course and curriculum evaluations. Evaluation takes place at the level of the assessment itself, at the course level and at the level of the programme as a whole. At the *level of the assessment itself* evaluation takes place through peer review, the completed standardised course evaluation form and, in case of a multiple choice exam, the digital processing of the exam which reveals the quality of the test questions. Also, students can approach the Board of Examiners (BoE), in case they disagree with the grading. At *course level* evaluation takes place through the course evaluations, which use standardised forms to compare the results more easily. The evaluation of the thesis supervision is linked to the supervisor. At *programme level* evaluation takes place through the curriculum evaluation, which incorporates several questions on assessment, such as on the time staff take for assessing and grading examinations, and on whether the modes of assessment and grading requires a thorough understanding of the study material.

From the 2012-2013 curriculum evaluation results and the interviews with the students it appeared that it is sufficiently clear to the students what the learning objectives of the courses are, what is expected from them in the various courses and, thus, where to focus their attention on when studying for an exam.

The committee is of the opinion that the assessment policy, the assessment procedures and the way they are carried out are sufficiently adequate.

Under the *Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek* ('Higher Education and Research Act'), it is the task of the Board of Examiners (BoE) to safeguard the quality of assessment. From the self-assessment report the committee learned that the Faculty has one BoE for all its programmes. The BoE attracted an external member who is an assessment expert. The BoE meets every six weeks, or more frequently if necessary. From the self-assessment report and the interview with the BoE, the committee learned that it has adopted its new role with respect to safeguarding the quality of assessment only in January 2013. In March 2013, the Faculty has attributed extra hours to the members of the BoE in order to enable them to fulfil their task properly. The committee regrets that it this has taken so long for the BoE to adopt its new responsibility.

At the moment, the BoE evaluates on a structural basis both individual courses and theses. It follows the principle that all courses in which problems have occurred (poor student evaluation, low pass rates, etc.) are always evaluated. In addition, a number of courses is evaluated randomly. The BoE assesses whether the assessment mode fits the learning objectives of the course and the intended learning outcomes of the programme as a whole, the assessment procedures, etc. The theses too are evaluated randomly. During the interview with the BoE, the committee learned that it does not intend to evaluate all courses and theses in a systematic way on a yearly basis. The BoE is of the opinion that the detailed assessment policy, the manual for lecturers, the obligatory University Teaching Qualification, the peer review and the observing presence of the BoE itself, are all factors that safeguard the quality

of assessment. It finds monitoring not the only true strategy. It emphasised, however, that it still is in an orientation phase. It is exploring the kind of problems it will be faced with in its new role. Especially, it should become clear whether the amount of time provided by the Faculty will be sufficient to evaluate yearly, apart from the courses in which problems have actually occurred, a sufficient amount of other courses, so that within a few years the entire curriculum will be evaluated. During the site visit, the Faculty declared that, when needed, it will be willing to make the necessary provisions.

Apart from safeguarding the quality of assessment it is also the BoE's task to address complaints and requests concerning exemptions from rules or deviations from the regular curriculum (e.g. extra resits, etc.). The committee was pleased to learn that the BoE has formulated a set of criteria to address these requests in a consistent way.

### **3.2 Achievement of the intended learning outcomes**

The thesis consists of an individual research project on issues related to cultural geography. The previous assessment committee felt that the quality of the theses should be improved. In the years following that assessment, the programme identified two factors which negatively affected the quality of the theses. The first concerned the rather poor analytical and research skills of in particular students enrolling in the programme via the bridging programme. The second factor had to do with the fact that the students worked on their theses in a rather solitary way, which in some cases made them vulnerable for risks such as getting stuck during the writing process. Also some students started rather late with their thesis project and became simply pressed for time, which affected the quality of their theses.

The committee learned from the information provided in the critical reflection, that the programme has addressed the first issue by paying more attention to statistics and research methods in the bridging programmes in order to ensure students' research skills are at the required academic level. Furthermore, the *Cultural Geography Fieldwork* and *Qualitative Research Methods* courses are now better aligned with the master's thesis, as they are now concentrating more on quality, methodology, validity and variety of research methods.

The second issue has been addressed by spreading work on the thesis project over the entire year and by aligning the thesis topics more closely to the staff's research projects in order to avoid an isolated situation in which students can easily get stuck. The thesis project is organised as a course, in which not only the end result (thesis) is assessed but also the intermediate steps leading to that end result. The trajectory starts already in November (for students enrolling in September), which forces students to start the project plan in time. Throughout the year, several meetings are organised, which focus on the research proposal, theory and conceptual model, methods, analysis and conclusions. During these meetings students present and discuss several stages of their research projects with peers.

The committee learned that students are satisfied with the thesis supervision and guidance offered during the thesis trajectory and the committee appreciates the work done by the programme to improve the quality of the theses.

The committee assessed the level achieved by the programme's graduates by inspecting a selection of the master theses (see appendix 7). It studied twelve master theses, together with the associated assessment forms. Consideration in selecting the theses was given to the grading (low, average and high grade) and the specialisations. The committee members read the theses and assessed their presentation of the problem and review of the literature, methods and justification, conclusion and discussion, structure, legibility and verification.

They agreed with the grades awarded by the supervisors, and in general, the grading was evaluated as fair. All theses the committee examined were evaluated as passable.

In some cases, however, the committee had doubts about the geographic nature of the thesis topics. During the site visit, the lecturers explained to the committee that, although at first sight some thesis topics seem to be less geographically oriented, they definitely relate to place meanings. Although the committee was sufficiently convinced by the clarification of the lecturers with respect to the cases at hand, it still advises the programme to make sure that the geographical nature of thesis topics remains sufficiently recognisable.

As for the methodology used in the theses, the committee noted that students seem to have a preference for qualitative methods. Although the lecturers assured the committee that the programme also pays enough attention to quantitative methods, nonetheless, students use quantitative methods far less frequently in their thesis. The committee would like to see a better balance in research methods used and encourages the programme to address this issue.

### **3.3 Employment**

In the curriculum evaluation 2012-2013, the programme was awarded a 3,4 on a scale from 1-5 (3 is 'neutral' and 4 is 'disagree') for the question whether students thought that the programme is a good preparation for the labour market. During the site visit students stated that they do not have a clear image of their possibilities on the labour market. Internships are possible, but are not awarded EC's, as the programme is of the opinion that they cannot be formally organised in a one-year academic programme. The committee learned from the critical reflection, however, that the programme does motivate students to take part in research projects for companies or NGO's, in order to give them some experience with practice. Furthermore, the programme has incorporated several types of professional skills in various courses, fieldwork visits are made to potential workplaces and guest lectures with professionals in the field are organised. Also, the University's NEXT programme and the LinkedIn community for Groningen Cultural Geography alumni help students to prepare themselves for the labour market. Considering the students' comments, the committee encourages the programme to continue searching for possibilities to bring students into direct contact with practice. At the same time it fully recognises the difficulties in providing extensive internships given the limited amount of available time for the programme as a whole.

Typically, cultural geographers find jobs with government agencies, research and consultancy bureaus, or in academic research. Some Cultural Geography graduates also enrol in the Educational master's degree programme and then work as geography teachers. As already pointed out in section 1.2, the committee learned from the interview with the programme's alumni that the label 'Cultural Geography' lacks recognition on the labour market. This issue is discussed under Standard 1.

### **Considerations**

The committee confirms that the assessment system functions adequately. It regrets, however, that the BoE has adopted its new role with respect to safeguarding the quality of assessment so late. Furthermore, it should become clear whether the amount of time provided by the Faculty will be sufficient for the BoE to evaluate yearly, apart from the courses in which problems have actually occurred, a sufficient amount of other courses, so that within a few years the entire curriculum will be evaluated. The committee recommends the Faculty to make the necessary provisions when needed.

The committee is satisfied with the thesis supervision and guidance offered during the thesis trajectory and appreciates the efforts made by the programme to improve the quality of the theses. It established that these efforts have already paid off. The committee assessed the level achieved by the programme's graduates by inspecting a selection of the master's theses. The committee agreed with the grades awarded by the supervisors and considered all theses to be of at least satisfactory quality. The committee, however, encourages the programme to realise a better balance in research methods and to make sure that the geographical nature of thesis topics remains sufficiently recognisable.

Finally, the committee recommends the programme to continue searching for ways to bring students into direct contact with the labour market. It hopes that a clearer profile and a possible name change will have a positive impact on graduates' chances when they are looking for work.

### **Conclusion**

*Master's programme Cultural Geography*: the committee assesses Standard 3 as satisfactory.

### **General conclusion**

The committee has assessed all three standards as 'satisfactory'. In accordance with the decision rules laid down in the NVAO's assessment framework, the programme as a whole is assessed as 'satisfactory'.

### **Conclusion**

The committee assesses the *master's programme Cultural Geography* as satisfactory.

## II: Economic Geography



## Summary judgement

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This report reflects the findings and considerations of the Human Geography and Spatial Planning assessment committee on the master's programme Economic Geography of the University of Groningen. The committee's evaluation is based on information provided in the critical reflection and from evaluations of the selected theses, additional documentation and interviews held during the site visit. The committee noted both positive aspects and aspects which could be improved. Taking those aspects into consideration, it concluded that the master's programme fulfils the requirements of the criteria set by NVAO, which are the conditions for accreditation.

### *Standard 1: Intended learning outcomes*

The committee concluded that the domain-specific reference framework for the discipline of Human Geography and Spatial Planning provides a broad reflection of the domain. Although it considers the reference framework to be adequate, the committee recommends specifying the domain in more detail. The committee agrees that the domain-specific qualifications described in the reference framework are appropriate for the field of Human Geography and Spatial Planning.

The committee compared the intended learning outcomes prepared by the programme against the domain-specific reference framework and examined its profile and orientation. The committee is of the opinion that the intended learning outcomes of the programme fit in the domain-specific qualifications as described in the reference framework and are sufficient, but rather generic. It advises the programme to specify the intended learning outcomes in more detail. Although generic, the committee concluded that the intended learning outcomes conform to the demands for a Human Geography and Spatial Planning programme, and specifically an Economic Geography programme, at the master's level.

The committee learned from the critical reflection and the discussion with the lecturers, that the Economic Geography (EG) programme aims at providing a broad overview of the discipline. The programme's profile distinguishes itself from the profiles of comparable programmes in the field of Economic Geography by an emphasis on the relation with Economics (in the form of Spatial Economics and Regional Science) and on a number of themes: regional labour markets, demographics of firms, and infrastructure.

The committee wondered whether the programme had the right balance between Geography and Economics to provide an acceptable education in Economic Geography. The interview with the lecturers, however, revealed that the programme, despite its substantial economic substance, still pays sufficient attention to geographical approaches, theory and methods. However, the committee really regrets the absence of any international benchmarking, which could and should have further clarified the position and profile of the Groningen programme.

### *Standard 2: Teaching-learning environment*

The curriculum consists of three compulsory course units offering students basic theoretical knowledge and understanding, three support course units, which broaden students' knowledge and understanding, two optional course units and the thesis, which consists of an individual research project. The committee concludes that the intended learning outcomes are satisfactorily realised in the curriculum. The curriculum is well-balanced and the structure of the curriculum is coherent. However, this is not the case for the February admission opportunity. It advises the programme to continue searching for ways to improve the curriculum for February starters.

The committee is also satisfied with the didactic concept, which centres on research driven, interactive, small-scale teaching. The teaching methods are considered to be adequate.

The number of contact hours, the staff/student-ratio and the quality of the staff are all satisfactory. Students are satisfied with their teachers. They find them motivating and experts in their discipline. Moreover, the committee assesses the programme feasible. There are no obstacles in the curriculum and the workload is good. Furthermore, the committee concluded that the programme's student guidance performed by the study advisor is well-organised, as are the other facilities of the programme.

The programme-specific quality assurance is adequate and the Programme Committee functions properly. The committee advises the Programme Committee, however, to integrate in its minutes not only the issues to be addressed, but also the follow up and the results of its actions, as to provide better insight in its functioning.

The committee concludes that the various aspects of the teaching-learning environment enable the students to achieve the intended learning outcomes.

*Standard 3: Assessment and achieved learning outcomes*

The committee concluded that the assessment system of the programme functions adequately. However, it established that the Board of Examiners has adopted its new role with respect to safeguarding the quality of assessment rather late and is still in an orientation phase. It should become clear whether the amount of time provided by the Faculty will be sufficient for the Board of Examiners to evaluate yearly, apart from the courses in which problems have actually occurred, a sufficient number of other courses, so that within a few years the entire curriculum will be evaluated. The Faculty is well-advised to make the necessary provisions when needed.

The committee assessed the level achieved by the programme's graduates by inspecting a selection of the master's theses. The committee acknowledges the academic quality of the theses and concludes that the programme's graduates obtain the required level. The committee is particularly pleased with the possibilities for students to do their thesis research in collaboration with research or consultancy agencies or government institutions.




The committee assesses the standards from the Assessment framework for limited programme assessments in the following way:

*Master's programme Economic Geography:*

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment and achieved learning outcomes	satisfactory
General conclusion	satisfactory

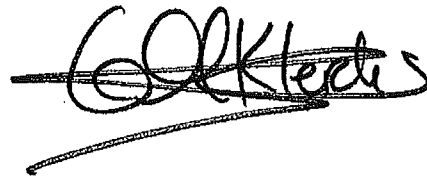
The chair and the secretary of the committee hereby declare that all members of the committee have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 26-03-2014



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Prof. H.F.L. Ottens



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Drs. G.M. Klerks

## Description of the standards from the Assessment framework for limited programme assessments

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### Introduction to the Economic Geography programme

The master's programme in Economic Geography (*Economische Geografie*) is offered by the Faculty of Spatial Sciences of the University of Groningen. Officially, it is registered as a Dutch taught programme, but in practice all course units are taught in English. The programme intends to provide students with an entire state-of-the-art overview of the field of Economic Geography.

#### Standard 1: Intended learning outcomes

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

##### Explanation:

As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

### Findings

#### 1.1 The domain

The universities participating in the Human Geography and Spatial Planning cluster assessment (the University of Amsterdam, the Radboud University Nijmegen, the University of Groningen, and Utrecht University) jointly prepared a domain-specific framework of reference (appendix 2).

The committee studied the domain-specific framework of reference and finds it rather broad and general. Even though it is clear that the field of Human Geography and Spatial Planning is a broad domain and integrative and multidisciplinary by nature, the committee feels that it would be beneficial if the domain could be specified in more detail. A clearly defined domain-specific framework of reference, positioned in the international discussion about the nature of the disciplines, would challenge the participating programmes to establish their own orientation within the domain more clearly. In addition, the committee feels that a more clearly defined framework of reference would make students more aware of the domain they are studying and that it could support the legitimation of the field. The current joint framework should be considered a first step that deserves a follow-up by the participating faculties/departments. Furthermore, developing a joint approach to national and international benchmarking could contribute to position the programmes more effectively. This is predominantly a problem for the Human Geography part of the framework and to a lesser extent for the Spatial Planning part.

The committee recommends the programmes involved in this assessment to further elaborate the domain-specific framework of reference, if possible in collaboration with a few other programmes which have not been involved in the present accreditation round. The framework could be further specified and then serve as a clearer basis to indicate both similarities and differences among the orientations of the programmes in this field.

Nevertheless, the committee argues that the described domain-specific qualifications are appropriate for a master's programme within the field of Human Geography and Spatial Planning.

### **1.3 Position within the domain**

The committee learned from the critical reflection and the discussion with the lecturers during the site visit, that the Economic Geography (EG) programme aims at providing a broad overview of the discipline: the economic development of regions and the location of economic activities. The programme distinguishes itself from comparable programmes in the field of Economic Geography by an emphasis on the relation with Economics (in the form of Spatial Economics and Regional Science) and on a number of themes: regional labour markets, demographics of firms, and infrastructure. The programme's orientation combines a focus on both an academic career and practising professions in general society. The critical reflection describes that graduates must be able to conduct empirical scientific research and to translate the results into spatial-economic advice for businesses and government. On the other hand, they must also be able to translate spatial-economic problems into questions that can be addressed by scientific research.

From the information presented in the critical reflection, the committee wondered whether the programme has the right balance between Geography and Economics to provide an acceptable education in Economic Geography. The interview with the lecturers, however, revealed that the programme, despite its substantial economic substance, still pays sufficient attention to geographical approaches, theory and methods and the lecturers convinced the committee that the programme is sufficiently geographic in nature and covers the domain of the field as generally recognised by economic geographers.

However, the committee really regrets the absence of any international benchmarking, which could and should have further clarified the position and profile of the Groningen programme.

### **1.4 Educational objectives, intended learning outcomes, and level and orientation of the programme**

The educational objectives of the programme follow from the domain definition and the programme's profile. The critical reflection defines the general educational aim of the EG programme as 'to provide students with scientific knowledge, understanding and research skills at a level where they are able to conduct independent research in economic geography, can translate the findings of economic-geographical research into advice regarding spatial-economic policy, and are able to translate policy issues in this area into economic-geographical research'. The programme intends to introduce students to the various possibilities for analysing both theoretical and practical economic-geographical subjects and encourages them to formulate their own judgements and opinions based on scientific argumentation. As it makes use of different relevant disciplines, the programme is multidisciplinary in nature.

The critical reflection contains a list of the intended learning outcomes, which is included in appendix 3. The intended learning outcomes are derived from the jointly formulated frame of reference for Human Geography and Spatial Planning (cf. section 1.1). The committee examined the list of the intended learning outcomes and found them rather generic in the sense that they could almost apply to other geography programmes than EG as well. It advises the programme to specify the intended learning outcomes in more detail, making them more specific and relevant to the EG programme only.

The committee established that the programme aims at teaching students (applying) knowledge, understanding, skills and attitudes at an advanced, specialised level (e.g. the programme aims to *'impart to students the necessary knowledge and understanding in their field so that they can make substantial and original contributions to the development of and/or application of ideas, in particular in connection with research'*, or *'graduates are able to apply their theoretical understanding within the field in analysing concrete problems concerning Economic Geography'*). Therefore, the committee is of the opinion that the intended learning outcomes correspond to the Dublin Descriptors for a programme at the master's level.

Furthermore, the specific attention paid by the intended learning outcomes to performing research and using research methods and techniques (e.g. graduates *'are able independently to direct and perform research, whether or not in an interdisciplinary context'*), critical reflection and forming a vision (e.g. graduates *'are able to critically reflect on ways of reasoning, arguments and points of view'*) and developing an academic attitude (e.g. graduates *'have an inquisitive and critical attitude towards the content of new ideas and developments within the field of Economic Geography so that they are able to hold a point of view in this regard'*) convinces the committee of the academic orientation of the programme.

### **Considerations**

The committee concludes that the domain-specific reference framework provides a broad reflection of the domain. Although it considers the reference framework to be adequate, the committee recommends specifying the domain in more detail. The committee agrees that the domain-specific qualifications described in the reference framework are appropriate for the field of Human Geography and Spatial Planning.

The committee compared the intended learning outcomes defined by the programme against the domain-specific reference framework and examined its profile and orientation. The committee established that the profile has a clear and strong economic orientation, but is nevertheless of the opinion that it is sufficiently spatial and regional in nature for a Geography programme. Nevertheless, it recommends the programme to further strengthen and clarify its profile.

The committee is of the opinion that the intended learning outcomes of the programme, which are phrased along the lines of the Dublin Descriptors, are rather generic. It advises the programme to specify the intended learning outcomes in more detail, making them more specific and relevant to the EG programme only. Although generic, the committee concludes that the level of the intended learning outcomes conforms to the demands for a programme at the master's level and that they are clearly academically oriented.

### **Conclusion**

*Master's programme Economic Geography:* the committee assesses Standard 1 as satisfactory.

## Standard 2: Teaching-learning environment

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

### Explanation:

The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

## Findings

### 2.1 The curriculum

The curriculum (appendix 4) has a workload of 60 EC, spread evenly over four blocks, each of which is worth 15 EC. The programme is only offered in full-time format and has an admission opportunity in both September and February.

The programme is a combination of compulsory, 'support' and optional course units, which, to a certain extent, offers students the opportunity to give substance to the curriculum according to their own personal interests. The curriculum consists of three compulsory course units of each 5 EC, i.e. *Economic geography: theory and application*, which gives an overview of the themes that the field of Economic Geography focuses on, *Spatial economics*, which concentrates on the influence the economy has on spatial behaviour and the influence of geography on economic behaviour, and the multidisciplinary *Demography of firms and entrepreneurship*, which deals with subjects such as founding and dissolving companies and their growth, shrinkage and migration, as well as the role that entrepreneurship has to play in this regard. Furthermore, the curriculum has three so called support course units of each 5 EC from which students have to choose at least two, i.e. *City and regional marketing*, *Regional labour market analysis* and *Infrastructure, economy and space*. These address different areas of specialisation and application which are important to Economic Geography, correspond to the professional fields where many economic geographers work and are also the areas of specialisation on which the lecturers' research programmes mainly focus. In addition, students have to take two or three (if one of the support course units is not taken) optional course units of each 5 EC, chosen from the Faculty's optional course units list or, in consultation with the master's programme coordinator, from other faculties. The final part of the curriculum is the *Thesis*, which has a workload of 20 EC and consists of an individual research project on issues related to Economic Geography. The workload related to the *Thesis* is spread over the second (5 EC), third (5 EC) and fourth (10 EC) block.

The committee noted that students starting the programme in February can only take two course units in their first semester which are actually part of the programme itself (a compulsory course unit and a support course unit). The other EC's are to be filled with optional course units and work on the thesis. The committee considers this situation rather unfavourable, as it implies that students have to start their theses, while they have built up only limited basic theoretical knowledge. During the site visit, the committee asked the students' opinion on this issue. The students confirmed that starting the programme in February is rather unfortunate, but they stated that they still prefer an unfavourable second admission opportunity in February to only one admission opportunity in September. The committee learned from the interview with the lecturers and the information provided in the critical reflection, that the programme is aware of the problem and intends to move the *Regional labour market analysis* course unit to the third block as of academic year 2014/2015. Although the committee appreciates this effort and agrees that this will somewhat improve

matters, it is of the opinion that the situation will still remain suboptimal. Therefore, the committee advises the programme to continue searching for further solutions to offer more equal opportunities for both admission moments.

Apart from the remarks concerning the February admission opportunity, the committee is satisfied with the curriculum. It considers the curriculum well-structured and is pleased with the fact that work on the thesis is spread over three blocks.

## 2.2 Coherence

The three compulsory course units, i.e. *Economic geography: theory and application*, *Spatial economics* and *Demography of firms and entrepreneurship*, offer students the basic theoretical knowledge which the other course units build on. The three support course units, i.e. *City and regional marketing*, *Regional labour market analysis* and *Infrastructure, economy and space*, broaden students' knowledge and understanding by highlighting specific important specialisations and - applications. The *Thesis* is the concluding part of the curriculum, although students work on their theses as of the second block throughout the entire curriculum.

The committee deems the curriculum well-balanced and considers the way the curriculum is structured, with initial courses providing a basis for subsequent courses, coherent. However, at the moment, given the different course unit sequence, this is not yet the case for the curriculum offered to the February starters.

## 2.3 Relationship between the intended learning outcomes and the curriculum

In line with the faculty regulations, for each course the programme has specified how it contributes to the realisation of the programme's intended learning outcomes. The assessment plan included in the critical reflection, contains an overview of these contributions. The committee examined and verified this overview and is of the opinion that the intended learning outcomes are sufficiently embedded in the curriculum.

When examining the relationships between the intended learning outcomes and the curriculum, the committee noted that the instruction in research skills and methods is not incorporated in specific courses on this topic, but that it is integrated in various course units (i.e. in all three compulsory course units and also in one of the support course units). The committee learned from the critical reflection and the interview with the lecturers during the site visit that this is a deliberate choice, as the programme is of the opinion that teaching and training research skills and methods is more effective when learning and doing is combined. While practising application is indeed relevant, the present situation might not be optimal in the sense of giving the students a comprehensive overview of research methods and skills in the programme. Also the background of the student population is quite heterogeneous, so the nature and level of methodological skills is likely to be variable. The committee, therefore, recommends careful monitoring of this issue in the coming period. Moreover, for members of the February cohort it is further complicating the thesis preparation.

During the site visit, the students stated that they are generally satisfied with the curriculum and that they specifically value the fact that the course units are broad and that the content of the course units covers the whole field of Economic Geography. The *Regional Labour Market Analysis* course unit, however, formed an exception. Students declared that they consider the course unit predominantly economic in nature, while lacking a geographic perspective. Therefore, they feel that it fits less well in the curriculum. The committee learned from the critical reflection that the programme is aware of this, but feels that the

students' opinion is based on a misconception and it now intends to better explain the relevance of the course unit for the curriculum. The committee is satisfied with this approach.

#### 2.4 Didactic concept and teaching methods

The committee learned from the information provided in the critical reflection that the programme's didactic concept centres on three guiding principles, i.e.:

1. *Research-driven education*: The programme realises this principle by weaving the staff members' own research into their courses. In fact, the *Demography of firms and entrepreneurship* and the three support course units *City and regional marketing*, *Regional labour market analysis* and *Infrastructure, economy and space* are directly derived from the research fields of the academic staff.
2. *Interactive learning*: The programme intends to enhance students' performance through intensive and direct open interaction in class between lecturers and students and students amongst each other.
3. *Small-scale teaching*: In the various course units, the group of students is often divided into smaller groups for assignments and for more individual coaching by the lecturer.  
This small scale teaching model basically provides the opportunity for interactive learning.

The committee is satisfied with the didactic principles adopted by the programme and finds them adequate for a master's programme in Economic Geography.

The committee also examined the teaching methods adopted by the curriculum. It learned that the programme uses a number of teaching methods, like writing papers, giving presentations and conducting discussions as ways for students to develop an academic attitude and skills in analysing, judging, describing, presenting and communicating. Other teaching methods adopted by the programme include lectures and computer exercises. The committee is of the opinion that the teaching methods represent a good mix of work forms.

From the curriculum evaluation 2012-2013 it appeared that students consider the teaching of a good standard and that there is indeed a sufficient use of active teaching methods.

#### 2.5 Feasibility of the programme

Applicants who have a Dutch bachelor's degree in Human Geography & Spatial Planning (*'Sociale Geografie en Planologie'*) from the University of Groningen or from comparable faculties in Utrecht, Amsterdam and Nijmegen, as well as bachelor's graduates in the faculty's own Environmental & Infrastructure Planning (*'Technische Planologie'*) programme, are directly admitted to the EG programme. bachelor's graduates in Economics, Business Administration (*Bedrijfskunde*), Political Sciences and Sociology are admitted after completing the 30 EC Minor programme in Spatial-Economic Development (*Ruimtelijke Economische Ontwikkeling*). Furthermore, students from universities of applied sciences (*HBO*) are admitted when their degree programme is geography and/or economics related and after completion of a bridging programme (usually 60 EC and including course units in the field of methods and techniques and academic skills) to compensate for knowledge gaps. Most students enrolling in the programme come from the faculty's own bachelor's degree programme in Human Geography & Spatial Planning (*'Sociale Geografie en Planologie'*), while only a small number of students come from universities of applied sciences. Annual student intake in the programme fluctuated between 12 and 34 students in the period 2005/2006 - 2011/2012, with an average of about 20-21 students yearly.

The committee has examined the pass rates and established that pass rates after one year in the period 2005-2012 ranged from 15% to 50%, with a minimum of 0% in 2008/2009 (which was an exceptional year because only a small number of students had enrolled in the programme by the counting date of October 1). Pass rates after two years (cumulative) in the same period ranged from 40%-88%, with a maximum of 100% in 2008/2009 (which, again, was exceptional). As for the average time to graduation, the committee established that in 2011-2012 students needed 20 months on average to finish the programme.

The committee is of the opinion that the pass rates are rather low and that the study duration is long for a 12 months programme and considers this situation worrisome. It also wondered what causes the study delay. It learned from the critical reflection that the penalty for exceeding the study period (*'Langstudeerdersboete'*) and the fact that Dutch students often take substantial jobs, internships or spend a period of time abroad during their studies, are important factors. During the site visit, the committee learned from the lecturers that students in those cases simply consider study delay as part of the deal. Another factor causing study delay, however, is formed by the thesis project, which is often not finished in the amount of time reserved for it. The committee learned from the critical reflection and the interview with the lecturers that as of academic 2009-2010, the EG master's theses coordinator is involved in tightening the planning for the thesis and students are stimulated to start early. Furthermore, the programme is considering offering the thesis as a separate course unit, with regular meetings and due dates, as this has led to positive results in other master's degree programmes of the faculty. The committee was pleased to hear that the programme is aware of the problem and has already taken some, albeit modest, actions to improve pass rates and study duration. It strongly recommends the programme, however, to adopt a proactive approach in exploring ways to accelerate and facilitate the thesis writing process. Offering the thesis as a separate course unit could be a good option.

The committee learned from the curriculum evaluation 2012-2013 that students experience the workload as 'just right'. Furthermore, it did not note any obstacles in the curriculum. Therefore, the committee is convinced that the programme is feasible. It does, however, comment on the admission opportunity in February, as it considers the course unit sequence of the curriculum for February starters to be unfavourable (cf. section 2.1). The programme is well-advised to remedy this situation.

## **2.6 Student-staff ratio and contact hours**

According to the critical reflection, staff involvement in the programme in the academic year 2011-2012 comes to a total of 1,21 fte, freelance lecturers and lecturers hired from outside included (1,13 when they are excluded). As a total of 20 students were enrolled in the programme during that year, the corresponding student-staff ratio was 16,5. The committee agrees that this is a sufficient amount of staff.

The total number of contact hours (including exams) per student comes to an estimated 282-284 for the whole year. As the total number of contact hours per week depends on the support course units and optional course units chosen, this number varies per student and per course. Taking into account only the courses offered by the programme itself (excluding the optional course units), the number of contact hours comes to an average of 7.1 hours per week (including exam weeks). When adding the contact hours offered in the context of the optional course units, the number of contact hours a week will be higher. For the thesis an average of 32 contact hours is reserved. The programme's contact hours are spread rather evenly over the year. The committee considers this number of contact hours sufficient.



More information on the staff/student ratio and contact hours is included in appendix 5.

## **2.7 Staff**

From the information offered in the critical reflection, the committee learned that seven of the eight staff members involved in the programme have a PhD, which comes to a PhD percentage of 88%. Four of the lecturers also have a University Teaching Qualification (UTQ, *Basiskwalificatie onderwijs (BKO)*) certificate, while two others are working on their UTQ. At the moment of the assessment the UTQ percentage was therefore 50%. All staff members are both involved in teaching and in research. One of the professor holds the Endowed Chair at the Faculty of Spatial Sciences. The committee is content with the quality of the staff, although it considers the UTQ rate still rather low.

From the curriculum evaluation 2013-2014 the committee learned that the students are satisfied with their teachers. They find their teachers motivating and experts in their discipline.

## **2.8 Student guidance**

The faculty has one study adviser, whom students can contact for advice on study related issues. From the interview with the study adviser the committee learned that with respect to master's students, the study adviser's most important tasks are (1) advising and guiding students with personal problems which influence their study results in a negative way and, if necessary, referring them to student counsellors or psychologists; and (2) giving information (on financial regulations, changes in regulations, etc.).

The committee learned that the study adviser has not been mandated by the Board of Examiners to settle issues by himself on behalf of the Board. There is a strict division between the tasks of the study adviser and the tasks of the Board of Examiners. The study adviser does, however, advise students on when and how to approach the Board of Examiners. The committee is of the opinion that this division in tasks is correct and clear to all stakeholders.

The committee also learned that the small-sized scale of the programme makes sure that possible problems become apparent soon and can be dealt with, as there are short communication lines among students and between students and lecturers.

The committee is content with the student guidance offered.

## **2.9 Other facilities**

The committee ascertained that the facilities are appropriate. Most of them, such as the library, or computer facilities, which have GIS-software, are organised by the faculty.

The committee learned from both the critical reflection and the interview with the lecturers that the programme actively stimulates its students to do part of their programme abroad. The curriculum's last block provides room for this, as no compulsory courses are offered there and students can choose to replace the support course unit by an optional course unit. The programme has arrangements for shorter-stay international exchange, such as NEURUS and ERASMUS networks. The committee is satisfied with this.

## **2.10 Programme-specific quality assurance**

The committee learned that quality assurance is organised primarily at the level of the Faculty (and the University). Evaluations are done according to Faculty protocols. These are part of

the PDCA-cycle (Plan Do Check Act) of the university-wide quality assurance. Within this context, the Faculty performs the following evaluations for the EG programme:

- Course evaluations, including the thesis
- Curriculum evaluation of the whole programme
- Panel evaluations for course improvement
- Other evaluations (if the occasion arises)

Students receive a standard evaluation form with the exam of each course, which leads to high response rates. In the academic year 2011-2012 a systematic curriculum evaluation has been introduced. Relatively high response rates have been achieved by obligatory linking the completion of the evaluation form to the thesis submission and thus to graduation.

It is the task of the Programme Committee (PC) to assess the results of the course evaluations, but it also gives unsolicited advice in cases it is deemed necessary (e.g. new course evaluation forms, graduation contract). The Programme Director, on the other hand, is responsible for the curriculum evaluation. During the site visit the committee learned, however, that the PC also keeps an eye on the curriculum as a whole. The committee learned that the programme shares a PC with the master's programme in Real Estate Studies. The PC consists of two student members and two staff members of each of the two programmes (eight members in total). At the moment, it meets four to five times a year. In cases actions are needed the chair of the PC is responsible for approaching lecturers. In those cases lecturers have to come up with plans for improvement. The Programme Director is responsible for setting out eventual strategic adjustments.

The results of all courses and evaluations are also monitored by the Faculty's educational management. The evaluations are public and are made available to students who followed the course in question, the members of the PC and Faculty Council, as well as to all the Faculty's teaching staff.

During the site visit the committee noted that the minutes of the PC meetings mention issues which have come up and the corresponding actions planned by the PC, but the results of these actions are not integrated in later minutes. The committee learned that actions are nonetheless taken, but that it is the PC's custom to keep the minutes as short as possible and that they therefore do not pay attention anymore to solved issues. The committee encourages the PC, however, to change this custom as clear insight in the follow up and the results of the PC's actions is important for both internal and external parties interested.

The committee ascertained through the interview with the PC student members that they feel to really have a say in the PC. It also was informed on courses (e.g. *Regional Labour Market Analysis*) on which actions are now being taken or have already been taken after a poor evaluation or other student feedback. The committee concludes that the programme-specific quality assurance is adequate and that the PC functions properly.

### **Considerations**

The committee reviewed the contents of the curriculum and has established that the curriculum represents an adequate realisation of the intended learning outcomes. The assessment plan, which presents a schematic overview of how each course contributes to the programme's intended learning outcomes, provides an adequate and convincing representation of this realisation. The committee is also of the opinion that the curriculum is

well-balanced and that the structure of the curriculum is coherent. Teaching research methods and skills – which currently takes place within various courses of the programme – is probably better off in a separate, dedicated course. Also, the committee comments on the fact that the curriculum for the February starters is suboptimal. Although the committee realises that alternatives are difficult to conceive or implement, the programme is well-advised to continue searching for possibilities to realise equal opportunities for both admission moments. Nonetheless, the committee is convinced that the content and structure of the curriculum enable students to achieve the intended learning outcomes.

The committee is also satisfied with the didactic principles and teaching methods adopted by the programme. The didactic principles are adequate for a master's programme in Economic Geography and the teaching methods represent a good mix of work forms.

The committee assesses the programme feasible, although it, again, comments on the suboptimal situation for the February starters. The committee regrets the low pass rates and the long study duration and strongly recommends the programme to pro-actively explore ways of accelerating and facilitating the thesis writing process.

The committee is satisfied with the amount of contact hours and the quantity and quality of staff.

Furthermore, the committee established that the student guidance is well-organised. It is also satisfied with the other facilities of the programme.

Finally, the committee established that the programme-specific quality assurance is adequate and that the PC functions properly. It advises the PC, however, to integrate in its minutes not only the issues to be addressed, but also the follow up and the results of its actions, as to provide better insight in its functioning.

The committee concludes that the curriculum, the staff, the teaching methods, the feasibility, the study guidance, the facilities and the programme-specific quality assurance of the programme are all of satisfactory quality and should enable the students to realise the intended learning outcomes.

## **Conclusion**

*Master's programme Economic Geography:* the committee assesses Standard 2 as satisfactory.

### **Standard 3: Assessment and achieved learning outcomes**

The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

#### **Explanation:**

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

## **Findings**

### **3.1 Assessment system**

Assessment is part of the university's quality assurance, which is primarily organised at the level of the Faculty. The committee learned from the information presented in the critical reflection, that the Faculty in 2012 has developed an Assessment Memorandum (Facultaire Nota "Toetsbeleid"), which regulates the assessment practices within the department. Assessment within the Faculty should take place according to the programme-specific Assessment Plans, which should be based on the Faculty's Assessment Memorandum.

The Faculty is of the opinion that the achievement and assessment of the learning objectives of a course and the learning outcomes of the programme as a whole are inherent in the assessment instruments and their validity. Therefore, the leading principle is that for every course the choice for the assessment instruments used should be well-argued. The assessment instruments should be consistent with the learning outcomes of the programme, the position of the course unit within the programme and the learning objectives of the course itself. This argumentation is a standard part of the course description of each course.

The committee has established that, in accordance with the Faculty regulations, the programme-specific Assessment Plan of the EG programme consists of a full list of the teaching methods and the assessment instruments (i.e. assignment and test types) per course. The committee learned from the critical reflection that the EG programme considers state-of-the-art knowledge, analytical ability, evidence-based reasoning and vision-building to be core values of any academic activity and that they, hence, play a central role in the programme's assessment of student performance. The committee, furthermore, noted that work assignments form an important part of the assessment of all the compulsory and support course units, while four out of the six compulsory and support course units are concluded with a written exam.

The EG programme's Assessment Plan furthermore indicates for each individual course to which intended learning outcomes of the programme it contributes. Finally, the list provides information on when tests are taken, giving a clear image of how the various tests are distributed over the academic year. The committee has learned that the Assessment Plan is yearly updated by the programme coordinator.

The committee has learned that in the Faculty's vision on assessment, not only the tests themselves are crucial, but also students' study behaviour. In fact, also the study behaviour determines to a large extent whether tests and intended learning outcomes are achieved. Therefore, monitoring and encouragement of active study behaviour is also an integral part of the vision on assessment within the programme.

The Faculty's assessment policy, which is also practiced by the EG programme, is furthermore characterised by specific guidelines and regulations, such as the obligatory peer review of assessment instruments in advance, the obligatory use of assessment and grading models, etc. The committee took a close look at all those regulations and guidelines and is satisfied with them.

The committee learned that the assessment and grading of the thesis is carried out by the supervisor together with a second supervisor and is based on a standardised form consisting of 12 assessment criteria as to guarantee the consistency and transparency of the assessment.

From the self-assessment report, the committee learned that assessment forms a standard part of the course and curriculum evaluations. Evaluation takes place at the level of the assessment itself, at the course level and at the level of the programme as a whole. At the *level of the assessment itself* evaluation takes place through peer review, the completed standardised course evaluation form and, in case of a multiple choice exam, the digital processing of the exam which reveals the quality of the test questions. Also, students can approach the Board of Examiners (BoE), in case they disagree with the grading. At *course level* evaluation takes place through the course evaluations, which use standardised forms to compare the results more easily. The evaluation of the thesis supervision is linked to the supervisor. At *programme level* evaluation takes place through the curriculum evaluation, which incorporates several questions on assessment, such as on the time staff take for assessing and grading examinations, and on whether the modes of assessment and grading requires a thorough understanding of the study material.

From the 2012-2013 curriculum evaluation results and the interviews with the students it appeared that it is sufficiently clear to the students what the learning objectives of the courses are, what is expected from them in the various courses and where to focus their attention on when studying for an exam.

The committee is of the opinion that the assessment policy, the assessment procedures and the way they are carried out are sufficiently adequate.

Under the *Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek* ('Higher Education and Research Act'), it is the task of the Board of Examiners (BoE) to safeguard the quality of assessment. From the self-assessment report the committee learned that the Faculty has one BoE for all programmes. The BoE attracted an external member who is an assessment expert. The BoE meets every six weeks, or more frequently if necessary. From the critical reflection and the interview with the BoE, the committee learned that it has adopted its new role with respect to safeguarding the quality of assessment only in January 2013. In March 2013, the Faculty has attributed extra hours to the members of the BoE in order to enable them to fulfil their task properly. The committee regrets that it this has taken so long for the BoE to adopt its new responsibility.

At the moment, the BoE evaluates on a structural basis both individual courses and theses. It follows the principle that all courses in which problems have occurred (poor student evaluation, low pass rates, etc.) are always evaluated. In addition, a number of courses is evaluated randomly. The BoE assesses whether the assessment mode fits the learning objectives of the course and the intended learning outcomes of the programme as a whole, the assessment procedures, etc. The theses too are evaluated randomly. During the interview with the BoE, the committee learned that it does not intend to evaluate all courses and theses in a systematic way on a yearly basis. The BoE is of the opinion that the detailed assessment

policy, the manual for lecturers, the obligatory University Teaching Qualification, the peer review and the observing presence of the BoE itself, are all factors that safeguard the quality of assessment. It finds monitoring not the only true strategy. It emphasised, however, that it still is in an orientation phase. It is exploring the kind of problems it will be faced with in its new role. Especially, it should become clear whether the amount of time provided by the Faculty will be sufficient to evaluate yearly, apart from the courses in which problems have actually occurred, a sufficient amount of other courses, so that within a few years the entire curriculum will be evaluated. During the site visit, the Faculty declared that, when needed, it will be willing to make the necessary provisions.

Apart from safeguarding the quality of assessment it is also the BoE's task to address complaints and requests concerning exemptions from rules or deviations from the regular curriculum (e.g. extra resits, etc.). The committee was pleased to learn that the BoE has formulated a set of criteria to address these requests in a consistent way.

### **3.2 Achievement of the intended learning outcomes**

The thesis consists of an individual research project on a topic which students usually come up with themselves. It should be related to the field of Economic Geography, as well as to the research programme and research expertise of the permanent staff, as to ensure thesis guidance and supervision by experts on the topic. However, students can also, within the limits of the staff members' expertise, choose a research topic, which is related to economic-geographical issues directly relevant to society. In such cases, research for the thesis may be performed in collaboration with research or consultancy agencies or a government institution. In these situations, the programme must always give its consent to the thesis topic as well as the research. The thesis trajectory starts in the second block of the first semester by a number of meetings organised by the general coordinator, during which students present their research ideas and concepts. Subsequently, each student will have an individual supervisor, who guides him or her through the thesis research and the writing process. The trajectory ends with a concluding meeting during which the students present their theses. The committee learned from the curriculum evaluation 2012-2013 that students are satisfied with the support they receive from their supervisors when writing their theses.

During the site visit the committee asked the students and alumni how they experience or had experienced the thesis research collaborations with the work field. Students declared that they are very enthusiastic about these collaborations. For them, the added value especially lies in the subtle differences between how science and how practice sees or values matters. Furthermore, the students stated that, as far as they know, such collaborations have never given rise to conflicts (because of, for instance, divergent interests of the programme/supervisor and the agency in question). The committee is pleased with the possibility of collaborations with professional practice and considers such collaborations very informative. They also fit well in the programme's practice oriented aims and the committee feels that such contacts with professional practice help students prepare themselves for the labour market.

The committee assessed the level achieved by the programme's graduates by inspecting a selection of the master theses (see appendix 7). It studied twelve master theses, together with the associated assessment forms. Consideration in selecting the theses was given to the grading (low, average and high grade) and the specialisations. The committee members read the theses and assessed their presentation of the problem and review of the literature, methods and justification, conclusion and discussion, structure, legibility and verification.

They agreed with the grades awarded by the supervisors, and in general, the grading was evaluated as fair. All theses the committee examined were evaluated as passable.

### **3.3 Employment**

The committee learned that until the economic crisis students found jobs relatively quickly and easily. In the present economic climate, however, the situation is more difficult for most graduates and Economic Geography graduates as well. During the site visit, the committee learned that some students, as part of a back-up plan, choose to do the Educational master's degree programme on top of the EG programme, so that they always can become a high school geography teacher. A longer study duration is the obvious side effect.

The committee learned from the critical reflection that EG graduates are employed in a wide range of jobs both in business, such as in research and consultancy agencies, and in government, for instance at the policy departments for economic affairs of large municipalities, provinces and ministries.

### **Considerations**

The committee confirms that the assessment system functions adequately. It regrets, however, that the BoE has adopted its new role with respect to safeguarding the quality of assessment so late. Furthermore, it should become clear whether the amount of time provided by the Faculty will be sufficient for the BoE to evaluate yearly, apart from the courses in which problems have actually occurred, a sufficient amount of other courses, so that within a few years the entire curriculum will be evaluated. The committee recommends the Faculty to make the necessary provisions when needed.

The committee assessed the level achieved by the programme's graduates by inspecting a selection of the master's theses. The committee agreed with the grades awarded by the supervisors and considered all theses to be of at least satisfactory quality.

The committee was content with the possibilities for students to do their thesis research in collaboration with research or consultancy agencies or government institutions and it considers such collaborations adequate for a programme which is also practice oriented. It is convinced that these collaborations with the professional world have an added value and help students prepare themselves for the labour market, which is considered to be particularly important in the current economic climate.

### **Conclusion**

*Master's programme Economic Geography*: the committee assesses Standard 3 as satisfactory.

### **General conclusion**

The committee has assessed all three standards as 'satisfactory'. In accordance with the decision rules laid down in the NVAO's assessment framework, the programme as a whole is assessed as 'satisfactory'

### **Conclusion**

The committee assesses the *master's programme Economic Geography* as satisfactory.





### **III: Environmental and Infrastructure Planning**



## Summary judgement

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This report reflects the findings and considerations of the Human Geography and Spatial Planning assessment committee on the master's programme Environmental and Infrastructure Planning of the University of Groningen. The committee's evaluation is based on information provided in the critical reflection and from evaluations of the selected theses, additional documentation and interviews held during the site visit. The committee noted both positive aspects and aspects which could be improved. Taking those aspects into consideration, it concluded that the master's programme fulfils the requirements of the criteria set by NVAO, which are the conditions for accreditation.

### *Standard 1: Intended learning outcomes*

The committee concluded that the domain-specific reference framework for the discipline of Human Geography and Spatial Planning provides a broad reflection of the domain. Although it considers the reference framework to be adequate, the committee recommends specifying the domain in more detail. The committee agrees that the domain-specific qualifications described in the reference framework are appropriate for the field of Human Geography and Spatial Planning.

The committee compared the intended learning outcomes of the Environmental and Infrastructure Planning programme against the domain-specific reference framework and examined the profile, orientation and level of the programme. The committee is of the opinion that the intended learning outcomes of the programme are well-formulated and clear and that they fit in the domain-specific qualifications as described in the reference framework. The committee concluded that the intended learning outcomes conform to the demands for a Human Geography and Spatial Planning programme at the master's level.

The committee is satisfied with the new, sharpened profile of the programme, which is characterised by a focus on environment, infrastructure and water and the integration of these areas, as well as on international comparative learning. The profile is clearly defined and the international aspect and the thematic focal areas specifically make it very attractive to students.

### *Standard 2: Teaching-learning environment*

The curriculum consists of three thematic courses, two theoretical courses, a principal course on comparative research, two more applied courses on policy design and the thesis, which consists of an individual research project. One of the thematic courses and the two theoretical courses together have an introductory function and provide the basis for the other courses. The committee concludes that the curriculum represents an adequate realisation of the intended learning outcomes. The curriculum is balanced and coherent.

The committee is also satisfied with the didactic concept, which centres on three guiding principles, i.e. community building, interactive learning and enhancing students' own interest agendas. These are combined with the university-wide principle of research-driven education. The teaching methods are considered to be adequate.

The amount of contact hours, the staff/student-ratio and the quality of the staff are all satisfactory. Students pay tribute to their teachers. They find them experts in their discipline, very stimulating and enthusiastic.

The committee assesses the programme feasible. There are no obstacles in the curriculum and the workload is good.

The committee concluded that the programme's student guidance, jointly performed by the study advisor, the programme coordinator and broader services at university level is well-organised.

The programme-specific quality assurance is adequate and the Programme Committee functions properly. However, given its aims to broaden its activities, the Programme Committee should meet more frequently.

The committee concludes that the various aspects of the teaching-learning environment enable the students to achieve the intended learning outcomes.

*Standard 3: Assessment and achieved learning outcomes*

The committee concluded that the assessment system of the programme functions adequately. However, it established that the Board of Examiners has adopted its new role with respect to safeguarding the quality of assessment rather late and is still in an orientation phase. The committee is of the opinion that the Board of Examiners should expand its monitoring activities. It advises the Board of Examiners to systematically evaluate all courses at regular intervals.

The committee is pleased with the new design of the thesis trajectory, which has been implemented following the results of the programme assessment of 2008.

The committee assessed the level achieved by the programme's graduates by inspecting a selection of the master's theses. The committee acknowledges the academic quality of the theses and concludes that the programme's graduates obtain the required level. It furthermore concludes that the graduates are sufficiently prepared for relevant job positions.

The committee assesses the standards from the Assessment framework for limited programme assessments in the following way:

*Master's programme Environmental and Infrastructure Planning:*

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment and achieved learning outcomes	satisfactory
General conclusion	satisfactory

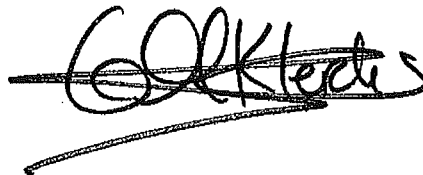
The chair and the secretary of the committee hereby declare that all members of the committee have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 26-03-2014



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Prof. H.F.L. Ottens



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Drs. G.M. Klerks

## Description of the standards from the Assessment framework for limited programme assessments

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### Introduction to the Environmental and Infrastructure Planning programme

The master's programme in Environmental and Infrastructure Planning is an English taught programme offered by the Faculty of Spatial Sciences of the University of Groningen. It aims at teaching knowledge and skills to design policy solutions and land-use management strategies for issues in the field of environment, water and infrastructure. After the last educational assessment in 2008, an innovation trajectory was initiated which has led to several changes within the programme. The programme is linked to the Dutch master's programme in *Sociale Planologie* (Socio-Spatial Planning), with which it shares several courses.

#### Standard 1: Intended learning outcomes

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

##### Explanation:

As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

## Findings

### 1.1 The domain

The universities participating in the Human Geography and Spatial Planning cluster assessment (University of Amsterdam, Radboud University Nijmegen, University of Groningen, and Utrecht University) jointly prepared a domain-specific reference framework (appendix 2).

The committee studied the framework and found it rather broad and general. Even though it is clear that the field of Human Geography and Spatial Planning is a broad domain and integrative and multidisciplinary by nature, the committee felt that it would be beneficial if the domain could be specified in more detail. A clearly defined reference framework, positioned in the international discussion about the nature of the disciplines, would challenge the participating programmes to establish their own orientation in the domain more clearly. Also, the committee feels that a more clearly defined reference framework would make students more aware of the domain they are studying and can support the legitimization of the field. The present joint framework should be considered a first step that deserves a follow-up by the participating faculties/departments. Also, developing a joint approach to national and international benchmarking could help position the programmes more effectively. This is predominantly a problem for the Human Geography part of the framework and to a lesser extent for the Spatial Planning part.

The committee recommends the programmes involved in this assessment to further elaborate the domain-specific reference framework, if possible in collaboration with a few other relevant programmes that have not been involved in the present round. The framework could be further specified and then serve as a clearer basis to indicate both similarities and differences among the orientations of the programmes in this field.

The committee agrees, however, that the described domain-specific qualifications are appropriate for a master's programme within the field of Human Geography and Spatial Planning.

### 1.2 Position within the domain

The Environmental and Infrastructure Planning (EIP) programme distinguishes itself from other Dutch and European educational programmes in the field in three respects:

1. The EIP programme has *three focal areas*, i.e. environment, infrastructure and water, while most other European master's programmes in planning rather focus on general urban and regional planning issues.
2. While other master's programmes in the field tend to focus on only one aspect of spatial planning (e.g. architecture and urban design, land-use management, etc.), the EIP programme follows a *comprehensive spatial planning tradition*, emphasising on public investment and establishing integrated spatial strategies.
3. The EIP programme is completely *English-taught*. This is not always the case with other master's programmes in the field.

The committee learned that, following the advices of the assessment committee of 2008, the programme has sharpened its profile. It now places an accent on the integration of the three fields of focus, as well as on international comparative learning. The committee is pleased with these innovations and thinks that they make the profile stronger.

The committee is also pleased with the international aspect of the profile and it learned that the programme attracts a lot of international students. In fact, a large part of the programme's student population (more than half) consists of international students coming from a range of countries. Within this group, the Indonesian students stand out in number. The committee learned from the discussion with a group of Indonesian students, that almost all of them are young professionals, who are subsidised by their employers or financed otherwise to follow the programme. During the site visit, the committee learned from the students that the international aspect is one of the most valued aspects of the programme by the students. The committee agrees with the programme that further improvement of the international classroom is a good idea.

Finally, the committee learned that most of the students have specifically chosen the programme because of its thematic focal areas, which connected well to their individual and professional interests.

Therefore, the committee is convinced that the programme's profile is very attractive to students.

### 1.3 Mission of the programme

The committee learned from the self-assessment report, that it is the mission of the programme to accommodate specific developments in the field, such as global pressures including urbanisation and the potential impacts of climate change, the increasing need to maintain and create sustainable and resilient regions and cities, the demand for professionals with theoretically grounded skills to address complex problems in planning practice and the growing importance of context and place, urging planners more and more to acknowledge contextual factors for developing policies. By focusing on institutional design, comparative learning, linking theory and practice and place-based understanding, the programme intends

to accommodate these developments. The committee finds that the mission is clearly described and that it fits a programme in the field of Human Geography and Spatial Planning.

#### **1.4 Educational objectives, intended learning outcomes, and level and orientation**

The educational objectives of the programme follow from the domain definition, the programme's focal areas and its mission. The self-assessment report defines the major objective of the EIP programme as to deliver university graduates with the knowledge and skills to design policy solutions and land-use management strategies for issues in the field of environment, water and infrastructure. As stated above, the programme places an accent on the integration of these fields, as well as on internationally comparative learning. The ability, therefore, to identify, review and suggest useful strategies from a variety of places by comparing cities, regions and countries worldwide, is now central to the programme.

The committee learned from the self-assessment report that the programme, in formulating the intended learning outcomes, not only was inspired by the jointly formulated frame of reference for Human Geography and Spatial Planning (cf. section 1.1), but also by the following frameworks in the international professional planning field and the academic planning discipline:

- The draft checklist of the qualities required of planning schools developed by the Association of the European Schools of planning (AESOP).
- The standards for planning schools of the Association of Collegiate Schools of planning (ACSP).
- Leading research work from the Journal of Planning Education and Research (JPER).
- The research agendas and policies at the Ministry of Infrastructure and Environment.
- The Memorandums of Understanding formulated in the context of the joint programmes offered in collaboration with international partner universities (which are not subject to this review). The Memorandums formulate a common understanding of developments in the field.

The committee is pleased that the programme has also used these frameworks, as it demonstrates that the programme is well aware of the general international requirements within the field and is aligned with international standards.

The self-assessment report contains the full list of the intended learning outcomes (included in appendix 3). The committee examined this list and is content with the intended learning outcomes. These are clear and well formulated. The committee established that the programme aims at teaching students (applying) knowledge, understanding, skills and attitudes at an advanced, specialised level (e.g. students *have knowledge at the level of international academic publications of the theories, methodologies and techniques, and ethical foundations of the field of environmental and infrastructure planning, and [...] develop the capacity to interpret this knowledge in context* or students *are able to reason logically and independently formulate and analyse a problem and create a solution-driven synthesis*). Therefore, the committee is of the opinion that the intended learning outcomes correspond to the Dublin Descriptors for a programme at the master's level.

Furthermore, the specific attention paid by the intended learning outcomes to performing research (e.g. *graduates are able independently to direct and perform research, whether or not in an interdisciplinary context*) and employing research and analysis methods (e.g. *students are independently able to employ specific research and analysis methods within the field of environmental and infrastructure planning*), critical reflection (e.g. *graduates are able to critically reflect on ways of reasoning*,



*arguments and points of view*) and developing an academic attitude (e.g. *graduates develop an academic attitude in order to be able to work professionally in relevant social and academic positions*) convinces the committee of the academic orientation of the programme.

## **Considerations**

The committee concludes that the domain-specific reference framework provides a broad reflection of the domain. Although it considers the reference framework to be adequate, the committee recommends specifying the domain in more detail. The committee agrees that the domain-specific qualifications described in the reference framework are appropriate for the field of Human Geography and Spatial Planning.

The committee compared the intended learning outcomes prepared by the programme against the domain-specific reference framework and examined its profile and orientation. The committee is satisfied with the new, sharpened profile of the programme, which focuses on the areas of environment, infrastructure and water and the integration of these areas as well as on international comparative learning. The profile is clearly defined and the international aspect and the thematic focal areas specifically make it very attractive to students.

The committee is also satisfied with the intended learning outcomes of the programme, which are phrased along the lines of the Dublin Descriptors. The committee concludes that the level of the intended learning outcomes conforms to the demands for a programme at the master's level and that they are clearly academically oriented. The committee, finally, is pleased with the fact that the programme has formulated its intended learning outcomes not only based on the jointly formulated reference framework, but also on other frameworks in the international professional planning field and the academic planning discipline. This convinces the committee that the programme is tuned into international standards.

## **Conclusion**

*Master's programme Environmental and Infrastructure Planning*: the committee assesses Standard 1 as satisfactory.

## Standard 2: Teaching-learning environment

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

### Explanation:

The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

## Findings

### 2.1 The curriculum

The curriculum (appendix 4) has a workload of 60 ECTS, spread evenly over four terms, each of which is worth 15 ECTS. The programme is only offered in full-time format and has an admission opportunity in both September and February.

The curriculum consists of three thematic courses (*Dilemma's in Infrastructure Planning*, *Transitions in Water Management* and *Reinventing Environmental Planning*), two theoretical courses (*Planning Theory* and *Interactive Workshop*), a principal course on comparative research (*Comparative Research and Planning Practice*), two more applied courses on policy design (*Institutional and Policy Design (IPD)*) and the *Thesis*. Instead of the IPD course units, students are also allowed to choose *other optional courses* inside or outside the faculty. The programme shares the *Planning Theory* course and the *IPD* course with the Dutch master's programme in 'Sociale Planologie' ('Socio-Spatial Planning'). All courses (including the *IPD* course units) have a workload of 5 EC, except for the thesis, which has a workload of 20 EC.

The thesis consists of an individual research project on issues related to environmental, infrastructure and water planning. The workload related to the *thesis* is spread evenly over the two semesters (10 EC in each semester).

The committee thinks that the curriculum is well-structured and has a logical sequence. It is also pleased with the fact that work on the thesis is spread over the curriculum. It learned, however, from the interviews with the students that the content of the courses offered in the first part of the second semester sometimes give rise to possible thesis topics, which by then cannot be used anymore, as the thesis trajectory has already started. Although the committee regrets this, it understands that such issues are sometimes difficult to avoid.

### 2.2 Coherence

From the information presented in the self-assessment report the committee learned that the courses *Dilemmas in Infrastructure Planning*, *Planning Theory* and the *EIP Interactive Workshop* all have an introductory function, giving an overview of the field of EIP in its international setting and offering a theoretical orientation to the field. Subsequently, this basis is further developed into different directions. Fundamental planning and institutional design skills are further strengthened and broadened in the IPD course units, which focus on designing institutions (i.e. regulations, procedures and routines) to perform typical planning tasks. The *IPD* course units all emphasise different institutional design aspects. Further theoretical and policy insights are established in the *Reinventing Environmental Planning* and *Transitions in Water Management* courses. The international aspect is further broadened in the *Comparative Research and Planning Practice* course, which specifically focuses on *international* planning practice, paying attention to methodological aspects as well (comparative research).

The *thesis* is the concluding part of the curriculum, although students work on their theses during the entire curriculum. In the first semester they are expected to explore frontline research in the field and to establish an angle and methodology for the thesis. In the second semester they actually write the thesis. The committee thinks this is a well-structured work division and is content with it.

The committee finds the curriculum balanced and finds the way the curriculum is structured, with introductory courses providing a basis for subsequent courses, coherent.

### **2.3 Relationship between the intended learning outcomes and the curriculum**

In line with the faculty regulations, for each course the programme has specified how it contributes to the realisation of the programme's intended learning outcomes. The assessment plan included in the self-assessment report, contains an overview of these contributions. The committee examined and verified this overview and is of the opinion that the intended learning outcomes are sufficiently embedded in the curriculum.

The committee learned that, following the advices of the assessment committee in 2008, the programme has strengthened the role of research and methodology in the curriculum. The committee appreciates these efforts. As for the instruction in research skills and methods, the committee noted, however, that it is not incorporated in specific courses on this topic, but that it is integrated in various courses. The committee learned that the programme management at the moment is reconsidering this choice. Although the present situation offers the opportunity to illustrate research methods through their application, the training of research methods and skills is not clearly visible and cumulative. Given the very heterogeneous background of the EIP student population, this is, according to the programme management, less desirable, as in case problems in this area arise, it makes it harder to tackle them. The committee advises to take this into consideration when looking again at methods and techniques learning line.

During the site visit, the committee learned from the lecturers that they carefully follow the faculty policy, which requires that for each course it should be specified to which of the intended learning outcomes of the programme it contributes. The lecturers also indicated that they find this specification very useful and that they use the overview of the intended learning outcomes and the contribution to these by the various courses as a checklist when designing their courses. It helps them to ensure that their courses contribute to the intended learning outcomes of the programme and to prevent overlap with other courses. The committee commends the lecturers on the careful way they design their courses and encourages them to continue working in this way.

From the interview with the students the committee learned that they are positive about the educational content. They particularly welcome the frequent use of practical examples and the fact that the education is closely tied in with current events.

### **2.4 Didactic concept and teaching methods**

The committee learned that the didactic concept adopted by the programme centres on three guiding principles:

- *Community building.* Community building is considered important, as the programme emphasises international comparative learning and being contextually sensitive with respect to spatial interventions. In fact, it actively uses the international composition of its student population, as the international debate and exchange of knowledge and ideas with

people from different cultural backgrounds are conceived of as valuable additions to the programme's education. Community building is also considered important in making students feel at home.

- *Interactive learning.* According to the programme, interactive learning enhances the performance in designing policy solutions, while, at the same time, it facilitates community building. Interactive teaching methods used in the programme include tutorials, group assignments and joint papers, group presentations, peer review and workshops. The *Interactive workshop* is entirely based on interactive learning.
- *Enhancing students' own interest agendas.* The programme attaches great importance to offering students the freedom to choose and to specialise in a direction they want. It actively helps them with this by, for instance, offering them in most courses the option of choosing assignment, presentation and thesis topics according to their own interests (as long as they fall within the staff's expertise).

Apart from these principles, the programme also uses the university-wide didactic principle of *research-driven education*. This is implemented by weaving the staff member's own research into their courses (for instance in the *Interactive Workshop*) and adopting an analytical course format which encourages students to develop their research skills. The "call for proposals/thesis opportunities", offering students the opportunity to participate in and contribute to a larger research project with their own research topic, is another way of linking research and education.

The committee is satisfied with the didactic principles adopted by the programme and finds them adequate for a master's programme in Environmental and Infrastructure Planning.

The committee also examined the teaching methods adopted by the curriculum. They consist of lectures, workshops, excursions, individual work, group meetings and presentations. The committee is of the opinion that they represent a good mix of work forms.

## 2.5 Feasibility of the programme

To be admitted to the programme, applicants should have a Dutch academic bachelor's degree in Environmental and Infrastructure Planning (*Technische Planologie*), Human Geography and Spatial Planning or a bachelor's or master's degree with learning outcomes equivalent to these programmes. Furthermore, the programme is open to applicants with a relevant Bachelor of Applied Sciences (*HBO*) degree, who have completed a tailor-made bridging programme of 60 EC within the bachelor's programme of Environmental and Infrastructure Planning (*Technische Planologie*). International applicants can also apply. In those cases, admission depends on the educational background, level of study results, course work profile, English proficiency level, motivation and positive recommendations from supervisors or professionals in the field.

The committee has examined the pass rates (appendix 5) and has established that in the period 2005-2012 they have fluctuated between 56% and 72% after one year, and between 75% and 96% after two years. The committee became aware that Dutch students on average take more time to finish the programme than foreign students. Moreover, study duration of Dutch students increases over the years. While Dutch students in 2005-2006 needed 15 months on average to finish the programme, in 2011-2012 they needed 22 months on average. The committee is of the opinion that this is a rather long study duration for a 12 months programme and finds it worrisome. It also wondered what causes the study delay. It learned that many students nowadays start a second master's programme during their first master's programme to strengthen their position on the labour market. Naturally, this means

that the total study period becomes longer. Another important factor is that Dutch students often take substantial jobs during their studies. The committee was pleased to hear that the programme has already taken specific actions to improve pass rates, such as a monitoring system for thesis progress, establishing the thesis as a separate course with regular meetings, due dates and a thesis symposium, and hopes they will be fruitful.

The committee did not note any obstacles in the curriculum. From the curriculum evaluation 2012-2013 it appears that students experience the workload as 'just right'. Taking also into account the average study duration of students from abroad (just above one year), the committee is convinced that the programme is feasible. It does, however, comment on the admission opportunity in February. Although the programme has put effort in trying to realise equal opportunities for both admission moments, the committee feels that the February admission moment is still suboptimal. The committee realises, however, that alternatives are difficult to conceive or implement.

## **2.6 Student-staff ratio and contact hours**

The self-assessment report states that staff involvement in the programme in 2011-2012 comes to a total of 2,29 fte, externally appointed staff included (2,02 fte when externally appointed staff is excluded). The corresponding student-staff ratio was 21,8 (24,8 when externally appointed staff is excluded). The committee agrees that this is a sufficient number of teaching staff.

The total amount of contact hours (excluding exams) per student comes to an average of 232,5 for the whole year, which corresponds to an average of 6,5 contact hours per student per week. The contact hours are rather evenly spread over the four terms. For the thesis an average of 19 contact hours is reserved. The committee finds this amount of contact hours sufficient.

More information on the staff/student ratio and contact hours is included in appendix 5.

## **2.7 Staff**

From the information provided in the self-assessment report, the committee learned that all the principal courses are taught by academics who hold PhD degrees and are also researchers at the faculty, university and international level. They are all research fellows at the NETHUR national research school. Besides academic teachers, the programme also makes use of senior planning practitioners, as to strengthen the link with the planning practice. These senior planning practitioners all hold senior positions at government agencies or consultancy firms and are currently engaged, or have previously been engaged, in academic research. The committee appreciates the use of senior planning practitioners in the programme and feels their contributions are very valuable and stimulating for students.

The committee established that 87% of the programme's staff has a PhD and that 70% has the University Teaching Qualification (BKO), which the committee finds pretty good rates. The committee learned that the programme pays specific attention to the intercultural skills among staff, given the programme's international teaching environment. This is visible in the faculty's hiring and candidate assessment policy, where international affiliation and English language skills play an important role. The committee commends the programme for this as it agrees that these are essential skills for staff teaching in an international programme.

It appeared from the curriculum evaluation 2012-2013 as well as from the interviews during the site visit that the students are very satisfied with their teachers. They find their teachers

experts in their discipline, very stimulating and enthusiastic and available when they need them.

## **2.8 Student guidance**

The committee learned that student guidance is offered by the faculty's study advisor, the programme coordinator and services for international students offered at the university level.

The faculty has one study advisor, whom students can contact for advice on study related issues. From the interview with the study advisor the committee learned that with respect to master's students, the study advisor's most important tasks are (1) advising and guiding students with personal problems which influence their study results in a negative way and, if necessary, referring them to student counsellors or psychologists; and (2) giving information (on financial regulations, changes in regulations, etc.).

The committee learned that the study advisor has not been mandated by the Board of Examiners to settle issues by himself on behalf of the Board. There is a strict division between the tasks of the study advisor and the tasks of the Board of Examiners. The study advisor does, however, advise students on when and how to approach the Board of Examiners. The committee is of the opinion that this division in tasks is correct.

During the site visit the committee noted that the students were very enthusiastic about the study advisor.

The Programme Coordinator, who has intake interviews and regular appointments with the students on their progress, also offers student guidance. The coordinator pursues an open door-policy and students can approach the coordinator with all types of questions. If necessary, the coordinator refers to the study advisor.

In addition, also broader services for international students are offered at the university level, to which students are introduced to during the introduction to the university and the programme.

The committee has obtained a clear image of all the types of student guidance offered and is pleased with it.

## **2.9 Other facilities**

The committee ascertained that the facilities are appropriate. Most of them, such as the library, or computer facilities, which have GIS-software, are organised by the faculty.

The committee noted that the programme has arrangements for shorter-stay international exchange, such as NEURUS and ERASMUS networks (European and American partners) and strategic partnership arrangements (e.g. with the University of Beijing (China) for academic project work). The committee appreciates this, as it thinks that a visit to another country might add to the programme, especially in view of the international comparative approach of it.

## **2.10 Programme-specific quality assurance**

The committee learned that quality assurance is organised primarily at the level of the Faculty (and the University). Evaluations are done according to Faculty protocols. These are part of the PDCA-cycle (Plan Do Check Act) of the university-wide quality assurance. Within this context, the Faculty performs the following evaluations for the EIP programme:

- Course evaluations, including the thesis
- Curriculum evaluation of the whole programme
- Panel evaluations for course improvement
- Other evaluations (if the occasion arises)

Students receive a standard evaluation form with the exam of each course, which leads to high response rates. In the academic year 2011-2012 a systematic curriculum evaluation has been introduced. Relatively high response rates have been achieved by obligatory linking the completion of the evaluation form to the thesis submission and thus to graduation.

It is the task of the Programme Committee (PC) to assess the results of the course evaluations, while the Programme Director is responsible for the curriculum evaluation. During the site visit the committee learned, however, that the PC also increasingly sees it as its task to pay close attention to the developments of the programme as a whole, as well as to the implications of these developments for the various persons within the programme. The committee learned that the programme shares a PC with the master's programme in *Sociale Planologie* ("Socio-spatial Planning"), with which it also shares some courses. The PC consists of three student members and three staff members of each of the two programmes (12 members in total). At the moment, it meets four times a year, but, in view of its broadened interpretation of its tasks, it intends to meet more frequently. The committee agrees with the PC on this, as meeting four times a year will not be enough if they are really determined on this issue. In cases actions are needed the chair of the PC is responsible for approaching lecturers. In those cases lecturers have to come up with plans for improvement. The Programme Director is responsible for setting out eventual strategic adjustments.

The faculty's educational management also monitors the results of all courses and evaluations. The evaluations are public and are made available to students who followed the course in question, the members of the PC and Faculty Council, as well as to all the faculty's teaching staff.

During the site visit the committee was informed on several courses which have been adjusted after either a poor evaluation of some aspects or elements or other student feedback (e.g. *Transitions in water Management, Interactive Workshop*). From the interview with the members of the PC, however, the committee learned that the PC is not just a consultation platform for students. Students and staff members of the committee do not confront each other, but, instead, really form one front and have a common drive to enhance the programme's quality. The committee was pleased to hear this.

## Considerations

The committee reviewed the contents of the curriculum and has established that the curriculum represents an adequate realisation of the intended learning outcomes. The assessment plan, which presents a schematic overview of how each course contributes to the programme's intended learning outcomes, provides an adequate and convincing representation of this realisation. The committee commends the lecturers on the careful way they design their courses, aiming at a good coverage of the programme's intended learning outcomes. The committee is also of the opinion that the curriculum is balanced and that the structure of the curriculum is coherent. The committee is convinced that the content and structure of the curriculum enable students to achieve the intended learning outcomes.

The committee is also satisfied with the didactic principles and teaching methods adopted by the programme. The didactic principles are adequate for a master's programme in Environmental and Infrastructure Planning and the teaching methods represent a good mix of work forms.

The committee assesses the programme feasible. It regrets, however, the long study duration of the Dutch students and hopes that the specific actions taken by the programme to decrease study duration will be fruitful.

The committee is satisfied with the amount of contact hours and the quantity and quality of staff. The committee acknowledges the added value of the senior planning practitioners to the programme and commends the programme on the attention paid to intercultural skills among staff.

Furthermore, the committee established that the student guidance is well-organised. It is also satisfied with the other facilities of the programme.

The committee established that the programme-specific quality assurance is adequate and that the PC functions properly. It should, however, meet more frequently if it is to broaden its activities. The committee was pleased to learn that student and staff members of the PC form a true unity.

The committee concludes that the curriculum, the staff, the teaching methods, the feasibility, the study guidance, the facilities and the programme-specific quality assurance of the programme are all of satisfactory quality and should enable the students to realise the intended learning outcomes.

## **Conclusion**

*Master's programme Environmental and Infrastructure Planning:* the committee assesses Standard 2 as satisfactory.



### **Standard 3: Assessment and achieved learning outcomes**

The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

**Explanation:**

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

## **Findings**

### **3.1 Assessment system**

Assessment is part of the university's quality assurance, which is primarily organised at the level of the Faculty. The committee learned from the information presented in the self-assessment report, that the Faculty in 2012 has developed an Assessment Memorandum (Facultaire Nota "Toetsbeleid"), which regulates the assessment practices within the department. Assessment within the Faculty should take place according to the programme-specific Assessment Plans, which should be based on the Faculty's Assessment Memorandum.

The Faculty is of the opinion that the achievement and assessment of the learning objectives of a course and the learning outcomes of the programme as a whole are inherent in the assessment instruments and their validity. Therefore, the leading principle is that for every course the choice for the assessment instruments used should be well-argued. The assessment instruments should be consistent with the learning outcomes of the programme, the position of the course unit within the programme and the learning objectives of the course itself. This argumentation is a standard part of the course description of each course.

The committee has established that, in accordance with the Faculty regulations, the programme-specific Assessment Plan of the EIP programme consists of a full list of the teaching methods and the assessment instruments (i.e. assignment and test types) per course. In addition, for each individual course it is indicated to which intended learning outcomes of the programme it contributes. Finally, the list provides information on when tests are taken, giving a clear image of how the various tests are distributed over the academic year. The committee has learned that the Assessment Plan is yearly updated by the programme coordinator.

The committee has learned that in the Faculty's vision on assessment, not only the tests themselves are crucial, but also students' study behaviour. In fact, also the study behaviour determines to a large extent whether tests and intended learning outcomes are achieved. Therefore, monitoring and encouragement of active study behaviour is also an integral part of the vision on assessment within the programme.

The Faculty's assessment policy, which is also practiced by the EIP programme, is furthermore characterised by specific guidelines and regulations, such as the obligatory peer view of assessment instruments in advance, the obligatory use of assessment and grading models, etc. The committee took a close look at all those regulations and guidelines and is satisfied with them.

The committee learned that the assessment and grading of the thesis is carried out by the supervisor together with a second supervisor and is based on a standardised form as to

guarantee the consistency and transparency of the assessment. The opinion of a host organisation (i.e. cooperating university department or policy institute) may also have an influence.

From the self-assessment report, the committee learned that assessment forms a standard part of the course and curriculum evaluations. Evaluation takes place at the level of the assessment itself, at the course level and at the level of the programme as a whole. At the *level of the assessment itself* evaluation takes place through peer review, the completed standardised course evaluation form and, in case of a multiple choice exam, the digital processing of the exam which reveals the quality of the test questions. Also, students can approach the Board of Examiners (BoE), in case they disagree with the grading. At *course level* evaluation takes place through the course evaluations, which use standardised forms to compare the results more easily. The evaluation of the thesis supervision is linked to the supervisor. At *programme level* evaluation takes place through the curriculum evaluation, which incorporates several questions on assessment, such as on the time staff take for assessing and grading examinations, and on whether the modes of assessment and grading requires a thorough understanding of the study material.

From the 2012-2013 curriculum evaluation results and the interviews with the students it appeared that it is sufficiently clear to the students what the learning objectives of the courses are, what is expected from them in the various courses and where to focus their attention on when studying for an exam.

The committee is of the opinion that the assessment policy, the assessment procedures and the way they are carried out are sufficiently adequate.

Under the *Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek* ('Higher Education and Research Act'), it is the task of the BoE to safeguard the quality of assessment. From the self-assessment report the committee learned that the Faculty has one BoE for all its programmes. The BoE attracted an external member who is an assessment expert. The BoE meets every six weeks, or more frequently if necessary. From the self-assessment report and the interview with the BoE, the committee learned that it has adopted its new role with respect to safeguarding the quality of assessment only in January 2013. In March 2013, the Faculty has attributed extra hours to the members of the BoE in order to enable them to fulfil their task properly. The committee regrets that it this has taken so long for the BoE to adopt its new responsibility.

At the moment, the BoE evaluates on a structural basis both individual courses and theses. It follows the principle that all courses in which problems have occurred (poor student evaluation, low pass rates, etc.) are always evaluated. In addition, a number of courses is evaluated randomly. The BoE assesses whether the assessment mode fits the learning objectives of the course and the intended learning outcomes of the programme as a whole, the assessment procedures, etc. The theses too are evaluated randomly. During the interview with the BoE, the committee learned that it does not intend to evaluate all courses and theses in a systematic way on a yearly basis. The BoE is of the opinion that the detailed assessment policy, the manual for lecturers, the obligatory University Teaching Qualification, the peer review and the observing presence of the BoE itself, are all factors that safeguard the quality of assessment. It finds monitoring not the only true strategy. It emphasised, however, that it still is in an orientation phase. It is exploring the kind of problems it will be faced with in its new role. In case it turns out that there are more problems in the assessment area than currently assumed, it will consider expanding its monitoring activities. Now that it is still in an

orientation phase, the committee understands the BoE's approach, focussing on problematic courses first and evaluating the other courses and theses randomly. However, the committee is of the opinion that the BoE should expand its monitoring activities. It advises the BoE to yearly evaluate a number of courses in a systematic way, such that in the end all courses will be periodically evaluated. Of course, the members of the BoE should receive enough hours to fulfil this task.

Apart from safeguarding the quality of assessment it is also the BoE's task to address complaints and requests concerning exemptions from rules or deviations from the regular curriculum (e.g. extra resits, etc.). The committee was pleased to learn that the BoE has formulated a set of criteria to address these requests in a consistent way.

### **3.2 Achievement of the intended learning outcomes**

The thesis consists of an individual research project on issues related to environmental, infrastructure and water planning. It is the aim of the thesis trajectory to gain practical and comprehensive experience in conducting scientific research. The committee learned that following the results of the programme assessment of 2008, the programme has reshaped the thesis trajectory. Student guidance has been intensified and students' work on the thesis is more structured now, as there are specific regular sessions, deadlines and criteria students have to meet during the trajectory. During the site visit, students stated that they are satisfied with the thesis supervision and guidance. The committee appreciates the innovations to the thesis trajectory and is confident that the new trajectory helps students to write their theses more easily.

The committee assessed the level achieved by the programme's graduates by inspecting a selection of the master theses (see appendix 7). It studied twelve master theses, together with the associated assessment forms. Consideration in selecting the theses was given to the grading (low, average and high grade) and the specialisations. The committee members read the theses and assessed their presentation of the research problem and review of the literature, methods and justification, conclusion and discussion, structure, legibility and verification. They agreed with the grades awarded by the supervisors, and in general, the grading was evaluated as fair. All theses the committee examined were evaluated as passable.

### **3.3 Employment**

The committee learned that until 2011 students found jobs relatively easily, sometimes even before graduation. However, because of the financial crisis and austerity measures within government, currently the job market is much more challenging and finding employment is more difficult. Given the situation, labour market preparation has become even more important than before. The committee learned that students are satisfied with the balance between theory and practice in the programme, although they do not agree with one another on whether the *IPD* course units are more practice-oriented than other courses. From the interviews with the alumni the committee learned that they were positive about the programme and that they felt adequately prepared for relevant job positions. Typically, EIP students find jobs at consultancy firms, national, regional and city governments, research, and development and investment companies.

However, in the 2012-2013 curriculum evaluation the programme scored 'neutral' on the question whether students think the programme is a good preparation for the labour market. During the site visit, the committee asked students and alumni to explain this score. It found out that students would like the programme to facilitate (international) internships more. They feel internships would help them to gain relevant work experience and, consequently,

finding a job more easily. Students find international internships especially hard to find on their own. Given the fact that the international aspect is so prominently present in the programme, they would like the programme to help them obtain international internships. The committee agrees with the students on the importance of (international) internships and would like to encourage the programme to explore the possibilities to facilitate internships more without compromising the academic level of the programme nor extending the study length.

### **Considerations**

The committee confirms that the assessment system functions adequately. It regrets, however, that the BoE has adopted its new role with respect to safeguarding the quality of assessment so late. It, furthermore, is of the opinion that the BoE should expand its monitoring activities. The committee advises the BoE to systematically evaluate a number of courses yearly, in such a way that ultimately all courses are evaluated at regular intervals. To fulfil this task, a sufficient number of hours should be allocated to the BoE members.

The committee is pleased with the new design of the thesis trajectory and is confident that the new approach will help students write their theses more easily.

The committee assessed the level achieved by the programme's graduates by inspecting a selection of the master's theses. The committee agreed with the grades awarded by the supervisors and considered all theses to be of at least satisfactory quality.

The committee concludes that graduates of the master's programme are sufficiently prepared for relevant job positions. It agrees, however, with the students that, especially in the current labour market, internships are important and advises the programme to explore the possibilities to facilitate internships more.

### **Conclusion**

*Master's programme Environmental and Infrastructure Planning*: the committee assesses Standard 3 as satisfactory.

### **General conclusion**

The committee has assessed all three standards as 'satisfactory'. In accordance with the decision rules laid down in the NVAO's assessment framework, the programme as a whole is assessed as 'satisfactory'.

### **Conclusion**

The committee assesses the *master's programme Environmental and Infrastructure Planning* as satisfactory.

## IV: Population Studies



## Summary judgement

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This report reflects the findings and considerations of the Human Geography and Spatial Planning assessment committee on the master's programme Population Studies of the University of Groningen. The committee's evaluation is based on information provided in the critical reflection and from evaluations of the selected theses, additional documentation and interviews held during the site visit. The committee noted both positive aspects and aspects which could be improved. Taking those aspects into consideration, it concluded that the master's programme fulfils the requirements of the criteria set by NVAO, which are the conditions for accreditation.

### *Standard 1: Intended learning outcomes*

The committee concluded that the domain-specific reference framework for the discipline of Human Geography and Spatial Planning provides a broad reflection of the domain. Although it considers the reference framework to be adequate, the committee recommends specifying the domain in more detail. The committee agrees that the domain-specific qualifications described in the reference framework are appropriate for the field of Human Geography and Spatial Planning.

The committee compared the intended learning outcomes of the Population Studies programme against the domain-specific reference framework and examined the profile, orientation and level of the programme. The committee is of the opinion that the intended learning outcomes of the programme are well-formulated and clear and that they fit in the domain-specific qualifications as described in the reference framework. The committee concluded that the intended learning outcomes conform to the demands for a Human Geography and Spatial Planning programme at the master's level.

The committee is satisfied with the programme's profile, which is characterised by a focus on Social Demography besides Analytical Demography, an international orientation and a strong emphasis on academic skills. The profile is well-defined and distinct, which should make the programme attractive to (international) students as well as external professional stakeholders.

### *Standard 2: Teaching-learning environment*

The curriculum consists of six compulsory course units, two optional course units and a thesis, which consists of an individual research project. The curriculum reflects the research cycle and first emphasises on theories, the research process and data collection techniques, then concentrates on data analysis and finally pays attention to interpretation and translation of research results into practice. The committee concludes that the curriculum represents an adequate realisation of the intended learning outcomes. It is impressed by the extent to which research permeates the curriculum. The curriculum is well-balanced and coherent. However, the committee comments on the February admission opportunity, which is considered to be inadequate.

The committee is also satisfied with the didactic concept, which centres on three guiding principles, i.e. research-driven education, small-scale interactive teaching and learning and an international classroom approach. The teaching methods fit the didactic principles and are considered to be adequate.

The number of contact hours and the staff/student-ratio are considered to be very favourable and the quality of the staff is satisfactory. Students pay tribute to their teachers. They find

them motivating, available, experts in their discipline and good at explaining and clarifying the subject matters.

There are no obstacles in the curriculum and the committee assesses the programme feasible, although the workload is relatively heavy. It regrets, however, the long study duration of the Dutch students and hopes that the programme will be able to reduce it to a more acceptable level. The committee also hopes that the programme will attract more students in the future and underlines the importance of actions already taken by the programme to achieve this.

Furthermore, the committee concluded that the programme's student guidance, jointly performed by the study advisor, the mentor and the coordinator is well-organised. It is also satisfied with the other facilities of the programme.

Moreover, the programme-specific quality assurance is adequate and the PC functions properly.

The committee concludes that the various aspects of the teaching-learning environment enable the students to achieve the intended learning outcomes.

*Standard 3: Assessment and achieved learning outcomes*

The committee concluded that the assessment system of the programme functions adequately. However, it established that the Board of Examiners has adopted its new role with respect to safeguarding the quality of assessment rather late and is still in an orientation phase. It should become clear whether the amount of time provided by the Faculty will be sufficient for the Board of Examiners to evaluate yearly, apart from the courses in which problems have actually occurred, a sufficient amount of other courses, so that within a few years the entire curriculum will be evaluated. The Faculty is advised to make the necessary provisions when needed.

The committee is pleased with the introduction of the master's thesis line and is confident that the structure it provides and the intensive guidance will help students write their theses more easily and within the available time periods.

The committee assessed the level achieved by the programme's graduates by inspecting a selection of the master's theses. The committee acknowledges the overall academic quality of the theses and concludes that the programme's graduates obtain the required level.

It furthermore concludes that graduates of the master's programme are sufficiently prepared for relevant job positions, but it wondered why so few graduated students found their way to the statistical offices.



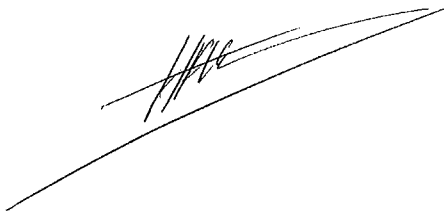
The committee assesses the standards from the Assessment framework for limited programme assessments in the following way:

*Master's programme* Population Studies:

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment and achieved learning outcomes	satisfactory
General conclusion	satisfactory

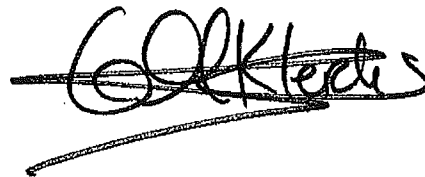
The chair and the secretary of the committee hereby declare that all members of the committee have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 26-03-2014



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Prof. H.F.L. Ottens



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Drs. G.M. Klerks

## Description of the standards from the Assessment framework for limited programme assessments

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### Introduction to the Population Studies programme

The master's programme in Population Studies is an English taught programme on demography offered by the Faculty of Spatial Sciences of the University of Groningen. The programme has been offered since 1999.

#### Standard 1: Intended learning outcomes

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

##### Explanation:

As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

### Findings

#### 1.1 The domain

The universities participating in the Human Geography and Spatial Planning cluster assessment (the University of Amsterdam, the Radboud University Nijmegen, the University of Groningen, and Utrecht University) jointly prepared a domain-specific framework of reference (appendix 2).

The committee studied the domain-specific framework of reference and finds it rather broad and general. Even though it is clear that the field of Human Geography and Spatial Planning is a broad domain and integrative and multidisciplinary by nature, the committee feels that it would be beneficial if the domain could be specified in more detail. A clearly defined domain-specific framework of reference, positioned in the international discussion about the nature of the disciplines, would challenge the participating programmes to establish their own orientation within the domain more clearly. In addition, the committee feels that a more clearly defined framework of reference would make students more aware of the domain they are studying and that it could support the legitimization of the field. The current joint framework should be considered a first step that deserves a follow-up by the participating faculties/departments. Furthermore, developing a joint approach to national and international benchmarking could contribute to position the programmes more effectively. This is predominantly a problem for the Human Geography part of the framework and to a lesser extent for the Spatial Planning part.

The committee recommends the programmes involved in this assessment to further elaborate the domain-specific framework of reference, if possible in collaboration with a few other programmes which have not been involved in the present accreditation round. The framework could be further specified and then serve as a clearer basis to indicate both similarities and differences among the orientations of the programmes in this field.

Nevertheless, the committee argues that the described domain-specific qualifications are appropriate for a master's programme within the field of Human Geography and Spatial Planning.

## 1.2 Position within the domain

The committee learned from the information provided in the critical reflection that the Population Studies (PS) programme is characterised by:

1. A combination of two different approaches in the field of population studies, i.e. Social Demography and Analytical Demography. Within social demography the programme focuses on the study of demographic behaviour within its context (in particular sociocultural and geographical). Within analytical demography macro-level approaches are combined with micro-level methods;
2. Its international orientation;
3. Its strong focus on academic skills.

The following aspects, however, give the programme a unique position within the domain:

4. Its *focus on Social Demography* besides Analytical Demography. This makes the programme special, as other Demography programmes concentrate on other issues, such as on poverty (Southampton), development (London School of Economics), health (London School of Hygiene and Tropical Medicine), geography (Dundee and Barcelona Pompeu Fabra) or research methods (London School of Economics and Barcelona Universitat Autònoma).
5. *In the Netherlands*, the PS programme is *the only master's degree programme* in the field of Demography.

The committee learned from the critical reflection that the programme, besides the standard curriculum, also offers parts of the curriculum as thematic trajectories to external mid-career professionals. Examples of such 'short courses' are e.g. the *Short Course in Demographic Methods and Analysis* and the *Introduction to Qualitative Research*. The committee learned that these courses attract a considerable amount of interest from various stakeholders, including Statistics Netherlands, the Actuarial Society, people working for municipal and provincial authorities, the European Doctoral School of Demography, the national Graduate School NETHUR, Hanze University of Applied Sciences, UMCG-SHARE, and research institutes/universities in India, Malawi, Uganda and Ghana. The committee commends the programme for its initiative to offer the short courses, as it considers it a creative way of attracting more and different types of students, while at the same time valorising parts of its curriculum.

During the site visit, the committee also learned that the programme has a considerable appeal to international students in particular. Yearly around 80 international students apply for the programme (of whom only a minority succeed in realising funding and actually enroll in the programme (cf. section 2.4)).

The committee deems the programme's profile to be distinct and well-defined. The considerable amount of interest for (parts of) the programme from both external professional stakeholders and international students suggests the programme's relevance. On the other hand the programme has an extremely favourable staff-student ratio and could well accommodate a larger inflow (cf. section 2.5).

## 1.3 Mission of the programme

The committee learned from the critical reflection that it is the programme's mission 1) to build sufficient capacity of students and professionals in the field of Population Studies and in the discipline of Demography and 2) of embedding this capacity building within the research

programme related to the PS educational programme. The committee considers this to be a clear mission, which fits the programme well.

#### **1.4 Educational objectives, intended learning outcomes, and level and orientation**

The educational objective of the programme follows from the domain definition, the programme's profile and its mission. The critical reflection defines the major objective of the PS programme as 'to impart scientific knowledge, understanding and skills on a level that enables the students to become independent researchers in the field, and contribute to capacity building in Population Studies and Demography'. More specifically, the programme teaches students the necessary academic knowledge of theories and methods, and the academic skills required to understand and analyse population dynamics in its context, so that they become experts in the field of Population Studies and Demography.

The committee learned from the critical reflection that the intended learning outcomes are derived from the jointly formulated frame of reference for Human Geography and Spatial Planning (cf. section 1.1). The committee also learned, however, that the programme, when formulating the intended learning outcomes, made sure that they are also in line with the international requirements of the professional demographic field and the demographic discipline and that they are comparable to other one-year English-taught international master's degree programmes in Population Studies/Demography with respect to both academic level and orientation. The committee is pleased that the programme has also incorporated international professional and academic requirements within the field in its intended learning outcomes.

The critical reflection contains the full list of the intended learning outcomes, which is included in appendix 3. The committee examined this list and is content with the intended learning outcomes. These are clear and well-formulated. The committee established that the programme aims at teaching students (applying) knowledge, understanding, skills and attitudes at an advanced, specialised level (e.g. the programme aims to impart knowledge and understanding of *'important demographic concepts and measures of fertility, mortality, migration and (reproductive) health'* and graduates are able to *'design a suitable and relevant research proposal or plan for a complex societal demographic issue, in an independent manner'*). Therefore, the committee is of the opinion that the intended learning outcomes correspond to the Dublin Descriptors for a programme at the master's level.

Furthermore, the specific attention paid by the intended learning outcomes to performing research and employing research and analysis methods (e.g. graduates are able to *'perform independent scientific research, involving formulating the research proposal, formulating theoretical frameworks, collecting data, applying different quantitative and qualitative methods to the analysis of the data, interpreting the results, and formulating recommendations for further research and/or action, while being aware of ethical considerations'*), critical reflection and making judgements (e.g. *'reflect on how (their) research results can be used for policy making and/or interventions'*) and developing an academic attitude (e.g. graduates *'develop a critical, independent, creative, pro-active and resourceful attitude'*) convinces the committee of the academic orientation of the programme.

#### **Considerations**

The committee concludes that the domain-specific reference framework provides a broad reflection of the domain. Although it considers the reference framework to be adequate, the committee recommends specifying the domain in more detail. The committee agrees that the

domain-specific qualifications described in the reference framework are appropriate for the field of Human Geography and Spatial Planning.

The committee compared the intended learning outcomes prepared by the programme against the domain-specific reference framework and examined its profile and orientation. The committee is satisfied with the programme's profile, which it considers distinct and well-defined. It commends the programme for its initiative to offer short courses to external mid-career professionals as well as students and researchers from various institutes, domestic as well as foreign. As the committee established that (parts of) the programme is attractive to both external professional stakeholders and international students (although only small numbers can actually enroll because of financial reasons), it is convinced of the programme's relevance.

The committee is also content with the intended learning outcomes of the programme, which are phrased along the lines of the Dublin Descriptors. The committee concludes that the level of the intended learning outcomes conforms to the demands for a programme at the master's level and that they are clearly academically oriented. The committee is pleased with the fact that the programme has formulated its intended learning outcomes not only in line with the jointly formulated reference framework, but also with international requirements of the professional demographic field and the demographic discipline, and with the intended learning outcomes of comparable programmes in the field. This convinces the committee that the programme is tuned into international standards.

## **Conclusion**

*Master's programme Population Studies:* the committee assesses Standard 1 as satisfactory.

## Standard 2: Teaching-learning environment

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

### Explanation:

The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

## Findings

### 2.1 The curriculum

The curriculum (appendix 4) has a workload of 60 ECTS, spread evenly over four blocks, each of which is worth 15 EC. The programme is only offered in full-time format and has an admission opportunity in both September and February.

The curriculum consists of six compulsory course units, which, content-wise, are offered in a logical order reflecting the research cycle (cf. section 2.2), i.e. orientation on theories, the research process and data collection techniques, then data analysis and finally interpretation and translation of research results into practice. The compulsory course units are *Theories of Demographic Behaviour*, *Research Process & Qualitative Research*, *Demographic Data, Measures and Methods*, *Life Tables and Population Projections*, *Advanced Survey Analysis* and *Population Policies and Interventions*. In addition, students have to take two optional course units, which they can choose from a list with recommended course units offered by the Department itself or by the Faculty. Students can also take course units at other faculties or universities. Students who intend to perform qualitative research for their thesis are required to spend one of the optional course units on the *Advanced Qualitative Research Methods* course unit offered by the department. The concluding part of the curriculum is the thesis, which consists of an individual research project in which students must make effective use of theories and techniques of data collection and data analysis to address demographic issues and to formulate recommendations for policymaking and interventions. All course units have a workload of 5 EC, except for the thesis, which has a workload of 20 EC.

During the site visit, the committee learned from the interview with the students that they are pleased with the curriculum.

The committee is satisfied with the curriculum and is of the opinion that it is well-structured and that it has a logical sequence. However, it noted that for students starting the programme in February, the course unit sequence seems to be less favourable, as the course units offered as of February reflect the later stages, instead of the first stages, of the research cycle. From the critical reflection the committee learned, however, that the programme is well-aware of this issue and tries to facilitate February starters in various ways (cf. section 2.2).

### 2.2 Coherence

The committee learned from the information provided in the critical reflection, that the programme has structured its curriculum according to the research cycle. The curriculum's core programme consists of the six compulsory course units which correspond to the various stages of the research cycle. The curriculum starts with the first stage by concentrating on theories of demographic behaviour, the research process and data-collection techniques (quantitative as well as qualitative) with the *Theories of Demographic Behaviour* and *Research Process & Qualitative Research* course units. Then, the curriculum proceeds to the stage of data analysis,

first focusing on the macro (population) level with the course units *Demographic Data, Measures and Methods* and *Life Tables and Population Projections* course units and, subsequently, on the micro (individual) level, with the *Advanced Survey Analysis* course unit. Finally, with the *Population Policies and Interventions* course unit, the curriculum proceeds to the last stage of the research cycle, during which the students learn to identify and indicate how scientific research can be translated into and is embedded in policy and action. As students work on their theses throughout the entire year and the design of the thesis trajectory (cf. section 3.2) is such that it, too, follows the various stages of the research cycle, students can immediately put into practice what they learn in the curriculum.

The committee noted, however, that the research cycle is less recognisable in the curriculum of the February starters. They only seem to have two course units in their first semester, which correspond to the later, instead of the first, stages of the research cycle. From the critical reflection and the interview with the lecturers the committee learned, however, that the programme is well-aware of this issue. To facilitate February starters, the programme offers them the *Research Process & Qualitative Research* course unit in their first block by means of individual guidance and the *Theories of Demographic Behaviour* course unit can be completed through independent study, using video recordings of lectures and additional study material. Work on the thesis is postponed to their second semester. In this way, also February students are offered the opportunity to start the curriculum with the course units corresponding to the first stage of the research cycle. Furthermore, February starters are stimulated to attend the thesis presentations by students who started the programme in September, so that they can learn from them. However, all this implies that February starters will find it more difficult to complete the programme within a year. Although the committee appreciates the efforts of the programme and although student numbers following this schedule are minute, it still feels that the September cohort is much better served than the February cohort. The committee realises, however, that alternatives are difficult to conceive or implement.

The committee is pleased with the well thought-out, solid scientific structure of the curriculum, which reflects the course of the research cycle. It is also satisfied with the fact that the thesis trajectory corresponds to the structure of the curriculum, as it also reflects the various stages of the research cycle. This offers students the opportunity to put into practice what they have learned. The committee is satisfied with the curriculum's structure, considering it well-balanced and coherent.

### **2.3 Relationship between the intended learning outcomes and the curriculum**

In line with the faculty regulations, for each course the programme has specified how it contributes to the realisation of the programme's intended learning outcomes. The assessment plan included in the critical reflection, contains an overview of these contributions. The committee examined and verified this overview and is of the opinion that the intended learning outcomes are sufficiently embedded in the curriculum.

The committee learned from the interview with the lecturers during the site visit that the programme, during the last six years, has specifically exerted itself to improve the connection between theory and research in the curriculum and to develop a research line. The current curriculum indeed is heavily focussed on doing research and specifically pays attention to the course of the entire research cycle. The committee supports the programme's own suggestion to establish closer contacts with the professional field also in terms of the further development of the curriculum content. Furthermore, the committee took note of the fact that the curriculum pays attention to both quantitative and qualitative research and of the

intention to further develop the possibilities for advanced work in microanalysis. The committee is impressed by how research-oriented the curriculum is.

During the site visit, the committee asked for the students' opinion on the curriculum. The students declared that they are very satisfied. Although they feel that the curriculum is indeed demanding, they are rather content with its research focus and with the research skills that they are taught. This opinion is consistent with the results of the curriculum evaluation 2012-2013, in which students awarded the programme with a 8,28 on a scale from 1-10. The high student satisfaction is also reflected by the student assessment of the programme in the *Keuzegids Universiteiten*, where the programme is ranked second of all Human Geography and Spatial Planning programmes in the Netherlands.

### **2.3 Didactic concept and teaching methods**

The committee learned from the critical reflection that the didactic concept adopted by the programme centres on three guiding principles:

1. *Research-driven education.* Apart from structuring the programme according to the research cycle, the programme has integrated the main characteristics of the research programme of the Population Research Centre, *Population and Wellbeing in Context*, in its education. Furthermore, the research-driven concept is implemented in the various course units by teaching the students theories, methods and skills applied by the staff members in their own research. Moreover, the thesis topics are integrated in the research programme as to ensure thesis guidance and supervision by experts on the topic.
2. *Interactive teaching and learning.* This is realised through intensive and open interactions in class among students and between students and lecturers.
3. *Small scale teaching with an international classroom approach.* Teaching is organised in small classes (10-20 students), where students learn from each other through peer review and joint discussions. The different cultural backgrounds of the programme's students adds to the value of these interactions. Basically, the small-scale teaching model provides the opportunity for the interactive teaching and learning.

The programme employs several teaching methods, such as classroom teaching, tutorials (including computer tutorials), peer review, instruction meetings, seminars (also by established professionals from other demographic institutions), lectures (including guest lectures), discussions and discussion groups, presentations, workshops, practicals and excursions.

The committee learned from the results of the curriculum evaluation 2012-2013 that students feel that there is a sufficient use of active teaching methods.

The committee is satisfied with the didactic principles adopted by the programme and agrees that they are adequate for a master's programme in Population Studies. The committee is also satisfied by the teaching methods used by the programme. It is of the opinion that they fit the didactic principles and that they represent an adequate mix of work forms.

### **2.4 Feasibility of the programme**

The critical reflection describes that in order to be admitted to the programme, applicants should have a bachelor's degree in a related discipline, should have successfully completed at least two course units in statistics, should have an interest in research and should be fluent in English. The committee learned that the programme's student population is highly international. While most of the Dutch students have a bachelor's degree in Human



Geography and Planning, most international students have a background in Statistics, Population Studies, Economics/Business, Geography & Sociology and are mid-career professionals. The committee noted that since academic year 2008/2009 the number of Dutch students has declined, whereas the number of international students has increased. The committee learned from the interview with the lecturers during the site visit, that the programme, yearly, receives around 80 international applications, around 70 of which are actually admitted to the programme. This, however, does not result in a corresponding number of student intake, as the vast majority of these applicants do not succeed in securing funding. Student intake in the period 2005-2012 fluctuated between 6-14 students yearly, but the enrolment numbers seem to be slightly increasing. The committee considers these enrolment numbers rather low. The committee learned, however, that the programme strives for higher enrolment numbers (around 20 students yearly) and uses various strategies to increase student intake. The committee hopes that these will be fruitful.

The committee has examined the pass rates and established that pass rates after one year in the period 2005-2012 ranged from 22% to 78%. Pass rates after two years (cumulative) in the same period ranged from 55%-100%. The committee noted that Dutch students on average take more time to finish the programme than foreign students. While Dutch students in 2011-2012 needed 25 months on average to finish the programme (and 17 and 22 months respectively in the two years before), international students, who generally only have funding for one year, only needed 12 months on average. The committee is of the opinion that the pass rates are low, which is mainly caused by the fact that Dutch students take too much time to finish the programme. The committee finds this worrisome. It also wondered what causes the study delay. The committee learned from the critical reflection that the thesis project often causes study delay. The committee was pleased to hear that the programme has taken actions to remedy this, by introducing the master's thesis line with compulsory seminars, instructions and milestones and a thesis presentation scheduled already at the end of the fourth block. However, the committee learned that this action so far only has had a modest positive impact on the time Dutch students need to finish their thesis project. The committee, therefore, encourages the programme to keep searching for possibilities to improve the situation. Other causes for study delay for Dutch students include students taking internships, spending a period of time abroad during their studies or following a second master's degree programme next to the PS programme.

The committee did not note any obstacles in the curriculum, but learned from both the interview with the students and the curriculum evaluation 2012-2013, that students experience the workload as relatively heavy. However, it did not get the impression that students are really dissatisfied by it, given their very positive assessment of the programme both in the curriculum evaluation (where the programme was awarded a 8,28 on a scale from 1-10) and during the site visit. Taking also into account the average study duration of students from abroad (exactly one year), the committee is convinced that the programme is feasible. It does, however, advise the programme to keep a close eye on the workload. It, furthermore, comments on the admission opportunity in February. Although the programme has put effort in trying to realise more equal opportunities for both admission moments, the committee feels that the February admission moment is still suboptimal, although it accepts that the well thought-out structure makes alternative arrangements rather difficult to conceive.

## **2.5 Student-staff ratio and contact hours**

The committee learned from the information presented in the critical reflection that staff numbers have increased since the last visitation. Staff involvement in the programme in the academic year 2011-2012 comes to a total of 1,26 fte, included staff members involved in the

optional course units. As a total of 13 students were enrolled in the programme during that year, the corresponding student-staff ratio was 10,3. The committee considers this quantity of teaching staff rather favourable – maybe even luxurious compared with some of the other programmes studied by the committee – and believes that the teaching/learning environment benefits from it.

The total number of contact hours per student comes to an estimated 473 for the whole year (the exact number of contact hours depends on the optional course units chosen). The contact hours for the programme's compulsory courses are spread rather evenly over the year. For the thesis an average of 25 contact hours is reserved. When translated into weeks, contact hours come to an average of 11,8 contact hours per student per week. The committee is content with this number of contact hours.

More information on the staff/student ratio and contact hours is included in appendix 5.

## **2.6 Staff**

From the information offered in the critical reflection, the committee learned that all nine regular staff members involved in teaching the programme's compulsory course units have a PhD. Five already have a University Teaching Qualification (UTQ, *basiskwalificatie onderwijs* or *BKO*), while the others are working on their UTQ or are exempt. At the moment of the assessment the UTQ percentage was 44,4%. Within the University Teaching Qualification (UTQ) teaching staff is also trained in intercultural skills.

The committee learned from the curriculum evaluation 2012-2013 that students are rather satisfied with their lecturers. They find them motivating, available, experts in their discipline and good at explaining and clarifying the subject matters.

The committee is satisfied with the quality of the staff. However, it considers the UTQ rate rather low and advises the programme to work on this.

## **2.7 Student guidance**

The faculty has one study advisor, whom students can contact for advice on study related issues. From the interview with the study advisor the committee learned that with respect to master's students, the study advisor's most important tasks are (1) advising and guiding students with personal problems which influence their study results in a negative way and, if necessary, referring them to student counsellors or psychologists; and (2) giving information (on financial regulations, changes in regulations, etc.).

The committee learned that the study advisor has not been mandated by the Board of Examiners to settle issues by himself on behalf of the Board. There is a strict division between the tasks of the study advisor and the tasks of the Board of Examiners. The study advisor does, however, advise students on when and how to approach the Board of Examiners. The committee is of the opinion that this division in tasks is correct.

The committee learned that the programme also has a mentor, who helps students with issues such as planning their studies, how to study for exams, etc. Furthermore, the programme's coordinator monitors student progress and, if necessary, also helps the student solve possible problems.

Finally, the committee also learned that the small scale of the programme ensures that problems of any kind emerge soon so that they can be dealt with.

The committee is content with the student guidance offered.

## 2.8 Other facilities

The committee ascertained that the facilities are appropriate. Most of them, such as the library, or computer facilities, which have GIS-software, are organised by the faculty. Labour market orientation is also offered in the context of the University's NEXT programme.

The committee learned that the programme has some specific facilities related to the multicultural student setting. These involve, for instance, welcome meetings for international students in which they receive information on issues relating to Dutch marking systems, examinations and student-staff interaction or social events.

Furthermore, the programme offers international arrangements for doing fieldwork abroad, or international student exchange programmes.

## 2.9 Programme-specific quality assurance

The committee learned that quality assurance is organised primarily at the level of the Faculty (and the University). Evaluations are done according to Faculty protocols. These are part of the PDCA-cycle (Plan Do Check Act) of the university-wide quality assurance. Within this context, the Faculty performs the following evaluations for the PS programme:

- Course evaluations, including the thesis
- Curriculum evaluation of the whole programme
- Panel evaluations for course improvement
- Other evaluations (if the occasion arises)

Students receive a standard evaluation form with the exam of each course, which leads to high response rates. In the academic year 2011/2012 a systematic curriculum evaluation has been introduced. Relatively high response rates have been achieved by obligatory linking the completion of the evaluation form to the thesis submission and thus to graduation.

The PS programme has its own Programme Committee (PC), which consists of two student members and two staff members. It is the PC's task to assess the results of the course evaluations. To this end, it meets four times a year, after each block. During the site visit, the committee learned that all minutes and conclusions are sent to the Programme Director, as he is ultimately responsible for the curriculum evaluation. It remains unclear what this means exactly in terms of the ability to interfere. Occasionally, the PC also discusses the curriculum as a whole and gives unsolicited advice. The PC also keeps an eye on whether and how its advices are carried out. In cases actions are needed the chair of the PC is responsible for approaching lecturers. In those cases lecturers have to come up with plans for improvement. The Programme Director is responsible for setting out eventual strategic adjustments.

The results of all courses and evaluations are also monitored by the Faculty's educational management. The evaluations are public and are made available to students who followed the course in question, the members of the PC and Faculty Council, as well as to all the Faculty's teaching staff.

During the site visit the committee learned that in 2010/2011 the *Population Policies and Interventions* course unit, has been discussed with students in a focus group, which has resulted in adjustments to the course unit. Furthermore, the committee ascertained that the PC's student member feels taken seriously.

The committee concludes that the programme-specific quality assurance is adequate and that the PC functions properly.

### **Considerations**

The committee reviewed the contents of the curriculum and has established that the curriculum represents an adequate realisation of the intended learning outcomes. The assessment plan, which presents a schematic overview of how each course contributes to the programme's intended learning outcomes, provides an adequate and convincing representation of this realisation. The committee is impressed by the extent to which research permeates the curriculum. The committee is also of the opinion that the curriculum is well-balanced and that its structure is coherent.

The committee is convinced that the content and structure of the curriculum enable students to achieve the intended learning outcomes. However, the committee comments on the February admission opportunity. Although it appreciates the programme's efforts to realise more equal opportunities for both admission moments, it assesses the February admission moment still as suboptimal, although it accepts that the curriculum's structure makes alternative arrangements rather difficult to conceive.

The committee is also satisfied with the didactic principles and teaching methods adopted by the programme. The didactic principles are adequate for a master's programme in Population Studies. The teaching methods fit the didactic principles and represent a good mix of work forms.

Although the workload is relatively heavy, the committee assesses the programme feasible. It regrets, however, the long study duration of the Dutch students and hopes that the programme will be able to reduce it to a more acceptable level. The committee also hopes that the programme will attract more students in the future and underlines the importance of actions already taken by the programme to achieve this.

The committee is pleased with the number of contact hours and the quantity and quality of staff. It advises the programme, however, to seriously work on the UTQ rate, which is still rather low.

Furthermore, the committee established that the student guidance, jointly performed by the study advisor, mentor and coordinator, is well-organised. It is also satisfied with the other facilities of the programme.

The committee established that the programme-specific quality assurance is adequate and that the PC functions properly.

The committee concludes that the various aspects of the teaching-learning environment of the programme are all of satisfactory quality and should enable the students to realise the intended learning outcomes.

### **Conclusion**

*Master's programme Population Studies:* the committee assesses Standard 2 as satisfactory.

### **Standard 3: Assessment and achieved learning outcomes**

The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

**Explanation:**

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

## **Findings**

### **3.1 Assessment system**

Assessment is part of the university's quality assurance, which is primarily organised at the level of the Faculty. The committee learned from the information presented in the self-assessment report, that the Faculty in 2012 has developed an Assessment Memorandum (Facultaire Nota "Toetsbeleid"), which regulates the assessment practices within the department. Assessment within the Faculty should take place according to the programme-specific Assessment Plans, which should be based on the Faculty's Assessment Memorandum.

The Faculty is of the opinion that the achievement and assessment of the learning objectives of a course and the learning outcomes of the programme as a whole are inherent in the assessment instruments and their validity. Therefore, the leading principle is that for every course the choice of the assessment instruments used should be well-argued. The assessment instruments should be consistent with the intended learning outcomes of the programme, the position of the course unit within the programme and the learning objectives of the course itself. This argumentation is a standard part of the course description of each course.

The committee has established that, in accordance with the Faculty regulations, the programme-specific Assessment Plan of the PS programme consists of a full list of the teaching methods and the assessment instruments (i.e. assignment and test types) per course unit. The committee learned that most modules are a combination of knowledge and skills, and are therefore assessed by a combination of written assignments, exercises and/or a computer exam in which both knowledge and practical skills are tested. In addition, for each individual course it is indicated to which intended learning outcomes of the programme it contributes. Finally, the list provides information on when tests are taken, giving a clear image of how the various tests are distributed over the academic year. The committee has learned that the Assessment Plan is yearly updated by the programme coordinator.

The committee has learned that in the Faculty's vision on assessment, not only the tests themselves are crucial, but also students' study behaviour. In fact, also the study behaviour determines to a large extent whether tests and intended learning outcomes are achieved. Therefore, monitoring and encouragement of active study behaviour is also an integral part of the vision on assessment within the programme.

The Faculty's assessment policy, which is also practiced by the PS programme, is furthermore characterised by specific guidelines and regulations, such as the obligatory peer view of assessment instruments in advance, the obligatory use of assessment and grading models, etc. The committee took a close look at all those regulations and guidelines and is satisfied with them.

The committee learned that the assessment and grading of the thesis is carried out by the supervisor together with a second supervisor and is based on a standardised form consisting of six assessment criteria as to guarantee the consistency and transparency of the assessment. The assessment of the thesis is explained in the master's thesis protocol, communicated to students through the master's thesis site on Nestor and also discussed with students during the meeting at the beginning of the third block.

From the self-assessment report, the committee learned that assessment forms a standard part of the course and curriculum evaluations. Evaluation takes place at the level of the assessment itself, at the course level and at the level of the programme as a whole. At the *level of the assessment itself* evaluation takes place through peer review, the completed standardised course evaluation form and, in case of a multiple choice exam, the digital processing of the exam which reveals the quality of the test questions. Also, students can approach the Board of Examiners (BoE), in case they disagree with the grading. At *course level* evaluation takes place through the course evaluations, which use standardised forms to compare the results more easily. The evaluation of the thesis supervision is linked to the supervisor. At *programme level* evaluation takes place through the curriculum evaluation, which incorporates several questions on assessment, such as on the time staff take for assessing and grading examinations, and on whether the modes of assessment and grading requires a thorough understanding of the study material.

From the 2012-2013 curriculum evaluation results and the interviews with the students it appeared that it is sufficiently clear to the students what the learning objectives of the courses are, what is expected from them in the various courses and where to focus their attention on when studying for an exam.

The committee is of the opinion that the assessment policy, the assessment procedures and the way they are carried out are sufficiently adequate.

Under the *Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek* ('Higher Education and Research Act'), it is the task of the BoE to safeguard the quality of assessment. From the self-assessment report the committee learned that the Faculty has one BoE for all its programmes. The BoE attracted an external member who is an assessment expert. The BoE meets every six weeks, or more frequently if necessary. From the self-assessment report and the interview with the BoE, the committee learned that it has adopted its new role with respect to safeguarding the quality of assessment only in January 2013. In March 2013, the Faculty has attributed extra hours to the members of the BoE in order to enable them to fulfil their task properly. The committee regrets that it this has taken so long for the BoE to adopt its new responsibility.

At the moment, the BoE evaluates on a structural basis both individual courses and theses. It follows the principle that all courses in which problems have occurred (poor student evaluation, low pass rates, etc.) are always evaluated. In addition, a number of courses is evaluated randomly. The BoE assesses whether the assessment mode fits the learning objectives of the course and the intended learning outcomes of the programme as a whole, the assessment procedures, etc. The theses too are evaluated randomly. During the interview with the BoE, the committee learned that it does not intend to evaluate all courses and theses in a systematic way on a yearly basis. The BoE is of the opinion that the detailed assessment policy, the manual for lecturers, the obligatory University Teaching Qualification, the peer review and the observing presence of the BoE itself, are all factors that safeguard the quality of assessment. It finds monitoring not the only true strategy. It emphasised, however, that it

still is in an orientation phase. It is exploring the kind of problems it will be faced with in its new role. Especially, it should become clear whether the amount of time provided by the Faculty will be sufficient to evaluate yearly, apart from the courses in which problems have actually occurred, a sufficient amount of other courses, so that within a few years the entire curriculum will be evaluated. During the site visit, the Faculty declared that, when needed, it will be willing to make the necessary provisions.

Apart from safeguarding the quality of assessment it is also the BoE's task to address complaints and requests concerning exemptions from rules or deviations from the regular curriculum (e.g. extra resits, etc.). The committee was pleased to learn that the BoE has formulated a set of criteria to address these requests in a consistent way.

### **3.2 Achievement of the intended learning outcomes**

The critical reflection describes that the thesis project consists of an individual research project in which students must demonstrate effective use of theories and techniques of data collection and data analysis to address demographic issues and to formulate recommendations for policymaking and interventions. The thesis project may be either on an analytical topic or on a social demographic topic. The committee learned that most students participate in the research of the Demography Department, which is centralised in the Population Research Centre (PRC). As to prevent study delay caused by the thesis project, the programme has introduced a 'master's thesis line'. The thesis project is now organised as a trajectory consisting of compulsory seminars, instructions, discussions, milestones and assignments with due dates (e.g. paper writing, presentation of the research proposal, presentation of data, methods, etc.). In this way, students are forced to work on the thesis throughout the entire year.

The committee learned from the interview with the students and the results from the curriculum evaluation 2011-2012 that they are rather satisfied with the guidance and supervision offered during their thesis trajectory. Some students, however, feel that, because of the way the thesis trajectory is structured, they have to pick a thesis topic rather early in the year.

The committee appreciates the introduction of the master's thesis line. It is confident that the structure it offers to the students and the intensive guidance helps students to write their thesis more easily and respect prescribed deadlines.

The committee assessed the level achieved by the programme's graduates by inspecting a selection of the master theses (see appendix 7). It studied twelve master theses, together with the associated assessment forms. Consideration in selecting the theses was given to the grading (low, average and high grade) and the specialisations. The committee members read the theses and assessed their presentation of the problem and review of the literature, methods and justification, conclusion and discussion, structure, legibility and verification. In general, they agreed with the grades awarded by the supervisors, and the grading was evaluated as fair. All theses the committee examined were evaluated as passable.

### **3.3 Employment**

The committee is satisfied by the way the programme prepares its students for the labour market. The programme realises this in various ways. Firstly, the programme's teaching methods and assignment forms (e.g. the interactive teaching with discussions, the writing and presenting of papers in English, assignments such as writing research proposals, constructing

questionnaires and carrying out computer analyses) are representative for the tasks students will be confronted with in their future jobs.

Furthermore, the programme organises contacts with the professional field through guest lecturers, seminars with professionals in the field, excursions (e.g. to Statistics Netherlands and the Netherlands Interdisciplinary Demographic Institute), and having students attend the annual Dutch Demography Day. In this context, also the contacts in class with the mid-career professionals from abroad play an important role.

Moreover, the programme also communicates job openings to students, so that they will get an impression of what they can expect in their future jobs.

The committee was pleased to learn that the career prospects for the programme's graduates are rather good. A large proportion of the programme's graduates continue as PhD students. Other graduates become researchers at a demographic or interdisciplinary research institutes, or find employment at private-sector companies, NGOs, government organisations (especially provincial or municipal ones), or at statistical offices. The international graduates, which already were mostly mid-career professionals, often gain promotion at the institute at which they worked or found another more specialised position.

The interview with the programme's alumni revealed that they are satisfied with the programme and that they felt sufficiently prepared by it for the labour market.

### **Considerations**

The committee confirms that the assessment system functions adequately. It regrets, however, that the BoE has adopted its new role with respect to safeguarding the quality of assessment so late. Furthermore, it should become clear whether the amount of time provided by the Faculty will be sufficient for the BoE to evaluate yearly, apart from the courses in which problems have actually occurred, a sufficient amount of other courses, so that within a few years the entire curriculum will be evaluated. The committee recommends the Faculty to make the necessary provisions when needed.

The committee is pleased with the introduction of the master's thesis line and is confident that the structure it provides and the intensive guidance will help students write their theses more easily.

The committee assessed the level achieved by the programme's graduates by inspecting a selection of the master's theses. The committee, in general, agreed with the grades awarded by the supervisors and considered the theses to be of at least satisfactory quality.

The committee concludes that graduates of the master's programme are sufficiently prepared for relevant job positions.

### **Conclusion**

*Master's programme Population Studies:* the committee assesses Standard 3 as satisfactory.



## **General conclusion**

The committee has assessed all three standards as 'satisfactory'. In accordance with the decision rules laid down in the NVAO's assessment framework, the programme as a whole is assessed as 'satisfactory'.

## **Conclusion**

The committee assesses the *master's programme Population Studies* as satisfactory.



## V: Socio-Spatial Planning



## Summary judgement

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This report reflects the findings and considerations of the Human Geography and Spatial Planning assessment committee on the master's programme Socio-Spatial Planning (*Sociale Planologie*) of the University of Groningen. The committee's evaluation is based on information provided in the critical reflection and from evaluations of the selected theses, additional documentation and interviews held during the site visit. The committee noted both positive aspects and aspects which could be improved. Taking those aspects into consideration, it concluded that the master's programme fulfils the requirements of the criteria set by NVAO, which are the conditions for accreditation.

### *Standard 1: Intended learning outcomes*

The committee concluded that the domain-specific reference framework for the discipline of Human Geography and Spatial Planning provides a broad reflection of the domain. Although it considers the reference framework to be adequate, the committee recommends specifying the domain in more detail. The committee agrees that the domain-specific qualifications described in the reference framework are appropriate for the field of Human Geography and Spatial Planning.

The committee compared the intended learning outcomes of the Socio-Spatial Planning programme against the domain-specific reference framework and examined the profile, orientation and level of the programme. The committee is content with the programme's newly chosen profile, which is characterised by a human-oriented perspective on planning processes and actual spatial change and a focus on the regional and local scale. It is clearly defined, competitive and very attractive for students. Furthermore, the committee is of the opinion that the intended learning outcomes of the programme are well-formulated and clear and that they fit the domain-specific qualifications as described in the reference framework. The committee concluded that the intended learning outcomes are clearly academically oriented and correspond to the demands for a Human Geography and Spatial Planning programme at the master's level.

### *Standard 2: Teaching-learning environment*

The curriculum consists of three core subjects, which form the basis for the following courses. Coherence is further enhanced by the hierarchy of scale levels of the study objects (neighbourhood, city, region) through which the curriculum gradually proceeds. The committee appreciates the adjustments implemented in the curriculum (as of 2012-2013) and concludes that the curriculum represents an adequate realisation of the intended learning outcomes. The curriculum is well-balanced and the structure of the curriculum is coherent. However, the committee assesses the February admission opportunity suboptimal. It advises the programme to continue searching for ways to improve this admission opportunity.

The committee is satisfied with the didactic concept. In the programme, students are not taught ready knowledge and facts, but, instead, they are trained to operate in a constantly changing field (which is what Socio-Spatial Planning is all about). This principle is combined with the university-wide principle of research-driven education and an interactive teaching approach. The committee is of the opinion that the teaching methods are in line with the didactic principles and represent a good mix of work forms.

The number of contact hours, the staff/student-ratio and the quality of the staff are all satisfactory. Students are satisfied with their teachers.

The committee assesses the programme as feasible. However, it regrets the low pass rates and the long study duration and is concerned about these aspects.

The committee concludes that the programme's student guidance is well-organised. The committee is also satisfied with the other facilities of the programme.

The programme-specific quality assurance is adequate and the Programme Committee functions properly. However, given its aims to broaden its activities, the Programme Committee should meet more frequently.

The committee concludes that the various aspects of the teaching-learning environment enable the students to achieve the intended learning outcomes.

*Standard 3: Assessment and achieved learning outcomes*

The committee concluded that the assessment system of the programme functions adequately. However, it established that the Board of Examiners has adopted its new role with respect to safeguarding the quality of assessment rather late and is still in an orientation phase. The committee is of the opinion that the Board of Examiners should expand its monitoring activities. It advises the Board of Examiners to evaluate all courses systematically at regular intervals.

The committee is pleased with the new design of the thesis trajectory, which has been implemented following the results of the previous programme assessment.

The committee assessed the level achieved by the programme's graduates by inspecting a selection of the master's theses. Although the committee established that the quality of the theses varies, the committee acknowledges the overall academic quality of the theses and concludes that the programme's graduates obtain the required level. The committee, however, encourages the programme to realise a better balance in research methods used in the theses.


The committee assesses the standards from the Assessment framework for limited programme assessments in the following way:

*Master's programme Socio-Spatial Planning:*

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment and achieved learning outcomes	satisfactory
General conclusion	satisfactory

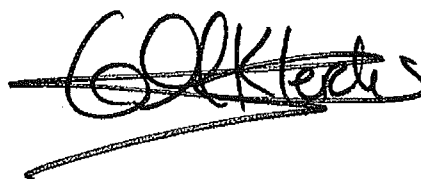
The chair and the secretary of the committee hereby declare that all members of the committee have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 26-03-2014



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Prof. H.F.L. Ottens



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Drs. G.M. Klerks

## Description of the standards from the Assessment framework for limited programme assessments

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### Introduction to the Socio-Spatial Planning programme

The master's programme in Socio-Spatial Planning (*Sociale Planologie*) is a predominantly Dutch taught programme offered by the Faculty of Spatial Sciences of the University of Groningen. Following the recommendations of the previous assessment committee and the innovations in the Faculty's bachelor's programme in Environmental and Infrastructure Planning (*Technische Planologie*) implemented in 2009-2010, the programme has been redesigned. The current programme has been offered since September 2011. In September 2012 the programme's name changed from "Spatial Planning" (*Planologie*) to the current "Socio-Spatial Planning" (*Sociale Planologie*). The programme is linked to the English taught master's programme in "Environmental and Infrastructure Planning", with which it shares several courses.

#### Standard 1: Intended learning outcomes

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

##### Explanation:

As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

### Findings

#### 1.1 The domain

The universities participating in the Human Geography and Spatial Planning cluster assessment (University of Amsterdam, Radboud University Nijmegen, University of Groningen, and Utrecht University) jointly prepared a domain-specific reference framework (appendix 2).

The committee studied the framework and found it rather broad and general. Even though it is clear that the field of Human Geography and Spatial Planning is a broad domain and integrative and multidisciplinary by nature, the committee felt that it would be beneficial if the domain could be specified in more detail. A clearly defined reference framework, positioned in the international discussion about the nature of the disciplines, would challenge the participating programmes to establish their own orientation in the domain more clearly. Also, the committee feels that a more clearly defined reference framework would make students more aware of the domain they are studying and can support the legitimation of the field. The present joint framework should be considered a first step that deserves a follow-up by the participating faculties/departments. Also, developing a joint approach to national and international benchmarking could help position the programmes more effectively. This is predominantly a problem for the Human Geography part of the framework and to a lesser extent for the Spatial Planning part.

The committee recommends the programmes involved in this assessment to further elaborate the domain-specific reference framework, if possible in collaboration with a few other related programmes that have not been involved in the present round. The framework could be



further specified and then serve as a clearer basis to indicate both similarities and differences among the orientations of the programmes in this field.

The committee agrees, however, that the described domain-specific qualifications are appropriate for a master's programme within the field of Human Geography and Spatial Planning.

### **1.2 Position within the domain**

The self-assessment report describes that the Socio-Spatial Planning (SP) programme combines social and spatial aspects as it explores planning processes and actual spatial change *from the perspective of people* and their position in the *local community*. The programme focuses on the Dutch situation. The committee learned that the *human-oriented perspective* was actually reinforced when the programme was redesigned (hence the name change from “Planning” to “Socio-Spatial Planning”), as to give the programme a more distinct profile. In the programme's conceptual model, people are at the centre between the physical space and the imagined space. Based on both people's assessments on how the environment is organised at the moment and their expectations and desires for the future, they plan actions to influence their spatial environment. The programme concentrates on explaining how meaning and value are attributed to the spatial environment by and for people, and how that meaning and value influence the course of planning processes. It is this human-oriented perspective which makes the programme unique in the Netherlands, as other programmes rather focus on aspects such as administrative or governance processes or on the technical aspect of adapting the spatial environment. The committee is pleased with the newly chosen profile. It feels that it gives traditional planning a more modern image, as it is less government-centred. It also agrees with the programme that the profile is competitive.

During the site visit, the committee learned from the students, that they specifically chose the SP programme because of its focus on the social aspect. Also the programme's specific orientation towards the regional and local scale (cities, communities, neighbourhoods) was mentioned as a reason to choose the SP programme. Therefore, the committee is also convinced that the programme's profile is attractive to students.

### **1.3 Mission**

The committee learned from the self-assessment report, that it is the mission of the programme to educate spatial planners who are able to deal with current developments in the field, such as society's growing attention for the quality of neighbourhoods, cities, rural areas, etc. rather than for more quantitative issues, like population and economic growth and decline; the intensification of social and spatial problems at neighbourhood level as a result of the growing concentration of people in cities; the decentralisation and liberalisation of planning policy, which have replaced central spatial policy by complex, dynamic and diffuse local and regional search processes; the replacement of the former authority of administrators or spatial planning experts by a dialogue – governance with stakeholders, posing spatial planners for the difficult task to show leadership, and at the same time remain receptive to signals from the community. The committee is of the opinion that this is a clear mission, which fits a programme in the field of Human Geography and Spatial Planning well.

### **1.4 Educational objectives, intended learning outcomes, and level and orientation**

The educational objective of the programme follows from the domain definition, the programme's profile and its mission. The self-assessment report defines the major objective of the SP programme as to train students to become spatial planners, who understand the relationships between spatial processes and the social dynamics of communities, and are able

to develop socially sustainable spatial solutions. In the programme's vision, communities and the spatial environment are inextricably linked: they facilitate and provide structure to each other. It is the programme's goal to teach students to guide spatial development with that awareness. This means that the programme aims at graduates being able to design, substantiate and defend solutions to spatial issues, with awareness of the subjective relationship between people and space. This begins with (1) analytical skills for forming a concept of a locality and the relationships between actors and processes, substantiated by theory. Students must then be able to (2) think intelligently about influencing the socio-spatial situation, and explore and make proposals for actions.

The committee learned from the self-assessment report that the programme, in formulating the intended learning outcomes, not only was inspired by the jointly formulated frame of reference for Human Geography and Spatial Planning (cf. section 1.1), but also by the following frameworks in the international academic planning discipline and the professional planning field:

- The learning outcomes and guideline on the distribution of EC credit points over the various types of knowledge formulated within the Association of the European Schools of planning (AESOP);
- The British Quality Assurance Agency's (QAA) subject benchmark statement for Town and Country Planning, as adopted by the Royal Town Planning Institute (RTPI). This benchmark statement specifies that planning programmes are concerned with the relationship between society and space based on an integrative approach, focusing on targeted attempts to influence that relationship, whereby institutional structures are important as well as the allocation of limited resources.

The committee appreciates that the programme has also used these frameworks, as it demonstrates that the programme is well aware of the general European requirements within the field and is aligned with international standards.

The programme is characterised by the following overarching intended learning outcomes, expressing the programme's own nature within the jointly prepared reference framework:

1. Graduates are able to analyze spatial issues as resulting from – and also resulting in – social structures in society; processes that can be characterized as an intersubjective exchange of ideas that is coloured by interdependence;
2. Graduates are able to think in a future-oriented way about purposeful action as putting knowledge into practice, precisely because the interaction between space and planning takes place through people's socially constructed reality.

These two overarching intended learning outcomes have been further narrowed down in more specific ones. The self-assessment report contains the full list of the intended learning outcomes (included in appendix 3). The committee examined this list and is content with the intended learning outcomes. These are clear and well formulated. The committee established that the programme aims at teaching students (applying) knowledge, understanding, skills and attitudes at an advanced, specialised level (e.g. students are able *'to explain relevant theories on the social implications of spatial change, recognise the theories in societal reality and use them to conduct research'* or *'to design creative and intelligent effective solutions (to spatial issues) that are effective because they are realistically based on socio-spatial planning theories and can find support because they take account of societal and administrative aspects'*, or *'to give constructive critical feedback on analyses and solutions produced by*

others'). Therefore, the committee is of the opinion that the intended learning outcomes correspond to the Dublin Descriptors for a programme at the master's level.

Furthermore, the specific attention paid by the intended learning outcomes to performing research and employing research and analysis methods (e.g. students are able to '*independently formulate a question, produce a research design, select and apply research methods, and report on these clearly and comprehensively*'), critical reflection (e.g. graduates are able to '*reflect critically on ethical and normative aspects of spatial problems and solutions*') and developing an academic attitude (e.g. graduates are able to '*have an open and critical attitude towards new ideas and developments within the field of planning*') convinces the committee of the academic orientation of the programme.

## Considerations

The committee concludes that the domain-specific reference framework provides a broad reflection of the domain. Although it considers the reference framework to be adequate, the committee recommends specifying the domain in more detail. The committee agrees that the domain-specific qualifications described in the reference framework are appropriate for the field of Human Geography and Spatial Planning.

The committee compared the intended learning outcomes prepared by the programme against the domain-specific reference framework and examined its profile and orientation. The committee is pleased with the newly chosen profile, which is characterised by a human-oriented perspective on planning processes and actual spatial change and a focus on the regional and local scale. It particularly appreciates the fact that it is not primarily government-centred. The profile is clearly defined, competitive and attractive for students.

The committee is also content with the intended learning outcomes of the programme, which are phrased along the lines of the Dublin Descriptors. The committee concludes that the level of the intended learning outcomes conforms to the demands for a programme at the master's level and that they are clearly academically oriented. The committee finally is pleased with the fact that the programme has derived its intended learning outcomes not only from the jointly formulated reference framework, but also from other frameworks in the European professional planning field and the academic planning discipline. This convinces the committee that the programme is aligned with international standards.

## Conclusion

*Master's programme Socio-Spatial Planning:* the committee assesses Standard 1 as satisfactory.

## Standard 2: Teaching-learning environment

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

### Explanation:

The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

## Findings

### 2.1 The curriculum

The curriculum (appendix 4) has a workload of 60 ECTS, spread evenly over four terms, each of which is worth 15 ECTS. The programme is only offered in full-time format and has an admission opportunity in both September and February.

As from 2012-2013, the curriculum consists of three core subjects (*Planning Theory, Interaction, society & space* and *Neighbourhood Revitalisation*), a theoretical course involving a critical discussion about the diversity of theories relating to living in cities (*City Matters*), a course involving applied group work as well as the introduction of new theory perspectives (*Planning for Quality*), a course on the mechanisms, actors and work methods in the planning process (*Institutional and Policy Design (IPD)*), which consists of five course units from which students have to choose two, an *optional course* and the *Thesis*. The programme shares the *Planning Theory* course and the *IPD* course with the English-taught master's programme in Environmental and Infrastructure Planning. All courses (including the *IPD* course units) have a workload of 5 EC, except for the thesis, which has a workload of 20 EC.

The thesis consists of an academic analysis of a planning subject, leading to a design or design recommendations for improved active intervention. The workload related to the *thesis* is spread evenly over the two semesters (10 ECTS in each semester).

The committee learned that, until the academic year 2011-2012, the curriculum had a slightly different content and another structure (appendix 4). The former *Group Project* has now been replaced by the *Planning for Quality* course, and the 'bounded choice' between the currently regular *City Matters* course and the now discontinued *Heritage Planning* course has disappeared.

Also, the curriculum's structure has been changed in order to realise better opportunities for students entering the programme in February. Currently, the two semesters are structured in the same way: core courses are offered in the first and third term and the second and fourth terms are reserved for one course and the thesis. The workload is more evenly spread as well. The committee appreciates the effort the programme has put in making the semesters more comparable, but established that the two admission moments still do not offer equal opportunities, as the February admission moment is still suboptimal. The committee advises the programme to continue searching for solutions for this issue.

The committee is satisfied with the current curriculum. It is well-structured and has a logical sequence (at least for the September admission opportunity).

### 2.2 Coherence

The committee learned from the information given in the self-assessment report that the opening courses *Interaction, Society & Space*, *Neighbourhood Revitalization* and *Planning Theory* form the basis for the rest of the curriculum. In the courses *Interaction, Society & Space* and *Neighbourhood Revitalization* the emphasis is on knowledge, understanding and orientation and mainstream theories and practices are explained, compared and discussed. The *Planning Theory* course specifically explores developments and movements in the thinking on planning. Building on this basis, attention is paid to formulating standpoints in the *City Matters* course (and until 2011-2012 the *Heritage Planning* course), which involves a critical discussion, at city level, about the diversity of theories relating to living in cities, including recognition in practices. The practical aspect is brought into the curriculum through the *IPD* course units and the *Planning for Quality* course (until 2011-2012 the *Group Project*), involving applied group work. The committee also noted that the curriculum's coherence was further enhanced by the hierarchy of scale levels of the study objects (neighbourhood, city, region) through which the curriculum gradually proceeds. Mechanisms playing a role at higher scale levels also play a role at lower levels. Therefore, the curriculum starts with the exploration of the lower levels and then continues to the higher levels.

The *thesis* is the concluding part of the curriculum, although students work on their theses during the entire curriculum. In the first semester they are expected to prepare a research proposal. In the second semester they actually write the thesis. The committee thinks this is a well-structured work division and is satisfied with it.

The committee is of the opinion that the curriculum is well-balanced. The sequential ordering of the scale levels of the study object as well as the introductory courses, which provide a basis for the subsequent courses, make the curriculum coherent.

### **2.3 Relationship between the intended learning outcomes and the curriculum**

For each course the programme has specified how it contributes to the realisation of the intended learning outcomes. The assessment plan included in the self-assessment report, contains an overview of these contributions. The committee examined and verified this overview and is of the opinion that the intended learning outcomes are sufficiently embedded in the curriculum.

The committee learned that, following the advices of the previous assessment committee, the programme has strengthened the role of research and methodology in the curriculum. The committee appreciates these efforts. As for the instruction in research methods, the committee noted, however, that this is not incorporated in specific courses on this topic, but that a research-oriented approach is integrated in various courses. Students stated that almost all courses pay attention to research methods. The committee learned that the programme management at the moment is reconsidering this choice, as some students do not seem to have a sufficiently strong background in research methods or appear to have difficulties applying them. The programme management is exploring the possibilities to incorporate instruction in research methods in one of the compulsory courses. The committee thinks this would be a wise decision, given the problems encountered by some students.

The committee learned from the students that the programme actually pays attention to developing the competence to interact with all kinds and groups of people. For instance, in various courses students actually have to go into neighbourhoods and talk with neighbourhood councils, city councils, etc. Also role-playing is used to train this skill (e.g. in the *Neighbourhood Revitalisation* course). The committee was pleased to hear this, as it fits

the programme's human-oriented perspective and it is in line with its educational objectives. It also learned, however, from the students that they would like to learn more about the legal aspects of planning issues, as this perspective is little exposed in the programme. The committee understands this comment and agrees with the students that more attention to legal issues could be useful. In general, the students are satisfied with the programme's contents, in particular the good mix of theory and practice.

The committee is of the opinion that the curriculum represents an adequate realisation of the intended learning outcomes.

#### **2.4 Didactic concept and teaching methods**

As planning is typically dynamic by nature and has multiple aspects, the committee learned that the focus of the programme is not on teaching ready knowledge and facts, but on training students to operate in a constantly changing field. In this context, skills such as being able to analyse, to define problems, to discover connections and to synthesize these connections are crucial. The programme uses an interactive teaching approach with assignments to teach students these skills.

Another didactic principle used by the programme is the university-wide principle of *research-driven education*. This is implemented by using the staff member's own research in the courses, for instance by offering recently published articles as study material. Furthermore, PhD students also have teaching activities and are actively involved in the thesis supervision. Sometimes, a group of students works together on aspects of the same theme under supervision of a PhD student and a staff member. This offers students the opportunity to work with researchers and gain experience with working in a team.

The committee agrees with the programme's vision on the nature of planning and the skills needed to work in this field. It feels that the didactic principle of training students to operate in a constantly changing field matches the demands of the (professional) discipline and it agrees with the programme that interactive teaching is an adequate approach.

The committee learned that the programme uses the following teaching methods:

- A large amount of reading (complex theory, based on established and recent journal papers and books).
- Recognition of theoretically indicated links in actual places and practices. This is done through field trips with assignments, discussions based on newspaper articles or documentaries.
- Confrontation of theories with the students' own observations through critical debate in assignments, interactive discussion-lectures and the thesis project.
- Assignments for designing solutions and measures based on the principles of behavioural decision-making.

To accustom students to the reality of every day planning practice, which requires from planning practitioners a constant switching between working strategies, all courses use various if not all of these teaching methods. At the same time, through this approach the programme intends to encourage students to develop their associative and integrating skills. During the site visit, the committee learned that the students are satisfied with the teaching methods. They find it interesting to be confronted with the teacher's research and think the teaching is sufficiently interactive with enough room for debate.

The committee is therefore of the opinion that the teaching methods represent a good mix of work forms and are in line with the programme's didactic principle. They fit a master's programme in Socio-Spatial Planning.

## 2.5 Feasibility of the programme

Applicants who have a Dutch bachelor's degree in Environmental and Infrastructure Planning (*Technische Planologie*) or in Human Geography and Spatial Planning are directly admitted to the SP programme. Depending from the equivalence in knowledge, skills and list of subjects, the Admission's Board decides on the admission of applicants with other bachelor's degrees. In those cases applicants might have to follow a bridging programme to compensate for knowledge gaps. In addition, applicants should also be sufficiently proficient in both Dutch and English (VWO-level for English for Dutch natives, foreign students can be asked to demonstrate their knowledge of Dutch or English by taking an officially recognised test).

The committee has examined the pass rates and established that pass rates after one year ranged from 0% to 33% in the period 2005-2012. Furthermore the committee noted that they did not improve over the years. As for the average time to graduation, the committee established that in 2011-2012 students needed 22 months on average to finish the programme. The committee considers the pass rates low and the study duration long for a 12 months programme. The committee learned from the information presented in the self-assessment report that study delay was caused by the former *Group Project* course and the *thesis*, which both were serious obstacles for students. The committee was therefore content to learn that as of September 2012 the *Group Project* course is discontinued (cf. section 2.1) and replaced by the *Planning for Quality* course, and that thesis supervision has been intensified. It hopes that these actions will improve pass rates and reduce study duration. However, the interview with the students and the results of the 2012-2013 curriculum evaluation revealed that study delay is also caused by the fact that students during the course of their studies have substantial jobs or do internships to gain extra work experience, especially in light of the economic crisis. As the curriculum does not offer any room for internships or substantial jobs, these often result in study delay. The committee learned that the programme is aware of this problem, but does not see how it can adjust the programme to create time. The committee understands the dilemma, but still advises the programme to continue looking for possibilities to improve efficiency and to closely monitor the results of the curriculum revisions with respect to study delay.

The committee did not note any obstacles in the curriculum. From the interview with the alumni, the committee learned that the workload in the past was considered too low. Some students felt not challenged enough by the programme. It established, however, that after the innovations of 2011 and the introduction of the current working methods, the workload has been intensified. From the curriculum evaluation 2012-2013 it appears that students now experience the workload as 'just right'. The committee therefore concludes that the programme is feasible. It does, however, again comment on the admission opportunity in February. As pointed out in section 2.1, the committee appreciates the programme's efforts made to realise equal opportunities for both admission moments, but it still feels that the February admission moment is second-best.

## 2.6 Student-staff ratio and contact hours

According to the self-assessment report, staff involvement in the programme in the academic year 2011-2012 comes to a total of 1,76 fte, freelance or external lecturers included (1,45 fte when they are excluded). The corresponding student-staff ratio was 19,9 in 2011-2012 (24,1

when freelance or external lecturers are excluded). The committee agrees that this is a sufficient number of teaching staff.

The total number of contact hours (excluding exams) per student comes to 224 for the whole year. For the thesis an average of 19 contact hours is reserved. When translated into weeks, contact hours come to an average of 6,1 contact hours per student per week. The committee deems this number of contact hours sufficient.

More information on the staff/student ratio and contact hours is included in appendix 5.

## **2.7 Staff**

From the information provided in the self-assessment report the committee learned that 85% of the staff has a PhD and 46% has the University Teaching Qualification (BKO). Almost all teaching staff are also actively involved in research. Although the committee is satisfied with the PhD rate of staff, it considers the UTQ rate rather low and advises the programme to work on this. The committee also learned that, apart from the academic teaching staff, who teach the core of the curriculum, students are also taught by persons working in the professional field as to strengthen the link between the programme and the planning practice. They specifically contribute to the *IPD* course units. Apart from their unique perspectives on planning, these professionals are recruited because they are also analytical and have an academic approach. They are specifically prepared to teach courses (e.g. special in-house trainings, course days, etc.). The committee appreciates the use of professionals in the programme and feels their contributions are very valuable and stimulating for students.

It appeared from the curriculum evaluation 2012-2013 as well as from the interviews during the site visit that the students are satisfied with their teachers. They find their teachers experts in their discipline and good at explaining and clarifying the subject matters.

## **2.8 Student guidance**

The faculty has one study advisor, whom students can contact for advice on study related issues. From the interview with the study advisor the committee learned that with respect to master's students, the study advisor's most important tasks are (1) advising and guiding students with personal problems which influence their study results in a negative way and, if necessary, referring them to student counsellors or psychologists; and (2) giving information (on financial regulations, changes in regulations, etc.).

The committee learned that the study advisor has not been mandated by the Board of Examiners to settle issues by himself on behalf of the Board. There is a strict division between the tasks of the study advisor and the tasks of the Board of Examiners. The study advisor does, however, advise students on when and how to approach the Board of Examiners. The committee is of the opinion that this division in tasks is correct.

The committee also learned that the interactive teaching ensures that problems of any kind emerge soon so that they can be dealt with at an early stage. Therefore, the programme considers informal contact of great importance and hence invests in building a learning community through informal gatherings of students and staff, a thesis presentation day and Planning Lectures.

The committee is content with the student guidance offered.



## 2.9 Other facilities

The committee ascertained that the facilities are appropriate. Most of them, such as the library, or computer facilities, which have GIS-software, are organised by the faculty. It furthermore learned that the programme also offers students opportunities to study abroad for a period of time.

## 2.10 Programme-specific quality assurance

The committee learned that quality assurance is organised primarily at the level of the Faculty and the University at large. Evaluations are done according to Faculty protocols. These are part of the PDCA-cycle (Plan Do Check Act) of the university-wide quality assurance. Within this context, the Faculty performs the following evaluations for the EIP programme:

- Course evaluations, including the thesis.
- Curriculum evaluation of the whole programme.
- Panel evaluations for course improvement.
- Other evaluations (if the occasion arises).

Students receive a standard evaluation form with the exam of each course, which leads to high response rates. In the academic year 2011-2012 a systematic curriculum evaluation has been introduced. Relatively high response rates have been achieved by obligatory linking the completion of the evaluation form to the thesis submission and thus to graduation.

It is the task of the Programme Committee (PC) to assess the results of the course evaluations, while the Programme Director is responsible for the curriculum evaluation. During the site visit the committee learned, however, that the PC also increasingly sees it as its task to pay close attention to the developments of the programme as a whole, as well as to the implications of these developments for the various persons within the programme. The committee learned that the programme shares a PC with the master's programme in Environmental and Infrastructure Planning, with which it also shares some courses. The PC consists of three student members and three staff members of each of the two programmes (12 members in total). At the moment, it meets four times a year, but, in view of its broadened interpretation of its tasks, it intends to meet more frequently. The committee agrees with the PC on this, as meeting four times a year will not be enough if they are really determined on this issue. In cases actions are needed the chair of the PC is responsible for approaching lecturers. In those cases lecturers have to come up with plans for improvement. The Programme Director is responsible for setting out eventual strategic adjustments.

The results of all courses and evaluations are also monitored by the Faculty's educational management. The evaluations are public and are made available to students who followed the course in question, the members of the PC and Faculty Council, as well as to all the Faculty's teaching staff.

During the site visit the committee was informed on several courses which have been adjusted after either a poor evaluation or other student feedback. From the interview with the members of the PC, however, the committee learned that the PC is not just a consultation platform for students. Students and staff members of the committee do not confront each other, but, instead, really seem to form one front and have a common drive to enhance the programme's quality. The committee was pleased to hear this.

## Considerations

The committee reviewed the contents of the curriculum and has established that the curriculum represents an adequate realisation of the intended learning outcomes. The assessment plan, which presents a schematic overview of how each course contributes to the programme's intended learning outcomes, provides an adequate and convincing representation of this realisation. The committee is satisfied with the changes in both content as structure of the curriculum. However, although it appreciates the programme's efforts to make both semesters more comparable, it assesses the February admission opportunity still as suboptimal. It advises the programme to continue searching for solutions for this issue, knowing that this is rather difficult. The committee is furthermore of the opinion that the curriculum is well-balanced and that the structure of the curriculum is coherent. The committee is convinced that the content and structure of the curriculum enable students to achieve the intended learning outcomes.

The committee is also satisfied with the didactic principles and teaching methods adopted by the programme. The didactic principles are adequate for a master's programme in Socio-Spatial Planning and match the demands of the (professional) discipline. The teaching methods are in line with the didactic principles and represent a good mix of work forms.

The committee assesses the programme as feasible. It regrets, however, the low pass rates and the long study duration. It is concerned about this and hopes that the specific actions already taken by the programme will be fruitful and advises the programme to monitor this closely.

Furthermore, the committee is also content with the number of contact hours and both the quantity and quality of staff. The committee acknowledges the added value of the professionals teaching in the programme.

In addition, the committee established that the student guidance is well-organised. It is also satisfied with the other facilities of the programme.

Finally, the committee established that the programme-specific quality assurance is adequate and that the PC functions properly. It should, however, meet more frequently if it is to broaden its activities. The committee was pleased to learn that student and staff members of the PC form a true unity.

The committee concludes that the curriculum, the staff, the teaching methods, the feasibility, the study guidance, the facilities and the programme-specific quality assurance of the programme are all of satisfactory quality and should enable the students to realise the intended learning outcomes.

## Conclusion

*Master's programme Socio-Spatial Planning:* the committee assesses Standard 2 as satisfactory.

### Standard 3: Assessment and achieved learning outcomes

The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

**Explanation:**

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

## Findings

### 3.1 Assessment system

Assessment is part of the university's quality assurance, which is primarily organised at the level of the Faculty. The committee learned from the information presented in the self-assessment report, that the Faculty in 2012 has developed an Assessment Memorandum (Facultaire Nota "Toetsbeleid"), which regulates the assessment practices within the department. Assessment within the Faculty should take place according to the programme-specific Assessment Plans, which should be based on the Faculty's Assessment Memorandum.

The Faculty is of the opinion that the achievement and assessment of the learning objectives of a course and the learning outcomes of the programme as a whole are inherent in the assessment instruments and their validity. Therefore, the leading principle is that for every course the choice for the assessment instruments used should be well-argued. The assessment instruments should be consistent with the intended learning outcomes of the programme, the position of the course unit within the programme and the learning objectives of the course itself. This argumentation is a standard part of the course description of each course. The committee established that, in accordance with the Faculty regulations, the programme-specific Assessment Plan of the SP programme consists of a full list of the teaching methods and the assessment instruments (i.e. assignment and test types) per course. In addition, for each individual course it is indicated to which intended learning outcomes of the programme it contributes. Finally, the list provides information on when tests are taken, giving a clear image of how the various tests are distributed over the academic year. The committee learned that the Assessment Plan is yearly updated by the programme coordinator. It noted, however, that not every course has yet a course description (*course unit ratios*) formulated according to the Faculty's regulations. The interview with the lecturers revealed that they intend to prepare the missing ones during the current academic year, now most work related to the innovations in the programme is finished.

The committee furthermore learned that in the Faculty's vision on assessment, not only the tests themselves are crucial, but also students' study behaviour. In fact, also the study behaviour determines to a large extent whether tests and intended learning outcomes are achieved. Therefore, monitoring and encouragement of active study behaviour is also an integral part of the vision on assessment within the programme.

The Faculty's assessment policy, which is also practiced by the SP programme, is furthermore characterised by specific guidelines and regulations, such as the obligatory peer view of assessment instruments in advance, the obligatory use of assessment and grading models, etc. The committee took a close look at all those regulations and guidelines and is satisfied with them.

The committee learned that the assessment and grading of the thesis is carried out by the supervisor together with a second supervisor and is based on a standardised assessment form and marking scheme as to guarantee the consistency and transparency of the assessment.

From the self-assessment report, the committee learned that assessment forms a standard part of the course and curriculum evaluations. Evaluation takes place at the level of the assessment itself, at the course level and at the level of the programme as a whole. At the *level of the assessment itself* evaluation takes place through peer review, the completed standardised course evaluation form and, in case of a multiple choice exam, the digital processing of the exam which reveals the quality of the test questions. Also, students can approach the Board of Examiners (BoE), in case they disagree with the grading. At *course level* evaluation takes place through the course evaluations, which use standardised forms to compare the results more easily. The evaluation of the thesis supervision is linked to the supervisor. At *programme level* evaluation takes place through the curriculum evaluation, which incorporates several questions on assessment, such as on the time staff take for assessing and grading examinations, and on whether the modes of assessment and grading requires a thorough understanding of the study material.

From the 2012-2013 curriculum evaluation results and the interviews with the students it appeared that it is sufficiently clear to the students what the learning objectives of the courses are, what is expected from them in the various courses and where to focus their attention on when studying for an exam. Moreover, they found that the modes of assessment and marking require a thorough understanding of the study material.

The committee is of the opinion that the assessment policy, the assessment procedures and the way they are carried out are sufficiently adequate.

Under the *Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek* ('Higher Education and Research Act'), it is the task of the BoE to safeguard the quality of assessment. From the self-assessment report the committee learned that the Faculty has one BoE for all its programmes. The BoE attracted an external member who is an assessment expert. The BoE meets every six weeks, or more frequently if necessary. From the self-assessment report and the interview with the BoE, the committee learned that it has adopted its new role with respect to safeguarding the quality of assessment only in January 2013. In March 2013, the Faculty has attributed extra hours to the members of the BoE in order to enable them to fulfil their task properly. The committee regrets that it this has taken so long for the BoE to adopt its new responsibility.

At the moment, the BoE evaluates on a structural basis both individual courses and theses. It follows the principle that all courses in which problems have occurred (poor student evaluation, low pass rates, etc.) are always evaluated. In addition, a number of courses is evaluated randomly. The BoE assesses whether the assessment mode fits the learning objectives of the course and the intended learning outcomes of the programme as a whole, the assessment procedures, etc. The theses too are evaluated randomly. During the interview with the BoE, the committee learned that it does not intend to evaluate all courses and theses in a systematic way on a yearly basis. The BoE is of the opinion that the detailed assessment policy, the manual for lecturers, the obligatory University Teaching Qualification, the peer review and the observing presence of the BoE itself, are all factors that safeguard the quality of assessment. It finds monitoring not the only true strategy. It emphasised, however, that it still is in an orientation phase. It is exploring the kind of problems it will be faced with in its new role. In case it turns out that there are more problems in the assessment area than

currently assumed, it will consider expanding its monitoring activities. Now that it is still in an orientation phase, the committee understands the BoE's approach, focussing on problematic courses first and evaluating the other courses and theses randomly. However, the committee is of the opinion that the BoE should expand its monitoring activities. It advises the BoE to yearly evaluate a number of courses in a systematic way, such that in the end all courses will be periodically evaluated. Of course, the members of the BoE should receive enough hours to fulfil this task.

Apart from safeguarding the quality of assessment it is also the BoE's task to address complaints and requests concerning exemptions from rules or deviations from the regular curriculum (e.g. extra resits, etc.). The committee was pleased to learn that the BoE has formulated a set of criteria to address these requests in a consistent way.

### **3.2 Achievement of the intended learning outcomes**

The thesis consists of an academic analysis of a planning subject leading to the design or design recommendations for improved active intervention. The committee learned that following the results of the previous programme assessment, the programme has intensified the thesis supervision. The thesis trajectory now starts in the second term of the year (December) with a *'thesis market'* during which staff members present possible thesis research topics. Students can also choose their own topic, as long as it is related to the staff's research. Next, students write a research proposal and submit it in January. On the basis of this research proposal an appropriate supervisor is allocated through a centrally coordinated process, as to ensure that thesis subjects fit the staff's research. During the next phase workshops are offered on topics such as research design, writing skills, etc. In the last term students actually start the writing process. With this new design of the thesis trajectory work on the thesis is more structured than before, as there are specific regular sessions, deadlines and criteria students have to meet. The committee appreciates the innovations to the thesis trajectory and is confident that the new trajectory helps students to write their theses more quickly and to achieve better results. It furthermore learned that students are satisfied with the thesis supervision and guidance offered during the thesis trajectory.

The committee wondered, however, whether December, from a methodological point of view, is not too early in the year to start the trajectory, as by then, the programme is only two months under way. The students declared, however, that they feel sufficiently prepared by the methodological basis provided by their bachelor's programme to start the master's thesis trajectory already that early in the programme. The committee learned that during the year the programme adds to the students' methodological basis by confronting them with vast amounts of research (journals, papers, etc.) which they have to study and process. This further equips them with the methods needed for the thesis. The staff convinced the committee that this in fact is reflected in the way the subjects are handled in the theses.

The committee assessed the level achieved by the programme's graduates by inspecting a selection of the master theses (see appendix 7). It studied twelve master theses, together with the associated assessment forms. Consideration in selecting the theses was given to the grading (low, average and high grade) and the specialisations. The committee members read the theses and assessed their presentation of the research problem and review of the literature, methods and justification, conclusion and discussion, structure, legibility and verification. They agreed with the grades awarded by the supervisors and the grading was evaluated as fair. However, the committee established that the quality of the theses varies. It assessed some theses to be of particular high quality, while a few were rather weak. The committee discussed these outcomes with the staff and learned that the problems were often

related to the programme's admission criteria that were applied too generously. The committee urges the programme to apply the admission criteria strictly in order to avoid these cases in the future. Nevertheless, all the theses the committee examined were evaluated as passable.

As for the methodology used in the theses, the committee noted that students seem to have a preference for qualitative methods. Although the programme also teaches quantitative methods (*Planning for Quality*), students almost never seem to use them in their thesis. The committee would like to see a better balance in research methods used and encourages the programme to address this issue.

### **3.3 Employment**

From the interviews with the students and alumni the committee learned, that they feel stimulated to develop the attitude and way of thinking necessary for their professional life and that they are satisfied with the amount of practical elements in the curriculum giving them a taste of what kind of issues they will encounter in their future jobs.

As the programme's profile has changed and the programme does not have an instrument to follow students after graduation, there is no clear information about graduate employment.

### **Considerations**

The committee confirms that the assessment system functions adequately. It regrets, however, that the BoE has adopted its new role with respect to safeguarding the quality of assessment so late. It, furthermore, is of the opinion that the BoE should expand its monitoring activities. The committee advises the BoE to systematically evaluate a number of courses yearly, in such a way that ultimately all courses are evaluated at regular intervals. To fulfil this task, a sufficient number of hours should be allocated to the BoE members.

The committee is pleased with the new design of the thesis trajectory and is confident that the new approach will help students to write their theses more quickly and to achieve better results.

The committee assessed the level achieved by the programme's graduates by inspecting a selection of the master's theses. The committee agreed with the grades awarded by the supervisors and considered all the selected theses to be of at least satisfactory quality. Although it established that the quality of the theses varies, it concluded that the graduates achieve the required level. The committee, however, encourages the programme to realise a better balance in the use of research methods.

### **Conclusion**

*Master's programme Socio-Spatial Planning*: the committee assesses Standard 3 as satisfactory.

## **General conclusion**

The committee has assessed all three standards as 'satisfactory'. In accordance with the decision rules laid down in the NVAO's assessment framework, the programme as a whole is assessed as 'satisfactory'.

## **Conclusion**

The committee assesses the *master's programme Socio-Spatial Planning* as satisfactory.





## VI: Real Estate Studies



## Summary judgement

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This report reflects the findings and considerations of the Human Geography and Spatial Planning assessment committee on the master's programme Real Estate Studies (*Vastgoedkunde*) of the University of Groningen. The committee's evaluation is based on information provided in the critical reflection and from evaluations of the selected theses, additional documentation and interviews held during the site visit. The committee noted both positive aspects and aspects which could be improved. Taking those aspects into consideration, it concluded that the master's programme fulfils the requirements of the criteria set by NVAO, which are the conditions for accreditation.

### *Standard 1: Intended learning outcomes*

The committee concluded that the domain-specific reference framework for the discipline of Human Geography and Spatial Planning provides a broad reflection of the domain. Although it considers the reference framework to be adequate, the committee recommends specifying the domain in more detail. The committee agrees that the domain-specific qualifications described in the reference framework are appropriate for the field of Human Geography and Spatial Planning.

The committee compared the intended learning outcomes of the Real Estate Studies programme against the domain-specific reference framework and examined the profile, orientation and level of the programme. The committee considers the current profile, which is defined by economic geography and spatial planning, to be definitely improved since the previous assessment and is positive about its new international orientation. However, it would like the profile to further increase its focus on sustainability aspects and to be more self-consciously concerned with the implications of the most recent financial crisis. This would align the profile even better to developments in the real estate field, thus strengthening it.

The committee is satisfied with the intended learning outcomes of the programme and concludes that they are academically oriented and that their level conforms to the demands for a programme at the master's level. It recommends the programme, however, to specify the intended learning outcomes in more detail to make them more concrete.

### *Standard 2: Teaching-learning environment*

In general terms, the curriculum consists of six compulsory courses, two optional courses and a thesis. The committee reviewed the contents of the curriculum and established that the curriculum represents a sufficiently adequate realisation of the intended learning outcomes. The committee appreciates the recent adjustments made in the curriculum and established that research and methodology have become more prominent. However, the committee suggests integrating more spatial planning in the curriculum, as this would make the curriculum more balanced. According to the committee, the revision of the programme could and should have started earlier. The committee considers the structure of the curriculum to be coherent.

The committee is also satisfied with the didactic concept of the programme, characterised by a research-driven approach to teaching, and the adequate mix of work forms.

The number of contact hours, and the quality of the staff are also assessed as satisfactory and the committee appreciates the intensified teaching. On the other hand, the quantity of staff is considered critical. The student/staff ratio is too high and staff members claim correctly they

have not enough time to do research. The Faculty is strongly advised to bring staff numbers up to a more appropriate level.

The programme's admission requirements are satisfactory; the study load could be slightly intensified. The committee assesses the programme as feasible. However, it is quite concerned about the low pass rates and the long study duration.

Furthermore, the committee established that the student guidance offered by the study advisor is well-organised as are the other facilities of the programme. Student guidance offered by staff is considered to be at risk, given the critical size of staff.

The programme-specific quality assurance is adequate and the PC functions properly. The committee advises the PC, however, to integrate in its minutes not only the issues to be addressed, but also the follow up and the results of its actions, as to provide better insight in its functioning.

Having examined and carefully considered the various aspects of the teaching-learning environment, the committee concludes that the teaching-learning environment of the programme enables students to achieve the intended learning outcomes.

*Standard 3: Assessment and achieved learning outcomes*

The committee concluded that the assessment system of the programme functions adequately. However, it established that the Board of Examiners has adopted its new role with respect to safeguarding the quality of assessment rather late and is still in an orientation phase. The committee is of the opinion that the Board of Examiners should expand its monitoring activities. It advises the Board of Examiners to evaluate all courses systematically at regular intervals.

The committee is pleased with the new design of the thesis trajectory and is confident that the intensified supervision will help students write their theses more easily. It regrets, however, the occasional waiting time for a supervisor to be allocated, as a result of the critical shortage of staff. This issue does not seem to be sufficiently remedied by the engagement of external supervisors. Furthermore, thesis supervision and guidance offered by external supervisors is not always entirely equal to thesis supervision and guidance by permanent staff. The committee considers this to be unfavourable. Therefore, the committee urges the Faculty to take appropriate action to remedy this situation.

The committee assessed the level achieved by the programme's graduates by inspecting a selection of the master's theses. Although the committee established that the quality of the theses varies, the committee acknowledges the overall academic quality of the theses and concludes that the programme's graduates obtain the required level.

The committee assesses the standards from the Assessment framework for limited programme assessments in the following way:

*Master's programme Real Estate Studies:*

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment and achieved learning outcomes	satisfactory
General conclusion	satisfactory

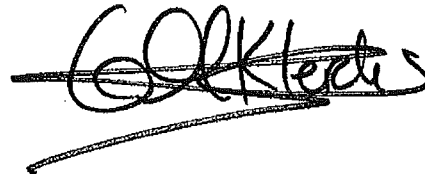
The chair and the secretary of the committee hereby declare that all members of the committee have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 26-03-2014



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Prof. H.F.L. Ottens



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Drs. G.M. Klerks

## Description of the standards from the Assessment framework for limited programme assessments

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### Introduction to the Real Estate Studies programme

The master's programme in Real Estate Studies (*Vastgoedkunde*) is an English taught programme (as of the academic year 2013-2014) offered by the Department of Spatial Planning and Environment of the University of Groningen. It aims at educating students to become academically trained entrepreneurs, effective policymakers and sound researchers in the field of real estate in the broad sense. After the previous educational assessment in 2007, an innovation trajectory was initiated which has led to several changes within the programme.

#### Standard 1: Intended learning outcomes

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

##### Explanation:

As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

## Findings

### 1.1 The domain

The universities participating in the Human Geography and Spatial Planning cluster assessment (University of Amsterdam, Radboud University Nijmegen, University of Groningen, and Utrecht University) jointly prepared a domain-specific reference framework (appendix 2).

The committee studied the framework and found it rather broad and general. Even though it is clear that the field of Human Geography and Spatial Planning is a broad domain and integrative and multidisciplinary by nature, the committee felt that it would be beneficial if the domain could be specified in more detail. A clearly defined reference framework, positioned in the international discussion about the nature of the disciplines, would challenge the participating programmes to establish their own orientation in the domain more clearly. Also, the committee feels that a more clearly defined reference framework would make students more aware of the domain they are studying and can support the legitimization of the field. The present joint framework should be considered a first step that deserves a follow-up by the participating faculties/departments. Also, developing a joint approach to national and international benchmarking could help position the programmes more effectively. This is predominantly a problem for the Human Geography part of the framework and to a lesser extent for the Spatial Planning part.

The committee recommends the programmes involved in this assessment to further elaborate the domain-specific reference framework, if possible in collaboration with a few other related programmes that have not been involved in the present round. The framework could be further specified and then serve as a clearer basis to indicate both similarities and differences among the orientations of the programmes in this field.

The committee agrees, however, that the described domain-specific qualifications are appropriate for a master's programme within the field of Human Geography and Spatial Planning.

### **1.2 Position within the domain**

The Real Estate Studies (RES) programme distinguishes itself from other master's programmes in the field by the fact that it is rooted in economic geography and spatial planning, whereas most other real estate programmes are based in financial or business studies, such as the master's programmes in Real Estate Finance of the University of Cambridge and the University of Central Florida, or in engineering studies, such as the master's programme in Real Estate & Housing of Delft University of Technology. One of the few programmes with a comparable profile is the master's programme in Real Estate at the School of Real Estate & Planning, Henley Business School, University of Reading.

After the previous programme assessment, the programme has initiated an innovation process, which has not been entirely completed yet. One of the adjustments concerns the programme's profile, which has further developed and has recently adopted a specific international orientation (hence the language change from Dutch to English). As of academic year 2013-2014, the programme focuses on the comparative analysis of international real estate markets and institutions.

The committee appreciates the efforts made in redesigning the programme and adjusting its profile, although actions could have been taken earlier after the previous programme assessment. It finds the programme's profile definitely improved and it is positive about the choice for an international orientation, as it agrees with the programme that an international approach may be successful and may also attract good students from abroad. In fact, it responds well to the feedback received by the committee from the programme's alumni, who felt that in the past the programme was too much focussed on the Dutch market and that international developments were too little addressed by the programme. On the other hand, the committee established that the profile mainly focuses on (spatial) economic and financial aspects, while the ecological aspects of real estate development remain little exposed. Nowadays, sustainability plays an increasingly important role in society. This is also affecting real estate development. The committee feels, therefore, that a profile with a better balance between economic and financial aspects on one hand, and ecological aspects on the other, would be even better aligned to the developments in the real estate field and would therefore be even more relevant, attractive and, thus, stronger. The committee also feels that the impact of the recent financial crisis in the programme could be further highlighted as students rather frequently choose this topic in their master's thesis.

### **1.3 Educational objectives, intended learning outcomes, and level and orientation**

The educational objectives of the programme follow from the domain definition and the programme's profile.

The self-assessment report defines the major objective of the RES programme as: to educate students to become academically trained entrepreneurs, who are capable of turning opportunities into financial and societal benefits, effective policymakers, who are trained to make the right decisions, and sound researchers, who are prepared to pursue an academic career in the field of real estate in the broad sense. These are rather diverse goals, but the programme management explained to the committee during the site visit, that graduates are required to be able to view things from different perspectives, as they often end up in

management type positions, but also have very diverse types of jobs. The programme aims at educating its students to become such 'reflective practitioners'.

The programme intends to realise its objective by building up students' knowledge of economic, economic geographical, business and financial principles, of qualitative methods and techniques, of quantitative methods and econometrics, and by training the application of methods and techniques and practical skills. It aims at students acquiring specific theoretical and methodological academic knowledge about real estate and the actors and processes involved. It also intends to add attitudinal aspects, such as the principles of corporate governance, social responsibility and integrity, student independence and the ability to reflect.

The self-assessment report contains a list of the intended learning outcomes, which is included in appendix 3. The intended learning outcomes are derived from the jointly formulated frame of reference for Human Geography and Spatial Planning (cf. section 1.1). Apart from reflecting the general learning outcomes of the framework, they also express the programme's own identity. The committee examined the list of the intended learning outcomes and found them sufficient, though somewhat abstract. It advises the programme to specify the intended learning outcomes in more detail, making them more concrete.

The committee noted that the programme aims at teaching students (applying) knowledge, understanding, skills and attitudes at an advanced, specialised level (e.g. students '*acquire sufficient knowledge and understanding in the field or subject matter so that they can make a substantial and original contribution to the development and/or implementation of ideas, particularly with regard to research*' or '*graduates are able to state in specific situations the application possibilities and limitations of the discipline in general and of Real Estate Studies in particular and to integrate them into proposed and applied theories, methods and techniques, and ethical foundations*' and '*graduates are able to form a critical judgement on the relationships between theoretical concepts, research methods and empirical findings in academic publications by themselves or others in the field of Real Estate Studies*'). Therefore, the committee is of the opinion that the intended learning outcomes correspond to the Dublin Descriptors for a programme at the master's level.

Furthermore, the specific attention paid by the intended learning outcomes to performing research and using research methods and techniques (e.g. students '*acquire sufficient knowledge and understanding in the field or subject matter so that they can make a substantial and original contribution to the development and/or implementation of ideas, particularly with regard to research*' or '*graduates are able to reason logically, to independently formulate and analyse a problem, and on the basis of theoretical insights from inside and outside the field to use appropriate methods and techniques in an ethical manner in order to arrive at a solution-driven synthesis in concrete issues in the field of Real Estate Studies*'), critical reflection (e.g. '*graduates are able to reflect critically on their own academic behaviour and that of others based on incomplete or limited information, bearing in mind social and ethical responsibilities*') and developing an academic attitude (e.g. '*graduates have developed an investigative and critical attitude to content and to new ideas and developments within the field of Real Estate Studies, i.e. they will be able to take a stand*') convinces the committee of the academic orientation of the programme.

## Considerations

The committee concludes that the domain-specific reference framework provides a broad reflection of the domain. Although it considers the reference framework to be adequate, the committee recommends specifying the domain in more detail. The committee agrees that the domain-specific qualifications described in the reference framework are appropriate for the field of Human Geography and Spatial Planning.



The committee compared the intended learning outcomes of the programme against the domain-specific reference framework and examined its profile and orientation. The committee is of the opinion that the profile has definitely improved and it agrees with the programme that the international orientation may become successful and may attract good students from abroad. On the other hand, the committee would like the profile to better balance the sustainability aspects on one hand alongside the economic and financial aspects on the other. This would align the profile even better to developments in the real estate field, thus strengthening it and making it more attractive.

The committee is satisfied with the intended learning outcomes of the programme, which are formulated along the lines of the Dublin Descriptors. The committee concludes that the level of the intended learning outcomes conforms to the demands for a programme at the master's level and that they are academically oriented. However, it considers the intended learning outcomes rather abstract and recommends the programme to specify them in more detail to make them more concrete.

## **Conclusion**

*Master's programme Real Estate Studies:* the committee assesses Standard 1 as satisfactory.

## Standard 2: Teaching-learning environment

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

### Explanation:

The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

## Findings

### 2.1 The curriculum

The curriculum has a workload of 60 EC, spread evenly over four terms, each of which is worth 15 EC. The programme is only offered in full-time format and has an admission opportunity both in September and February.

Until the academic year 2012-2013, the curriculum consisted of five compulsory courses: *Real Estate & Land Markets*, which focused on connecting public and private valuation, *Real Estate Finance*, which introduced the academic field of corporate finance and investments, *Law*, i.e. construction law, *Real Estate Research*, which concentrated on applied quantitative methods in real estate practice and *Real Estate Development*, which covered concepts and principles in real estate discussing its actors, development process and real estate submarkets. Furthermore, students had to follow *three optional courses*, which they could choose from two courses offered by the programme itself, *Industrial Real Estate* and *Real Estate Investment*, or, in consultation with the master's coordinator, from other master's programmes. The final part of the programme was the *thesis*. All courses had a workload of 5 EC, except for the thesis, which had a workload of 20 EC.

The committee learned that, as of the academic year 2012-2013, the curriculum has a slightly different content, although most of the curriculum has remained unchanged. At the expense of one of the three optional courses, an extra compulsory course has been introduced, which specifically enhances the programme's international orientation. This is the *International Real Estate Markets* course, which is on international housing and real estate market analysis from a global and comparative approach. Furthermore, the two optional courses offered by the programme itself have been discontinued and students now choose the two remaining optional courses from other master's programmes in consultation with the master's coordinator. The committee considers the introduction of the new compulsory course to be a good choice, because it gives more substance to the programme and at the same time adds to the international content of the curriculum.

The committee is satisfied with the current curriculum and considers it well-structured. However, the restructuring could and should have started earlier.

### 2.2 Coherence

During the site visit, the committee learned that the programme has developed two learning trajectories, i.e. the methods and techniques or econometrics learning trajectory, which has already been implemented and the conceptual or theoretical learning trajectory, on which the programme is still working. With these learning trajectories the programme aims at not only ensuring that the contents of the curriculum cover the intended learning outcomes, but also at safeguarding the coherence between the different courses as they regulate the distribution of knowledge and skills over the various courses. The committee appreciates the

development of these learning trajectories, considering them a further step in the right direction. Although it did not establish problematic issues with respect to the curriculum's coherence, the committee is convinced that the learning trajectories will further enhance coherence in the curriculum.

### **2.3 Relationship between the intended learning outcomes and the curriculum**

For each course offered by the programme, it has been specified how it contributes to the realisation of the intended learning outcomes. The assessment plan included in the self-assessment report, contains an overview of these contributions. The committee examined and verified this overview and is of the opinion that the intended learning outcomes are sufficiently embedded in the curriculum.

The committee learned that following the advices of the previous assessment committee, the programme has made the curriculum more academic, by strengthening the role of research and methodology in the curriculum. It adopted a *research-driven teaching approach* (cf. section 2.4) and introduced, in 2010, the *Real Estate Research* course, which is a methodological course, concentrating on applied quantitative methods. This course is compulsory since the academic year 2012-2013. The interview with the students confirmed that the programme in fact pays a lot of attention to, especially, quantitative research and has become more academic. Moreover, the students who entered the programme with a bachelor's degree in applied sciences (*HBO*) (cf. section 2.5) also declared that the programme indeed is much more academic than what they were used to during their bachelor's. One student, however, suggested that the programme could still add a little extra. The committee appreciates the programme's efforts and it considers the programme definitely improved with respect to the incorporation of research and methodology in the teaching. It recommends the programme to continue working in this way and encourages it to keep an open eye for ways to even further increase the academic level. As changes have been implemented quite recently, the committee was not able to assess the full results, for example theses, of the new curriculum.

In general, the committee is of the opinion that the curriculum represents an adequate realisation of the intended learning outcomes. However, the committee found that the (spatial) planning component was rather little exposed in the curriculum. Especially the mutual relationship between spatial planning practice and real estate development is highly relevant. For instance: what are the causes and effects of the present day vacancy of offices at so many locations? The committee regrets that too little attention is paid to spatial planning and suggests integrating more (spatial) planning in the curriculum while at the same time reducing the economic/financial component somewhat. This would make the curriculum more balanced.

Finally, the interview with the students revealed that they were not entirely satisfied by their training in presentation skills. They would like the programme to pay more attention to these skills. The committee advises the programme to search for ways to address this issue.

### **2.4 Didactic concept and teaching methods**

The self-assessment report describes that the programme's teaching vision is based on the acquisition of knowledge from the different domains the programme is rooted in (i.e. spatial sciences, and spatial and financial economics). It has adopted the didactic principle of *research-driven education*, which is implemented by using the staff's own research in the courses. Lecturers explain their research and arguments for choosing particular methods and techniques and students are encouraged to critically reflect on this. Also, the international

classroom is considered very valuable from a didactic point of view, as the programme is of the opinion that the exchange of knowledge and ideas with people from different cultural backgrounds creates multiple perspectives, which stimulates critical reflection.

The committee is satisfied with the didactic principles adopted by the programme and finds them adequate for a master's programme in Real Estate Studies.

The committee learned that the programme uses various teaching methods for various teaching goals:

- *Lectures* primarily contribute to teaching knowledge, understanding and the application of knowledge and understanding.
- *Interactive lectures* are used to emphasise reflection and judgement.
- *Computer labs/seminars*, in which students complete assignments or deliver a research paper individually or as a team, aim at the acquisition and presentation of skills.

The self-assessment report contains an overview of the teaching methods per course. The committee is of the opinion that they represent an adequate mix of work forms.

## **2.5 Feasibility of the programme**

To be admitted to the RES programme, as of 2011-2012, applicants should have a bachelor's degree in Economics, Human Geography & Spatial Planning, Environmental & Infrastructure Planning or Business Administration from a research university. Students from a research university with a bachelor's degree in Civil Engineering may be admitted after their prior results have been assessed. The programme is also open to students from a university of applied sciences (*HBO*) with a bachelor's degree in Real Estate & Brokerage, Spatial Planning, Construction Management or Building Management, but they should first successfully complete a one-year individual bridging programme of 60 EC in which the methods courses are crucial. The committee learned that the admission requirements for HBO students are relatively recently tightened up. During the site visit, HBO students provided evidence that the new admission requirements provide a satisfactory selection. They stated that they felt they had the required academic level when they started the RES programme. The committee furthermore learned that, in the light of the internationalisation of the programme, the programme will set up specific admission criteria for international students with regard to English language proficiency and knowledge/skills of methods and techniques. The committee is satisfied with the current admission requirements. It considers it a wise decision to raise the admission requirements for HBO students as it makes the student population less heterogeneous in relation to academic skills, which, in turn, will make the programme stronger. It is also content that the programme takes the admission requirements for international students seriously.

The committee established that the pass rates for RES students in the period 2005-2012 have fluctuated from 23% to 33% after one year, and from 50% to 87% after two years (cumulative). Pass rates after one year seem to decrease in the last two years, while pass rates after two years seem to stabilise around 80%. Furthermore, the committee noted that the average study duration shows an upward tendency. In 2011-2012 students needed 19 to 20 months on average to finish the programme. The committee considers the pass rates low and the study duration long for a 12 months programme and finds this a point that needs serious attention and close monitoring. The committee learned that the students assessed the study load of the programme 'just right' to even 'slightly on the light side' in the 2012-2013 curriculum evaluation and the students interviewed during the site visit also confirmed this.

The interview with the students, however, revealed that the thesis trajectory constitutes a significant obstacle for students, as they sometimes have to wait long for a supervisor to be allocated, as the programme has too few permanent staff to supervise all the theses. The committee learned that in some cases the time students had to wait for a thesis supervisor has increased to 3 to 4 months. The committee learned that the programme has found external supervisors to help supervise the theses (cf. section 3.2), but, apparently, this is sometimes not enough to remedy these problems. The committee thinks this unacceptable and urges the Faculty to bring staff numbers up to an appropriate level. It learned that action is taken in the mean time. Apart from thesis supervision, other causes for study delay include:

- the problems encountered by students in basic academic skills and doing scientific research, which delay completion of the thesis;
- many students already finding permanent jobs in the real estate sector during the course of their studies (students work on outside jobs on average for more than 17 hours a week), which makes it harder for them to finish in time and also reduces the incentive to finish the programme according to schedule;
- the time taken by the University for the introduction of the Bachelor-before-Master rule.

The committee learned that the programme has taken actions to remedy these causes, such as the more strict admission requirements since 2011-2012 for students coming from a university of applied sciences, the introduction (since 2013-2014) of the compulsory *Real Estate Research* course and intensifying teaching and increasing the study load since 2012-2013 (cf. section 2.6). This also comprises making students attend compulsory computer labs/seminars more frequently, which will discourage them taking up substantial jobs during the academic year. Finally, thesis supervision has gradually been intensified as of 2011-2012 (cf. section 3.2). The committee is satisfied with these measures and is confident that they will help to address the causes for study delay, although it is too early to have concrete evidence that they are indeed effective. It does, however, regret the fact that it has taken so long for the programme and the faculty to come into action after the previous programme assessment.

## 2.6 Student-staff ratio and contact hours

According to the self-assessment report, the staff involvement in the programme in 2011-2012 amounts to a total of 2,56 fte, freelancers and staff hired from outside the university included (2,24 fte when excluded). The corresponding student-staff ratio was 23,4 in 2011-2012 (and 26,8 when freelancers and staff hired from outside the university are excluded). Although the figures given in the self reflection are not completely transparent, staff workload is relatively high.

The total number of contact hours (including exam weeks) per student adds up to 267-279 for the whole year. For the thesis an average of 19 contact hours is reserved. This amounts to an average of 6,8 contact hours per student per week (including exam weeks).

The committee learned that, as of academic year 2012-2013, the programme has intensified its teaching from 1 x 2 contact hours to 2 x 2 contact hours per week for all compulsory courses. These consist of 1 x 2 hours of lectures and 1 x 2 hours of seminars and computer labs, which concentrate on the application of knowledge, and the development of learning skills and an academic attitude. Also, the assignment component in the programme has been enlarged. The committee is satisfied with the intensification of the teaching and the ways through which it is implemented (seminars, computer labs, more assignments). It agrees with the programme that this is a good way to confront the issues related to the academic and research skills, which will likely result in less problems during the thesis trajectory and shorter

study duration. Therefore, it is satisfied with the number of contact hours. However, it considers the student/staff ratio rather high, especially in the light of the intensified teaching and thesis supervision (cf. section 3.2). The interview with the lecturers confirmed the committee's opinion, as they stated that they consider their work load to be rather heavy. They claimed they hardly find time to do research, which the committee considers worrisome, especially for a programme which, having adopted a more *research-driven approach* to teaching (cf. section 2.4), aims at weaving in the staff members' own research into the course units. Also, the waiting time for students for a supervisor, even now external supervisors have been approached, is evidence for the committee to conclude that the size of the staff is critical. Therefore, the committee strongly recommends the Faculty to reconsider the Faculty's investment in the RES programme

More information on the student/staff ratio and contact hours is included in appendix 5.

### **2.7 Staff**

The self-assessment report states that 92% of the RES programme's staff has a PhD and 25% has the University Teaching Qualification (UTQ, in Dutch: *BKO*). The committee is satisfied with the PhD rate of staff, but considers the UTQ rate rather low and advises the programme to work on this. It also advises the programme to explore whether the internationalisation of the programme makes further demands on the staff's skills and, if so, to properly address these.

### **2.8 Student guidance**

The faculty has one study advisor, whom students can contact for advice on study related issues. From the interview with the study advisor the committee learned that with respect to master's students, the study advisor's most important tasks are (1) advising and guiding students with personal problems which influence their study results in a negative way and, if necessary, referring them to student counsellors or psychologists; and (2) giving information (on financial regulations, changes in regulations, etc.).

The committee learned that the study advisor has not been mandated by the Board of Examiners to settle issues by himself on behalf of the Board. There is a strict division between the tasks of the study advisor and the tasks of the Board of Examiners. The study advisor does, however, advise students on when and how to approach the Board of Examiners. The committee is of the opinion that this division in tasks is correct.

The committee is content with the student guidance offered by the study advisor. However, student guidance offered by the staff, more specifically thesis supervision, is considered to be at risk, given the critical size of the staff.

### **2.9 Other facilities**

The committee ascertained that the facilities are appropriate. Most of them, such as the library, or computer facilities (with GIS-software), are organised by the faculty. As to labour market orientation, the committee learned that the programme will benefit from the university-wide NEXT programme offered by Career Services as of 2013-2014. NEXT will help students prepare for the labour market.

Furthermore, the committee learned that the programme has drawn up a Memorandum of Understanding with the University of Central Florida (UCF) for student exchanges in Real Estate Studies. EBS/Wiesbaden in Germany offers an English-taught programme and has an

active exchange with UCF. Given its new international orientation, the programme has plans to collaborate with these universities. The committee considers this a good idea.

### **2.10 Programme-specific quality assurance**

The committee learned that quality assurance is organised primarily at the level of the Faculty (and the University). Evaluations are done according to Faculty protocols. These are part of the PDCA-cycle (Plan Do Check Act) of the university-wide quality assurance. Within this context, the Faculty performs the following evaluations for the RES programme:

- Course evaluations, including the thesis
- Curriculum evaluation of the whole programme
- Panel evaluations for course improvement
- Other evaluations (if the occasion arises)

Students receive a standard evaluation form with the exam of each course, which leads to high response rates. In the academic year 2011-2012 a systematic curriculum evaluation has been introduced. Relatively high response rates have been achieved by obligatory linking the completion of the evaluation form to the thesis submission and thus to graduation.

It is the task of the Programme Committee (PC) to assess the results of the course evaluations, but it also gives unsolicited advice in cases it is deemed necessary (e.g. new course evaluation forms, graduation contract). The Programme Director, on the other hand, is responsible for the curriculum evaluation. During the site visit the committee learned, however, that the PC also keeps an eye on the curriculum as a whole. The committee learned that the programme shares a PC with the master's programme in Economic Geography. The PC consists of two student members and two staff members of each of the two programmes (eight members in total). At the moment, it meets four to five times a year. In cases actions are needed the chair of the PC is responsible for approaching lecturers. In those cases lecturers have to come up with plans for improvement. The Programme Director is responsible for initiatives for strategic adjustments.

The Faculty's educational management also monitors the results of all courses and evaluations. The evaluations are public and are made available to students who followed the course in question, the members of the PC and Faculty Council, as well as to all the Faculty's teaching staff.

During the site visit the committee noted that the minutes of the PC meetings mention issues which have come up and the corresponding actions planned by the PC, but the results of these actions are not integrated in later minutes. The committee learned that actions are nonetheless taken, but that it is the PC's custom to keep the minutes as short as possible and that they therefore do not pay attention anymore to solved issues. The committee encourages the PC, however, to change this custom as clear insight in the follow up and the results of the PC's actions is important for both internal and external parties interested.

The committee ascertained through the interview with the PC student members that they feel they really have a say in the PC. The committee concludes that the programme-specific quality assurance is adequate and that the PC functions properly.

## Considerations

The committee reviewed the contents of the curriculum and established that the curriculum represents a sufficiently adequate realisation of the intended learning outcomes. The assessment plan, which presents a schematic overview of how each course contributes to the programme's intended learning outcomes, provides an adequate and convincing representation of this realisation. However, the committee considers the (spatial) planning component somewhat underexposed and suggests integrating more (spatial) planning in the curriculum and reducing the economic/financial component to some extent, as this would make the curriculum more balanced. The committee is satisfied with the changes in content and considers the incorporation of research and methodology in the curriculum to be improved. The committee is furthermore of the opinion that the structure of the curriculum is coherent and it is content with the newly developed learning trajectories, which will further add to the curriculum's coherence. The committee is convinced that the content and structure of the current curriculum enable students to achieve the intended learning outcomes. However, actions to renew the curriculum have started late.

The committee is also satisfied with the didactic principles and teaching methods adopted by the programme and acknowledges that they are adequate for a master's programme in Real Estate Studies. On the other hand, the committee is concerned about the low pass rates and the long study duration. It asks for serious attention for and monitoring of this issue and hopes the various actions already taken by the programme will be fruitful. The programme's new admission requirements are satisfactory as is the study load, which could however be slightly intensified. The committee assesses the programme feasible, but it seriously regrets the fact that students sometimes have to wait a couple of months to start their thesis, because there is no supervisor available. This shortage of staff is also reflected by the student/staff ratio, which the committee considers rather high. Staff consider their workload as rather heavy and claim to have not enough time to do research. The committee, therefore, strongly recommends the Faculty to bring staff up to an appropriate level. It looks that this will be the case.

The committee is satisfied with the intensified teaching and the increased contact hours, which are considered to be at an adequate level. The intensified teaching, however, even more stresses the importance of a sufficient staff size. The committee furthermore recognises the quality of staff, although it advises the programme to work on a better University Teaching Qualification rate. The student guidance offered by the study advisor is well-organised, as are the other facilities of the programme. Student guidance offered by the staff, more specifically thesis supervision, is considered to be at risk, given the critical size of the staff.

Finally, the committee established that the programme-specific quality assurance is adequate and that the PC functions properly. It advises the PC, however, to integrate in its minutes not only the issues to be addressed, but also the follow up and the results of its actions, as to provide better insight in its functioning.

Having examined and carefully considered the various aspects of the teaching-learning environment, the committee concludes that the teaching-learning environment of the programme enables students to achieve the intended learning outcomes.

## Conclusion

*Master's programme Real Estate Studies:* the committee assesses Standard 2 as satisfactory.



### **Standard 3: Assessment and achieved learning outcomes**

The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

**Explanation:**

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

## **Findings**

### **3.1. Assessment system**

Assessment is part of the university's quality assurance, which is primarily organised at the level of the Faculty. The committee learned from the information presented in the self-assessment report, that the Faculty in 2012 has developed an Assessment Memorandum (Facultaire Nota "Toetsbeleid"), which regulates the assessment practices within the department. Assessment within the Faculty should take place according to the programme-specific Assessment Plans, which should be based on the Faculty's Assessment Memorandum.

The Faculty is of the opinion that the achievement and assessment of the learning objectives of a course and the learning outcomes of the programme as a whole are inherent in the assessment instruments and their validity. Therefore, the leading principle is that for every course the choice for the assessment instruments used should be well-argued. The assessment instruments should be consistent with the intended learning outcomes of the programme, the position of the course unit within the programme and the learning objectives of the course itself. This argumentation is a standard part of the course description of each course. The committee established that, in accordance with the Faculty regulations, the programme-specific Assessment Plan of the RES programme consists of a full list of the teaching methods and the assessment instruments (i.e. assignment and test types) per course. In addition, for each individual course it is indicated to which intended learning outcomes of the programme it contributes. Finally, the list provides information on when tests are taken, giving a clear image of how the various tests are distributed over the academic year. The committee learned that the programme coordinator yearly updates the Assessment Plan.

The committee furthermore learned that in the Faculty's vision on assessment, not only the tests themselves are crucial, but also students' study behaviour. In fact, also the study behaviour determines to a large extent whether tests and intended learning outcomes are achieved. Therefore, monitoring and encouragement of active study behaviour is also an integral part of the vision on assessment within the programme.

The Faculty's assessment policy, which is also practiced by the RES programme, is furthermore characterised by specific guidelines and regulations, such as the obligatory peer review of assessment instruments in advance, the obligatory use of assessment and grading models, etc. The committee took a close look at all those regulations and guidelines and is satisfied with them.

The committee learned that the assessment and grading of the thesis is carried out by the supervisor together with a second supervisor and is based on a standardised assessment form and marking scheme as to guarantee the consistency and transparency of the assessment. Assessment is based on process, product and presentation. For thesis projects with an

institute or company, the programme is responsible for the supervision of content and the assessment and grading of the thesis.

From the self-assessment report, the committee learned that assessment forms a standard part of the course and curriculum evaluations. Evaluation takes place at the level of the assessment itself, at the course level and at the level of the programme as a whole. On the *level of the assessment itself* evaluation takes place through peer review, the completed standardised course evaluation form and, in case of a multiple choice exam, the digital processing of the exam which reveals the quality of the test questions. Also, students can approach the Board of Examiners (BoE), in case they disagree with the grading. At *course level* evaluation takes place through the course evaluations, which use standardised forms to compare the results more easily. The evaluation of the thesis supervision is linked to the supervisor. At *programme level* evaluation takes place through the curriculum evaluation, which incorporates several questions on assessment, such as on the time staff take for assessing and grading examinations, and on whether the modes of assessment and grading requires a thorough understanding of the study material.

From the 2012-2013 curriculum evaluation results and the interviews with the students it appeared that it is sufficiently clear to the students what the learning objectives of the courses are, what is expected from them in the various courses and where to focus their attention on when studying for an exam. Moreover, they found that the modes of assessment and marking require a thorough understanding of the study material.

The committee is of the opinion that the assessment policy, the assessment procedures and the way they are carried out are sufficiently adequate.

Under the *Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek* ('Higher Education and Research Act'), it is the task of the BoE to safeguard the quality of assessment. From the self-assessment report the committee learned that the Faculty has one BoE for all its programmes. The BoE attracted an external member who is an assessment expert. The BoE meets every six weeks, or more frequently if necessary. From the self-assessment report and the interview with the BoE, the committee learned that it has adopted its new role with respect to safeguarding the quality of assessment only in January 2013. In March 2013, the Faculty has attributed extra hours to the members of the BoE in order to enable them to fulfil their task properly. The committee regrets that it has taken so long before the BoE could and did adopt its new responsibility.

At the moment, the BoE evaluates on a structural basis both individual courses and theses. It follows the principle that all courses in which problems have occurred (poor student evaluation, low pass rates, etc.) are always evaluated. In addition, a number of courses is evaluated randomly. The BoE assesses whether the assessment mode fits the learning objectives of the course and the intended learning outcomes of the programme as a whole, the assessment procedures, etc. The theses too are evaluated randomly. During the interview with the BoE, the committee learned that it does not intend to evaluate all courses and theses in a systematic way on a yearly basis. The BoE is of the opinion that the detailed assessment policy, the manual for lecturers, the obligatory University Teaching Qualification, the peer review and the observing presence of the BoE itself, are all factors that safeguard the quality of assessment. It finds monitoring not the only true strategy. It emphasised, however, that it still is in an orientation phase. It is exploring the kind of problems it will be faced with in its new role. In case it turns out that there are more problems in the assessment area than currently assumed, it will consider expanding its monitoring activities. Now that it is still in an

orientation phase, the committee understands the BoE's approach, focussing on problematic courses first and evaluating the other courses and theses randomly. However, the committee is of the opinion that the BoE should expand its monitoring activities. It advises the BoE to yearly evaluate a number of courses in a systematic way, such that in the end all courses will be periodically evaluated. Of course, the members of the BoE should receive enough hours to fulfil this task.

Apart from safeguarding the quality of assessment it is also the BoE's task to address complaints and requests concerning exemptions from rules or deviations from the regular curriculum (e.g. extra resits, etc.). The committee was pleased to learn that the BoE has formulated a set of criteria to address these requests in a consistent way.

### **3.2 Achievement of the intended learning outcomes**

The master's thesis research project is the final part of the programme. The committee learned from the information presented in the self-assessment report, that over the academic years 2011-2012 and 2012-2013 thesis supervision has been gradually intensified by organising it as a course unit with thesis workshops where students present and discuss interim results in groups under the guidance of their supervisor. After the information meeting about the thesis in September, the thesis trajectory kicks off with an intake session on the topic with the thesis coordinator, who also supervises the student during the writing process of the research proposal. Subsequently, on the basis of the research proposal (submission on 1 December or 1 March), an appropriate supervisor is allocated to ensure thesis topics fit the staff's research. Students have at least five one-to-one meetings with their supervisors, based on papers submitted. Given the shortage of staff, the programme has engaged about 5 to 6 external supervisors to help supervise the students. These external supervisors have been selected based on their experience and expertise in the field. They do not always hold PhD's, but are experienced researchers, research managers or people with an educational background. The programme has regular meetings with the external supervisors. The committee learned from the interview with the lecturers, that this situation requires a lot in terms of organisational efforts to match demand and supply, which is sometimes a difficult and time consuming activity. Although the programme is now more experienced with this system and it has been able to select more appropriate people, the committee learned from the students that in some cases they still have to wait a couple of months to get a supervisor. Furthermore, the committee learned from the lecturers that the external supervisors do not offer the thesis workshops. The committee regrets this, as such differences in thesis supervision and guidance results in students not having equal opportunities. The committee is of the opinion that this situation is rather unfavourable. It seems to cause study delay for at least some students and it fears that it might ultimately affect the quality of the theses. The Faculty is strongly advised to take appropriate action to remedy this situation. On the other hand, the committee appreciates the innovations to the thesis trajectory and agrees with the programme that the intensified supervision might result in less problems during the thesis writing process.

The committee assessed the level achieved by the programme's graduates by inspecting a selection of the master theses (see appendix 7). It studied twelve master theses, together with the associated assessment forms. Consideration in selecting the theses was given to the grading (low, average and high grade) and the specialisations. The committee members read the theses and assessed their presentation of the research problem and review of the literature, methods and justification, conclusion and discussion, structure, legibility and verification. They agreed with the grades awarded by the supervisors and the grading was evaluated as fair. However, the committee established that the quality of the theses varies. It assessed some theses to be of particular high quality, while a few were rather weak. The

committee discussed these outcomes with the staff and learned that problems are often related with the programme's former, more liberal admission requirements for students coming from universities of applied sciences. It is confident that these type of issues belong to the past, now the admission requirements for this group of students have been raised. It advises the programme, however, to continue evaluating the admission requirements. Nevertheless, all the theses the committee examined were evaluated as passable.

### **3.3 Employment**

Because of the financial crisis, currently the job market, especially in the field of real estate, is rather challenging and finding employment can be difficult. The students informed the committee that this is especially the case for junior job positions. Students, however, feel sufficiently prepared by the programme for the labour market. Typically, RES graduates find jobs in real estate practice, for example as project developers, real estate investors or real estate managers, or in consultancy bureaus and public or semi-public agencies (e.g. municipal real estate departments). Some opt for an academic career at a university.

### **Considerations**

The committee confirms that the assessment system functions adequately. It regrets, however, that the BoE could and has taken up its new role with respect to safeguarding the quality of assessment so late. It, furthermore, is of the opinion that the BoE should expand its monitoring activities. The committee advises the BoE to systematically evaluate a number of courses yearly, in such a way that ultimately all courses are evaluated at regular intervals. To fulfil this task, a sufficient number of hours should be allocated to the BoE members.

The committee is pleased with the new design of the thesis trajectory and is confident that the intensified supervision will help students write their theses more easily. However, the committee regrets the fact that, because of the critical size of staff, students sometimes have a waiting time before they can start with their thesis. The external supervisors do not seem to sufficiently remedy this problem. Furthermore, the committee regrets the difference between thesis supervision and guidance offered by the external supervisors and thesis supervision and guidance offered by the permanent staff, as it results in unequal opportunities. The committee considers this situation unfavourable not only because of its effect on students' study duration, but also because it fears that it might ultimately affect the quality of the theses as well. Therefore, the committee strongly recommends the Faculty to bring staff size up to a more appropriate level.

The committee assessed the level achieved by the programme's graduates by inspecting a selection of the master's theses. The committee agreed with the grades awarded by the supervisors and considered all the selected theses to be of at least satisfactory quality. Although it established that the quality of the theses varies, it concluded that the graduates achieve the required level.

Moreover, the committee concluded that graduates of the programme are sufficiently prepared for relevant job positions.

### **Conclusion**

*Master's programme Real Estate Studies:* the committee assesses Standard 3 as satisfactory.

## **General conclusion**

The committee has assessed all three standards as 'satisfactory'. In accordance with the decision rules laid down in the NVAO's assessment framework, the programme as a whole is assessed as 'satisfactory'.

## **Conclusion**

The committee assesses the *master's programme Real Estate Studies* as satisfactory.



## Appendices





## Appendix 1: Curricula vitae of the members of the assessment committee

**Prof. Henk Ottens** is retired professor of Human Geography at Utrecht University. He specialised in urban development, town and country planning, and geo-information. He was dean of the Faculty of Spatial Sciences and director of the national research institute NETHUR. At present, he is chair of the Royal Dutch Geographical Society. Ottens was and is active in numerous Dutch and foreign managerial functions, including several education audits in the Netherlands and Flanders.

**Prof. Herman van der Wusten** was professor of Political Geography at the University of Amsterdam (1984-2001) and the first full-time dean of the Faculty of Social and Behavioural Sciences at the UvA (1997-2001). He is still active as emeritus researcher and author writing on two themes: the formation and design of political centres and the EU as a new sort of political unit. Van der Wusten previously took part in various reviews in the Netherlands, Flanders and Austria.

**Prof. Herman van den Bosch** is professor of Management Sciences, particularly Management Education. He develops and teaches courses in innovation management and academic skills. He investigates the role of institutions of higher education in regional development and innovation. Van den Bosch contributed to a series of international education audits and accreditations of new courses in business administration, economics and liberal arts & science. He taught workshops and courses in distance learning, education management and quality of care both nationally and abroad. Van den Bosch was dean of the Faculty of Management Sciences of the Open University from October 2001 to September 2011. In this position he was responsible for implementing the bachelor/master structure, activating distance learning and developing a training programme for professionals. Van den Bosch publishes in the fields of educational organisation, innovation of scientific education and the role of ICT, the role of knowledge institutions in innovation (regional or wider), and during his period in Nijmegen, in the fields of geography education, quality of care and education management.

**Prof. Wil Zonneveld** is professor of Urban and Regional Development at the Faculty of Architecture, Delft Technical University. His research focuses on the conditions for strategic spatial planning and the relationship between strategic planning and operational decision-making, often while considering the influence of European environmental guidelines. He has been the editor of various specialist journals and is Editor-in-Chief of the open access *European Journal of Spatial Development* and publishes continuously in scientific and professional journals and books. Zonneveld was a guest researcher for extended periods at both the Scientific Council for Government Policy and the former Netherlands Institute for Spatial Research. He was a member of a review committee in 2010-2011 that evaluated the quality of education at the three academising courses for Urban Development and Spatial Planning in Flanders.

**Prof. Robert Hassink** is professor of Economic Geography at the Christian Albrechts University of Kiel (Germany) and visiting professor in the School of Geography, Politics & Sociology at Newcastle University (United Kingdom). After receiving his PhD in 1992 from Utrecht University Hassink has worked as a research fellow, consultant, assistant and temporary professor at several research institutes and universities in the Netherlands, Germany, Norway and South Korea. Over the years he has carried out various research projects on regional innovation policies, industrial restructuring and regional economic development in Western Europe and East Asia. Currently, Hassink is project leader of the

research project '10-ECRP-007 Cluster life cycles – the role of actors, networks and institutions in emerging, growing, declining and renewing clusters', sponsored by the European Science Foundation and the German Research Foundation. Hassink has published widely in English, Dutch, German, French and Korean and is author and co-author of nine books and official research reports, 16 chapters in edited volumes, 37 articles in journals included in the Social Sciences Citation Index (SSCI) and 14 articles in other journals. From 2006 until 2011 Hassink was editor of the Critical Surveys Section of the journal *Regional Studies*.

**Prof. Ton Dietz** is a Human Geographer, who graduated from the former Catholic University of Nijmegen (1976) and obtained his doctorate at the University of Amsterdam (1987). He was awarded an honorary doctorate from Moi University in Eldoret (Kenya) (2007). Dietz worked at the University of Amsterdam from May 1976 to July 2012, as professor of Human Geography from 1995, specialising in the social-economic geography of developing countries (especially Africa) and environment and development (political environmental geography). Between 2002 and 2007 he was director of the research school CERES part-time (resource studies for development) in Utrecht and also professor of Social Sciences there. Since May 2010 Dietz has been director of the Africa Studies Centre in Leiden, initially for 0.8 fte and then full-time from July 2012. In Leiden he is professor of African Development in the Faculty of Social and Behavioural Sciences. In Amsterdam Dietz was director first of the research institute AGIDS and later of the broader research institute AMIDST. He has held many managerial posts in and outside the university.

**Madelon Post, MSc**, graduated from the Urban and Regional Planning master's programme at the University of Amsterdam in 2013. In 2012 she obtained her bachelor's diploma in Spatial Planning at the same university, specialising in Urban development & Real estate and Strategic planning of urban regions. For her master's thesis she conducted the study "The end for church buildings?", which scrutinised dominant factors in demolition decisions for unused church buildings in the Netherlands. Post has gained experience with boards and committees as treasurer and committee member of the student union Sarphati, and as a member of the student accommodation committee of ASVA.

**Jikke van 't Hof, BSc**, is a student of the Human Geography master's programme at the Radboud University of Nijmegen. She completed the Human Geography and Spatial Planning bachelor's programme (specialising in Human Geography) at the same university. Van 't Hof gained committee and board experience at the student union Mundus, and in the 2011 – 2012 academic year she was chair of the student section of the Geography, Spatial Planning and Environment education committee at the Radboud University Nijmegen.

## Appendix 2: Domain-specific framework of reference

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### **Domain specific frame of reference for the reaccreditation of the master programmes in the domain of Human Geography and Spatial Planning (including Population Studies, Environmental and Infrastructure Planning, Vastgoedkunde and Environment)**

Approved by the 'Disciplineoverleg Sociale Geografie en Planologie' of the Vereniging van Universiteiten VSNU, May 16th, 2012, Utrecht

#### **Introduction**

The accreditation of the Master programmes in the domain of Human Geography and Spatial Planning comes to an end in December 2014. The assessment of the programmes will take place in 2013. The 'Disciplineoverleg Sociale Geografie en Planologie' of the VSNU took the initiative to develop a common domain specific frame of reference for the reaccreditation. The reaccreditation regards all bachelor and master programmes within the domain, i.e. the bachelor programmes Human Geography and Planning at University of Amsterdam, Groningen University and Utrecht University, the bachelor programme Environmental and Infrastructure Planning at Groningen University and the bachelor programme Geography, Planning and Environment at Radboud University Nijmegen and the master programmes Human Geography and Urban and Regional Planning at University of Amsterdam, Cultural Geography, Economic Geography, Vastgoedkunde, Socio-Spatial Planning, Environmental and Infrastructure Planning and Population Studies at Groningen University, Human Geography, 'Planet Europe' and Spatial Planning at Radboud University Nijmegen and Human Geography, International Development Studies and Planning at Utrecht University and the interuniversity master programme Geographical Information Management and Applications (GIMA) at University Utrecht, Delft University of Technology, University of Twente and Wageningen University.

This frame of reference is based on the Dublin descriptors. The frame of reference forms partly a continuation of examples from the Netherlands ('Het referentiekader van de visitatie Sociale Geografie, Planologie en Demografie 2007'<sup>1</sup> for the bachelor and master programmes in the domain of Human Geography and Spatial Planning, the 'Domeinspecifieke Referentiekader Sociologie 2011'<sup>2</sup> for the bachelor and master programmes Sociology, 'Het Referentiekader CA/OS 2011'<sup>3</sup> for the bachelor and master programmes Anthropology and Non-Western Sociology and the 'Domeinspecifiek referentie kader 2011'<sup>4</sup> for the bachelor programmes Social Sciences). At the same time it is inspired by foreign examples: Flanders<sup>2</sup>, United Kingdom<sup>3</sup> and Australia<sup>4</sup> and the Association of European Schools of Planning AESOP<sup>5</sup>.

A domain specific frame of reference formulates the domain specific requirements for the educational programmes in a broad sense. These requirements deal with two issues:

1. What do we expect from a graduate?
2. What do we expect from the educational programmes?

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<sup>1</sup> Onderwijsvisiteer Sociale Geografie, Planologie en Demografie. Utrecht: QANU, 2008, p. 17-20.

<sup>2</sup> De Onderwijsvisiteer Geografie Vlaanderen. Den Haag: NVAO, 2009, pp. 18-28.

<sup>3</sup> Geography 2007. Gloucester: The Quality Assurance Agency for Higher Education, 2007.

<sup>4</sup> Geography Learning and Teaching Academic Standards Statement. Canberra: Australian Learning & Teaching Council, 2010.

<sup>5</sup> Eindtermen voor planologieopleidingen, geformuleerd door de Werkgroep Onderwijs van de Association of European Schools of Planning (AESOP), In: Onderwijsvisiteer Sociale Geografie, Planologie en Demografie. Utrecht; QANU, 2008, pp.21.

The Master programme (second cycle) builds upon the competences that students have acquired in the Bachelor (first cycle), and prepares for the PhD (third cycle) and the labour market. Master programmes (or tracks within a programme) are more specialized than bachelor programmes. According to the Bologna treaty, Master programmes must be treated as complete programmes. Students entering a Master programme may have finished a related Bachelor programme at the same Faculty or University, a Bachelor programme at another institution, or in another discipline (with or without extra preparatory courses to fulfill entry requirements of the Master). This means that Master programmes must take into account a diverse institutional and/or disciplinary background of students entering the Master.

### **The domain of Human Geography and Spatial Planning in the Netherlands**

The domain of Human Geography and Spatial Planning is a broad domain with a clear core, but also with specific profiles of the various educational programmes. The domain specific frame of reference emphasizes the common characteristics. At the same time it provides a frame for the unique profiles of the separate programmes. In the self assessment reports, each programme will illuminate the specific profile and the positioning of the profile within the domain of Human Geography and Spatial Planning in the Netherlands.

The complex relationship between human beings and their environment is the core of the domain of Human Geography and Spatial Planning. A time-space perspective and thinking in terms of different scale levels (local, regional, national, global) and the relationship between these levels is fundamental in the domain of Human Geography and Spatial Planning. Graduates in the domain focus on developments within and differences between economic, social and political systems, cultures and landscapes and the relationships between these developments and differences, worldwide. An international orientation is of vital importance. Core concepts in the domain are space, place, location, region, scale, networks, linkages, time-space behaviour, place attachment, spatial quality, spatial design and spatial intervention. In the past decades, issues such as social-spatial inequality, allocation of resources, social and spatial/environmental justice, sustainability, governance, (social and spatial) diversity and identity have also become core issues in the domain. The domain focuses not only on the analysis of these issues, but also on issues of design and management of interventions directed to the solutions to social-spatial problems. In the last decades, the domain of Human Geography and Spatial Planning has become more closely connected with other social sciences. Conversely, a spatial turn took place within other social sciences. The integrative and multidisciplinary nature of the domain of Human Geography and Spatial Planning forms the distinctive characteristic of this domain within the field of social sciences with a focus on the time-space dimension. However, the educational programmes differ in terms of degree and nature of interdisciplinarity. Graduates in the domain of Human Geography and Spatial Planning demonstrate knowledge and understanding of the domain as a whole; however, their knowledge and understanding reflect the specialist knowledge and understanding that characterizes the educational and research programmes of their own university. The self assessment reports will elaborate on the local profile.

Experiential learning plays an important role in Human Geography and Spatial Planning teaching and learning. Fieldwork with data collection in situ forms an important instrument for understanding the time and space bound character of social, demographic, cultural, political and economic phenomena and developments. Graduates in the domain of Human Geography and Spatial Planning learn to understand spatial heterogeneity within and between countries by experiencing diversity in an unfamiliar context.

Graduates in the domain of Human Geography and Spatial Planning have knowledge and understanding of social research methods and techniques and can apply their knowledge adequately. Furthermore, they are able to apply domain specific research methods and techniques.

The programmes prepare for a diverse professional field. Graduates are employed in a broad range of professional functions and economic sectors. Researcher, teacher, consultant, civil servant and project manager are typical professions for graduates. An integrative approach and a clear relationship with spatial and regional perspectives are characteristic aspects of these professions, in particular in the early stages of the professional career. Graduates of specialized master programmes are usually employed in related sectors, such as spatial planning, urban policy, housing, regional policy, transport and infrastructure planning or environmental policy. The self-assessment reports of the various programmes will specify in which professions graduates are employed.

### Qualifications Master

Qualifications that signify completion of the second cycle (Master) are awarded to students who:

**Dublin descriptor Knowledge and understanding:**

*Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;*

- Have advanced knowledge and understanding of the nature, history, theory and methodology of the respective discipline or specialisation within the domain of Human Geography and Spatial Planning and are able to apply this knowledge;
- Have advanced knowledge and understanding of the socio-spatial diversity, complexity and dynamics of societal structures, processes and behaviours;
- Have advanced knowledge and understanding of possible interventions that are based on the outcomes of research in their respective discipline or specialisation, and of the need and methods of critical assessment of such interventions.

**Dublin descriptor Applying knowledge and understanding**

*Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;*

- Are able to design an original research proposal or plan for a complex societal issue, in an independent way. In this they integrate knowledge and skills learnt in the bachelor and master phases relating to theory, methodology, research methods and techniques, and interpretation;
- Are able to conduct a research project with a minimum of supervision, also in unfamiliar contexts; they are able to integrate theoretical knowledge, to apply social research methodology and appropriate research methods and techniques, to interpret data in a valid way and to formulate appropriate conclusions;
- Are able to develop solutions for complex (spatial) societal problems, both individually and in a team of professionals with different expertise.

Dublin descriptor **Making judgements**

*Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;*

- Are able to apply a series of advanced research techniques (data collection, processing, analysis and interpretation) and generic skills (oral, written, visual and mixed presentation; design of relevant policy recommendations; knowledge and use of ICT; working in a team).
- The techniques and skills are relevant to the respective discipline or specialization;
- Are able to apply these in the analysis of contemporary societal questions;
- Are able to analyse and evaluate the effects of complex spatial developments and interventions;
- Have developed an academic attitude that induces them constantly to critically reflect on their academic behavior;
- Have developed an attitude that induces them to take into account the societal consequences and the ethical implications of academic research. They are able and feel the responsibility to participate in public debates and to formulate policy recommendations.

Dublin descriptor **Communication**

*Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;*

- Are able to communicate in written and spoken manner with the groups in society for which their research has implications or is relevant in another way. They are able to participate in academic debates on the basis of arguments and communicate their analysis convincingly;
- Are able to listen to, use, integrate, and reproduce complex and unfamiliar arguments given by others;
- Are able to integrate the communicative actions by different stakeholders in a complex societal issue, and play a role in linking these to each other. They are able to play a mediating role between actors with competing goals by stimulating the exchange of ideas.

Dublin descriptor **Learning skills**

*Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous*

- Are able to keep up with developments in their respective disciplines in an independent manner;
- Are capable of recognizing and analyzing developments in society in an independent manner, and to anticipate on these in the public debate;
- Are able to continue experiential learning processes in an independent manner;
- Are able to work in an (interdisciplinary) team, and to recognize and communicate the contribution and added value of their own discipline or specialisation in the team;
- Have advanced knowledge of and are aware of research and working cultures in other disciplines or sectors;
- Are able to qualify for a third cycle (PhD) project.

## Qualifications Master programmes

To be able to reach the above qualifications students may expect from the Master programme that it:

- Has a strong focus on academic research, both theoretical and applied;
- Teaches students the state of the art in the discipline and its historical development at an advanced level;
- Teaches students to recognize and critically discuss the theoretical and methodological foundations of the discipline at an advanced level;
- Require students to complete their Master programme with a research project through which they individually demonstrate their ability to design and execute an advanced and relevant research project, and to present the results, usually in the form of a written thesis;
- Offers students an effective, stimulating and challenging learning environment, with possibilities to participate in empirical data collection in the field, also in an unfamiliar spatial context; and to participate in excursions and visits to institutions or commercial agencies that may be relevant to the students' later careers. Teaching materials and equipment are state-of-the-art and challenging, also in the field of ICT. Teachers play a stimulating, active and coaching role;
- Offers students sufficient and relevant opportunities for specialization within the discipline;
- Offers students a clear view of the opportunities and chances to continue their educational or professional careers after graduation;
- Offers students an adequate academic advisory system;
- Has a well/functioning system of internal educational quality control;
- Guarantees close connection between education and research;
- Has an adequate system of staff management, including professionalization and an equal position of teaching and research in the career perspectives of academic staff;
- Monitors and controls the disciplinary and generic competences of students entering the Master programme;
- Takes into account the diverse background of students entering the Master.





## Appendix 3: Intended learning outcomes

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### Master's programme Cultural Geography

#### *1. Knowledge and understanding*

The degree programme is designed to teach

- a. such that students acquire sufficient knowledge and understanding in the field of cultural geography so that they can make a substantial and original contribution to the development and/or implementation of ideas, particularly with regard to research.
- b. such that students have knowledge at the level of international academic publications of
- c. the theories, methodologies and techniques, and ethical foundations of the field of
- d. cultural geography, and that they develop the capacity to interpret this knowledge in context.
- e. such that students are able to form a critical assessment of the relationships between
- f. theoretical concepts, research methods and empirical findings in international academic
- g. publications in the field of cultural geography.
- h. such that students are independently able to employ specific research and analysis
- i. methods within the field of cultural geography.
- j. such that students are able to make an independent contribution to increasing knowledge for the benefit of the field of cultural geography.
- k. such that students are able to recognize paradigms within the discipline as well as the conditions in which these are considered applicable.

#### *2. Application of knowledge and understanding*

Graduates

- a. are able to apply the knowledge and understanding and problem-solving
- b. abilities they have gained in new or unknown situations within wider contexts related to
- c. the field of cultural geography.
- d. are able to integrate knowledge and understanding and apply them to complex
- e. problems.
- f. are able to integrate ethical, normative and expressive ways of thinking in cultural geography into their academic approach.
- g. have an understanding and a view of the application possibilities and limitations of the discipline in general and cultural geography in particular.
- h. are able independently to direct and perform research, whether or not in an
- i. interdisciplinary context.
- j. are able to initiate pioneering research.
- k. are able to apply theoretical insights within the field to the analysis of concrete issues in the field of cultural geography.
- l. are able to work across disciplines and thereby translate the contribution of their own discipline to other disciplines.
- m. are able to reason logically and independently formulate and analyse a problem and create a solution-driven synthesis.
- n. are able to reflect on the diversity and complexity of social structures and processes, as well as on interactions with environmental structures and processes.
- o. are able to debate the latest developments within the field and the consequences thereof for society.

### *3. Judgement*

Graduates

- a. are able to make judgements based on incomplete or limited information,
- b. bearing in mind social and ethical responsibilities.
- c. demonstrate originality when critically reflecting on their personal academic
- d. conduct.
- e. are able to critically reflect on ways of reasoning, arguments and points of view.
- f. have learned to evaluate and critically assess the scope of spatial impacts from
- g. planning intervention.
- h. have developed an open and critical attitude to new ideas and developments within the field of cultural geography.

### *4. Communication*

Graduates

- a. are able to clearly and straightforwardly present conclusions as well as the knowledge and motives behind them to specialist and non-specialist audiences, both in oral and written form.

### *5. Learning skills*

Graduates

- a. have developed the learning skills to allow them to continue to study in a manner that
- b. may be largely self-directed or autonomous.
- c. have learned to independently and critically continue to follow the relevant
- d. developments within their field after graduation.

### *6. Attitudes*

Graduates

- a. have developed an investigative and critical attitude to content and to new ideas and developments within the field of cultural geography, i.e. students will be able to take a stand.
- b. have developed an academic attitude in order to be able to work professionally in
- c. relevant social and academic positions.
- d. have acquired an attitude that allows them to continue to develop in the field of cultural geography.

## Master's programme Economic Geography

### *1. Knowledge and understanding*

The programme aims to

- a. impart to students the necessary knowledge and understanding in their field so that they can make substantial and original contributions to the development of and/or application of ideas, in particular in connection with research
- b. ensure that students acquire knowledge at the level of international academic handbooks and publications on the theories, methods and techniques and ethical foundations of the field of Economic Geography. Also that they develop the ability to interpret this knowledge in context
- c. ensure that students are able to form a critical opinion of the relationships between theoretical concepts, research methods and empirical findings in international academic handbooks and publications concerning Economic Geography
- d. ensure that students are able to independently apply specific research and analytical methods within the field of Economic Geography
- e. ensure that students can make an independent contribution to increasing knowledge in the field of Economic Geography
- f. ensure that students recognize the paradigms operating within the field, and also the conditions under which these are understood to apply.

### *2. Applying knowledge and understanding*

Graduates

- a. are able to apply the knowledge and understanding gained and their problem-solving acumen to new or unknown circumstances within broader contexts related to the field of Economic Geography
- b. are able to integrate knowledge and understanding and apply them to complex problems
- c. can integrate ethical, normative and expressive modes of thought in Economic Geography in their academic thought process
- d. have an understanding and a vision of the possibilities of application and of the limitations of science in general and Economic Geography in particular
- e. are able independently to direct and perform research, whether or not in an interdisciplinary context
- f. are able to initiate innovative research
- g. are able to apply their theoretical understanding within the field in analysing concrete problems concerning Economic Geography
- h. are able to participate interdisciplinary collaboration and translate the contribution of the discipline to other disciplines
- i. can reason logically and independently formulate a problem and analyse it to arrive at a problem-solving synthesis.
- j. are able to reflect on the diversity and complexity of social structures and processes, and on the interactions with environmental structures and processes
- k. are able to debate the newest developments within the field and the consequences for society.

### *3. Forming a vision*

Graduates

- a. are able to form opinions based on incomplete or limited information, while considering social and ethical responsibilities
- b. demonstrate originality when critically reflecting on their personal academic conduct
- c. are able to critically reflect on ways of reasoning, arguments and points of view
- d. are able to evaluate and critically assess the value of spatial effects on interventions
- e. have an open and critical attitude towards new ideas and developments in the field of Economic Geography.

### *4. Communication*

Graduates

- a. are able to take the conclusions, as well as the knowledge and motivation on which they are based, and clearly and unequivocally present them to an audience of specialists and non-specialists, both in oral and written form.

### *5. Learning skills*

Graduates

- a. have the learning skills that enable them to continue their education where this is largely self-directed or autonomous in character
- b. are able to independently follow relevant developments in their field with a critical eye after graduation.

### *6. Attitude*

Graduates

- a. have an inquisitive and critical attitude towards the content of new ideas and developments within the field of Economic Geography so that they are able to hold a point of view in this regard
- b. develop an academic attitude in order to be able to work in a professional manner in relevant social and academic positions
- c. develop their own attitude to the field in order to continue to develop in the field of Economic Geography.

## **Master's programme Environmental and Infrastructure Planning**

### *1. Impart knowledge and understanding*

The degree programme is designed

- a. such that students acquire sufficient knowledge and understanding in the field so that
- b. they can make a substantial and original contribution to the development and/or
- c. implementation of ideas, particularly with regard to research
- d. such that students have knowledge at the level of international academic publications of
- e. the theories, methodologies and techniques, and ethical foundations of the field of
- f. environmental and infrastructure planning, and that they develop the capacity to
- g. interpret this knowledge in context
- h. such that students are able to form a critical assessment of the relationships between

- i. theoretical concepts, research methods and empirical findings in international academic
- j. publications in the field of environmental and infrastructure planning
- k. such that students are independently able to employ specific research and analysis
- l. methods within the field of environmental and infrastructure planning
- m. such that students explain the characteristics and role of water, environmental and
- n. infrastructure planning in light of international academic views and debate
- o. such that students are proficient in arguing how a geographical and societal context
- p. produces policy choice
- q. such that students adequately describe current transitions in the planning of our
- r. environment.

## *2. Applying knowledge and understanding*

### Graduates

- a. are able to apply the knowledge and understanding and problem-solving
- b. abilities they have gained in new or unknown situations within wider contexts related to
- c. the field of environmental and infrastructure planning
- d. are able to integrate knowledge and understanding and apply them to complex
- e. problems
- f. are able to integrate ethical, normative and expressive ways of thinking in
- g. environmental and infrastructure planning into their academic approach
- h. are able independently to direct and perform research, whether or not in an
- i. interdisciplinary context
- j. are able to initiate a relevant angle of research
- k. are able to apply theoretical insights within the field to the analysis of concrete
- l. issues in the field of environmental and infrastructure planning
- m. are able to work across disciplines and thereby translate the contribution of
- n. their own discipline to other disciplines
- o. are able to reason logically and independently formulate and analyse a
- p. problem and create a solution-driven synthesis
- q. are able to reflect on the diversity and complexity of social structures and
- r. processes, as well as on interactions with environmental structures and processes
- s. are able to debate the latest developments within the field and the
- t. consequences thereof for society
- u. are capable of designing concrete policy solutions for problems in the field of
- v. environment, water and infrastructure
- w. apply appropriate methods for planning practice, including problem
- x. structuring, policy transfer and evaluation.

## *3. Judgement*

### Graduates

- a. are able to make judgements based on incomplete or limited information,
- b. bearing in mind social and ethical responsibilities
- c. demonstrate originality when critically reflecting on their personal academic
- d. conduct

- e. are able to critically reflect on ways of reasoning, arguments and points of view
- f. learn to evaluate and critically assess the scope of spatial impacts from
- g. planning intervention
- h. develop an open and critical attitude to new ideas and developments within
- i. the field of environmental and infrastructure planning
- j. are attentive to how planning intervention affects the interests, well-being and
- k. safety of people
- l. consider planning problems in view of their physical and institutional context.

#### 4. *Communication*

##### Graduates

- a. are able to clearly and straightforwardly present conclusions as well as the
- b. knowledge and motives behind them to specialist and non-specialist audiences, both in
- c. oral and written form
- d. demonstrate a critical understanding of issues relevant to water, environment
- e. and infrastructure through convincing and captivating presentation
- f. communicate a balanced view to the planning of these issues
- g. report credibly both on planning theory and on cases from international
- h. planning practice.

#### 5. *Learning skills*

##### Graduates

- a. develop the learning skills to allow them to continue to study in a manner that
- b. may be largely self-directed or autonomous
- c. learn to independently and critically continue to follow the relevant
- d. developments within their field after graduation
- e. apply international comparative learning to identify and suggest useful
- f. planning strategies and designs from abroad
- g. generate institutional and policy innovation through collaborative reflection
- h. and evaluation
- i. position their own work within the current planning debate.

#### 6. *Attitudes*

##### Graduates

- a. develop an investigative and critical attitude to content and to new ideas and
- b. developments within the field of environmental and infrastructure planning, i.e. students
- c. will be able to take a stand
- d. develop an academic attitude in order to be able to work professionally in
- e. relevant social and academic positions
- f. handle sensitive planning issues with academic authority and appropriate skills
- g. use theoretical knowledge and comparative insight as a basis for leadership in
- h. the field.

## Master's programme Population Studies

The degree programme is designed to impart knowledge on the theories, methods and skills required to comprehend population dynamics in its context.

### *A) Knowledge and understanding*

The programme aims to impart knowledge on and understanding of

- A1) important demographic concepts and measures of fertility, mortality, migration and (reproductive) health
- A2) the most important theories in the field of Population Studies and in the discipline of Demography on how demographic behaviour is embedded within the historical, economical, sociocultural, gender, (bio)medical, institutional and geographical contexts in which people live
- A3) the research process in all its facets
- A4) the application of qualitative research methods
- A5) the ways of obtaining demographic data, either through existing demographic data sources or through own data collection
- A6) the most important analytical demographic methods and techniques for analysing demographic data at the macro and micro level, including demographic survey analysis
- A7) how research is embedded in policy and can be used to design, monitor and evaluate (intervention) programmes

### *B) Applying knowledge and understanding*

Graduates are able to

- B1) design a suitable and relevant research proposal or plan for a complex societal demographic issue, in an independent manner
- B2) perform independent scientific research, involving formulating the research proposal, formulating theoretical frameworks, collecting data, applying relevant and advanced quantitative and qualitative methods to the analysis of the data, interpreting the results, and formulating recommendations for further research and/or action, while being aware of ethical considerations

### *C) Making judgements*

Graduates are able to

- C1) judge the quality of research being undertaken in the field of demography and population studies
- C2) take into account the ethical aspects of the conduct of social science research
- C3) judge the quality issues when collecting and/or using demographic data
- C4) reflect on how (their) research results can be used for policy making an/or interventions

### *D) Communication*

Graduates are able to

- D1) provide constructive feedback on research and analyses produced by their fellow students and others in the field
- D2) present and write papers and thesis on topics and research in Populations Studies and Demography
- D3) reflect and argue about their research in a scientific manner
- D4) discuss and debate ideas and developments in the field

*E) learning skills*

Graduates are able to

- E1) assess which theory, research questions and research methodology to use for societal demographic issues
- E2) independently position their own work and work by others within the ongoing scientific debates and changing policy context
- E3) independently and critically evaluate new developments in the field of Population Studies

*F) Attitudes*

Graduates are able to

- F1) develop a critical, independent, creative, pro-active and resourceful attitude
- F2) develop a scientific and methodological rigour of doing research
- F3) are able to work together in multi-disciplinary and multi-cultural settings
- F4) are able to work with deadlines and with feedback

In doing so, the graduates of the master Population Studies will be prepared for

- the profession of researcher in Population Studies and in Demography
- participation in the international field of Population Studies and in Demography
- the contribution to capacity building in Population Studies and in Demography, nationally and/or internationally

**Master's programme Socio-Spatial Planning**

Graduates of the degree programme are able:

*1. Knowledge and understanding*

- a. to understand issues relating to spatial changes in neighbourhoods and cities, and the social significance of those changes, in their specific administrative and social context (place analysis)
- b. to describe institutions and decision-making processes relating to spatial changes and place them in the context of broader administrative and social trends and processes (actor analysis)
- c. to recognize that, given the diversity and complexity of the relationship between society and the spatial environment, politics and friction are concomitant with planning
- d. to explain relevant theories on the social implications of spatial change, recognize the theories in societal reality and use them to conduct research
- e. to formulate a critical assessment of the relationships between theoretical concepts, research methodologies and empirical findings in international scientific publications
- f. to make an independent contribution to knowledge in the field of Planning

*2. Applying knowledge and understanding*

- a. independently to conduct research into spatial issues, decision-making processes and the social consequences of solutions
- b. independently to formulate a question, produce a research design, select and apply research methods, and report on these clearly and comprehensively
- c. to design creative and intelligent effective solutions (to spatial issues) that are effective because they are realistically based on socio-spatial planning theories and can find support because they take account of societal and administrative aspects



- d. to think in a practical and pragmatic way, but to balance considerations at the conceptual level, leading to well-founded recommendations

### *3. Forming judgements*

- a. to reflect critically on ethical and normative aspects of spatial problems and solutions
- b. to give constructive critical feedback on analyses and solutions produced by others
- c. to integrate ethical, normative and expressive modes of thought with scientific thinking
- d. to reflect on possible applications and limitations of science in general, and of planning in particular
- e. to have an open and critical attitude towards new ideas and developments within the field of planning

## **Master's programme Real Estate Studies**

### *1. Knowledge and understanding*

The degree programme is designed to ensure students

- a. acquire sufficient knowledge and understanding in the field or subject matter so that they can make a substantial and original contribution to the development and/or implementation of ideas, particularly with regard to research.
- b. have knowledge at the level of international academic publications of the theories, methods and techniques, and ethical foundations of the field of geography and spatial planning, and spatial and financial economics within the domain of Real Estate Studies, and they develop the capacity to interpret this knowledge in context.
- c. acquire knowledge and understanding of the application possibilities and limitations of the discipline in general and Real Estate Studies in particular.

### *2. Application of knowledge and understanding*

- a. Graduates are able to apply the knowledge and understanding and problem-solving abilities they have gained and to integrate them into new or unknown situations within wider contexts related to the field of Real Estate Studies.
- b. Graduates are able to reason logically, to independently formulate and analyse a problem, and on the basis of theoretical insights from inside and outside the field to use appropriate methods and techniques in an ethical manner in order to arrive at a solution-driven synthesis in concrete issues in the field of Real Estate Studies.
- c. Graduates are able to state in specific situations the application possibilities and limitations of the discipline in general and of Real Estate Studies in particular and to integrate them into proposed and applied theories, methods and techniques, and ethical foundations.

### *3. Judgement*

- a. Graduates can reflect and formulate judgements on the diversity and complexity of societal structures and processes, as well as interactions with environmental structures and processes within Real Estate Studies.
- b. Graduates are able to form a critical judgement on the relationships between theoretical concepts, research methods and empirical findings in academic publications by themselves or others in the field of Real Estate Studies.

- c. Graduates are able to reflect critically on their own academic behaviour and that of others based on incomplete or limited information, bearing in mind social and ethical responsibilities.

#### 4. *Communication*

- a. Graduates are able to debate the latest developments in the field and their implications for society.
- b. Graduates are able to clearly and straightforwardly present conclusions as well as the knowledge and motives behind them to specialist and non-specialist audiences, both in oral and written form.
- c. Graduates are able to communicate their assessment of their own academic behaviour and that of others.

#### 5. *Learning skills*

- a. Graduates have developed the ability to independently and critically continue to follow the relevant developments within their field after graduation.
- b. Graduates have developed the learning skills to allow them to continue to study in a manner that is largely self-directed or autonomous in an area of academic research within but not confined to the discipline.
- c. Graduates have developed the ability to follow and assess independently the application possibilities and limitations of the discipline and of academic behaviour in new situations after graduation.

#### 6. *Attitudes*

- a. Graduates have developed an investigative and critical attitude to content and to new ideas and developments within the field of Real Estate Studies, i.e. they will be able to take a stand.
- b. Graduates have developed an attitude towards relationships, proposed by themselves or others, between theoretical concepts, research methods and empirical findings in specific social or academic situations in the field of Real Estate Studies.
- c. Graduates have developed an academic attitude in order to be able to work professionally in relevant social and academic positions.

## Appendix 4: Overview of the curricula

### Master's programme Cultural Geography

Curriculum CG master's programme 2012-2013 – September starters

1A	1B	2A	2B
Place & Identities	Qualitative Research Methods	Landscape & Heritage Identities	Professional Skills
Optional Course Unit	Thesis	Thesis	Thesis
Cultural Geography Fieldwork	Optional Course Unit	Social Impact Assessment	Thesis

Curriculum CG master's programme 2012-2013 – February starters

2A	2B	1A	1B
Landscape & Heritage Identities	Professional Skills	Place & Identities	Qualitative Research Methods
Optional Course Unit	Thesis	Thesis	Thesis
Social Impact Assessment	Optional Course Unit	Cultural Geography Fieldwork	Thesis

### Master's programme Economic Geography

Semester			
1a	1b	2a	2b
Economic geography: theory and application (5 ECTS credit points)	Spatial Economics (5 ECTS)	Demography of firms & entrepreneurship (5 ECTS)	Infrastructure economy & space (5 ECTS)*
City & regional marketing (5 ECTS)*	Regional labour market analysis (5 ECTS)*	Optional course unit (5 ECTS)	Master's thesis (5 ECTS)
Optional course unit (5 ECTS)	Master's thesis (5 ECTS)	Master's thesis (5 ECTS)	Master's thesis (5 ECTS)

\* support course unit (only one of the three support course units can be replaced by an optional course unit)

### Master's programme Environmental and Infrastructure Planning

Block 1a	
Dilemmas in Infrastructure Planning (5 ECTS credit points)	Introduction to EIP, general perspectives on infrastructure and transportation issues
Planning Theory (5 ECTS)	Decision-making models, planning paradigms and their history
EIP Interactive Workshop (5 ECTS)	Tutorial discussing influential classic texts and relevant examples on urban-rural relationships, institutional design, environmental politics, mobility, megaprojects and ecology
Block 1b	
Choice between two course units on institutional and policy design (IPD):	

IPD 1: Planning Methods and Evaluation (5 ECTS)	Insight and application of planning methods at different stages of policymaking, including problem structuring, policy design, evaluation and implementation
IPD 3: Programmamanagement in theorie en praktijk (5 ECTS, in Dutch)	Planning and programme management for Dutch cities, project management
Other optional course unit	Other optional course units may be selected, such as GIS, social impact assessment, or spatial economics.
Master's thesis (10 ECTS)	Establishing a relevant angle of research, in relation to ongoing research, completing a research proposal and methodology
<b>Block 2a</b>	
Comparative Research and Planning Practice (5 ECTS)	International planning practice work, case studies, policy comparison and transfer
Transitions in Water Management (5 ECTS)	Transitions and strategies in various aspects of water and coastal management, and implementation strategies (including resilience) in planning practice
Reinventing Environmental Planning (5 ECTS)	Expose linkages between environmental planning (such as energy, water, nature, health, urban development) and their geographies
<b>Block 2b</b>	
Choice between two course units on institutional and policy design (IPD):	
IPD 4: Coalition Planning (5 ECTS)	Coordination, coalition building, collaboration in spatial planning
IPD 5: Adaptive Governance (5 ECTS)	Risk management, societal hazards (food, disease, climate, social cohesion), adaptive policy-making
Other optional course unit	Other optional course units may be selected, including infrastructure, economy and space or population policies
Master's thesis (10 ECTS)	Completing an individual research project

### Master's programme Population Studies

Semester 1a	Block 1b	Block 2a	Block 2b
Theories & Research Design	Data analysis (mainly macro)	Data analysis (micro), Thesis	Policy implications, Thesis
Theories of Demographic Behaviour (5 ECTS)	Demographic Data, Measures and Methods (5 ECTS)	Advanced Survey Analysis (5 ECTS)	Population Policies and Interventions (5 ECTS)
Research Process & Qualitative Research (5 ECTS)	Life Tables and Population Projections (5 ECTS)	Master's thesis (5 ECTS)	Master's thesis (5 ECTS)
Optional course (5 ECTS)	Optional course (e.g. Advanced Qualitative Research Methods) (5 ECTS)	Master's thesis (5 ECTS)	Master's thesis (5 ECTS)

### Master's programme Socio-Spatial Planning

New programme structure, with the lecturers, for academic year 2012-2013

<b>1a</b>	Interactie, samenleving en ruimte (Interaction, Society & Space) (5 ECTS)
	Revitalisatie van de wijk (5 ECTS) (Neighbourhood Revitalization)
	<i>Planning Theory</i> (5 ECTS)
<b>1b</b>	Group Project (5 ECTS)
	Choose 2 from 5 IPD course units (5 ECTS each)

<b>2a</b>	Bounded choice:
	<ul style="list-style-type: none"> <li>• City Matters (5 ECTS)</li> <li>• <i>Heritage planning</i> (5 ECTS)</li> </ul>
	Optional course unit (5 ECTS)
<b>2b</b>	Master's thesis (20 ECTS)

Programme structure in academic year 2011-2012

<b>1a</b>	<b>Interactie, samenleving en ruimte (Interaction, Society &amp; Space) (5 ECTS)</b>
	Revitalisatie van de wijk (5 ECTS) (Neighbourhood Revitalization)
	Planning Theory (5 ECTS)
<b>1b</b>	Group Project (5 ECTS)
	Choose 2 from 5 IPD course units (5 ECTS each)
<b>2a</b>	Bounded choice:
	<ul style="list-style-type: none"> <li>• City Matters (5 ECTS)</li> <li>• Heritage planning (5 ECTS)</li> </ul>
	Optional course unit (5 ECTS)
<b>2b</b>	Master's thesis (20 ECTS)

**Master's programme Real Estate Studies**

Real Estate course units	Semester block	Teaching method	Contact hours	Assessment
Compulsory course units				
Real Estate & Land Markets	1a	Lecture + Seminar	28 (as of 2012-2013)	Exam (60%) Paper (40%)
Real Estate Finance /Faculty of Economics	1a	Lecture+Assignments	28 (as of 2012-2013)	Exam (60%) Assignment (40%)
Law /Faculty of Law	1b	Lecture	14	Exam (100%)
Real Estate Research	2a	Lecture, Seminar, Computer lab	40	Exam (60%) Assignment+Seminar (40%)
Real Estate Development	2b	Lecture, Assignments, Seminar	28 (as of 2012-2013)	Exam (60%) Assignment+Seminar (40%)
Master's thesis Real Estate		Individual Thesis	Minimum of 5 contact times	Thesis assessment
Optional course units including	15			
Industrial Real Estate	2a	Lecture	14	Exam (100%)
Real Estate Investment	1b	Lecture+Assignments	21 (as of 2012-2013)	Exam (70%) Assignment (30%)



## Appendix 5: Quantitative data regarding the programmes

### Data on intake, transfers and graduates

#### Master's programme Cultural Geography

Enrolments in CG master's programme according to VSNU

Year	Enrolments (absolute)	Preliminary education (absolute)				Enrolment by gender (%)	
		Groningen	Other Dutch universities	HBO	Outside higher education	M	F
04-05	15	15	0	0	0	40%	60%
05-06	22	20	0	1	1	32%	68%
06-07	16	14	0	2	0	75%	25%
07-08	25	22	1	1	1	64%	36%
08-09	13	13	0	0	0	38%	62%
09-10	21	21	0	0	0	71%	29%
10-11	28	27	0	0	1	64%	36%
11-12	22	21	0	1	0	50%	50%
Average	20.3					56%	44%

Source: VSNU (Association of Dutch Universities), 1cHO file, Tables M 1.1 and M 1.4.

Study progress master's cohort, pass rate (excluding late intake)

Year	1 October cohort (absolute)	% of total cohort	Graduated after (%):				Graduated at institution after (%):			
			1 year	2 years	3 years	4 years	1 year	2 years	3 years	4 years
05-06	6	27	67	100	100	100	67	100	100	100
06-07	8	50	25	63	75	75	25	63	75	75
07-08	6	24	33	83	83	83	33	83	100	100
08-09	8	62	38	88	100	100	38	88	100	100
09-10	12	57	33	75	83		33	75	83	
10-11	12	43	42	92			42	92		
11-12	16	73	38				38			

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 2.1.

Number of CG master's degrees per academic year and average length of study in months, broken down into student origins

Year	Groningen		Other university		HBO		Abroad	
	No. of degrees	Average length of study *	No. of degrees	Average length of study *	No. of degrees	Average length of study *	No. of degrees	Average length of study *
04-05	4	10						
05-06	14	12					1	12
06-07	12	15						
07-08	21	15			1	15		
08-09	18	16	1	14	1	23		
09-10	16	14						
10-11	25	16						
11-12	19	15			1	12	1	22

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 3.1. \*) in months

## Master's programme Economic Geography

VSNU enrolment figures for EG master's programme

Year	Intake (absolute)	Intake by prior education (absolute)				Enrolment by gender	
		University of Groningen	Other universities NL	HBO	Outside higher education	M	F
04-05	9	9	0	0	0	6 (67%)	3 (33%)
05-06	18	15	2	1	0	15 (83%)	3 (17%)
06-07	25	25	0	0	0	22 (88%)	3 (12%)
07-08	15	15	0	0	0	12 (80%)	3 (20%)
08-09	12	12	0	0	0	10 (83%)	2 (17%)
09-10	34	32	0	2	0	32 (94%)	2 (6%)
10-11	21	21	0	0	0	19 (90%)	2 (10%)
11-12	20	20	0	0	0	13 (65%)	7 (35%)

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 1.1 and M 4.1

Study progress per cohort in the EG master's programme, pass rates (excluding later intake)

Year	1 October cohort (absolute)	% of total cohort	Graduated (%) in degree programme after:				Graduated (%) at institution after:			
			1 year	2 years	3 years	4 years	1 year	2 years	3 years	4 years
05-06	5	28	20	80	100	100	20	80	100	100
06-07	17	68	35	76	82	82	35	76	82	88
07-08	5	33	40	40	60	80	40	40	60	80
08-09	1	08	-	100	100	100	100	100	100	100
09-10	13	38	15	69	85		15	69	85	
10-11	8	38	50	88			63	88		
11-12	12	60	17				17			

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 2.1.

Number of master's graduates per academic year and average duration in months of the EG master's programme, classified by origin

Year	University of Groningen		Other university	
	Number of degree certificates	Average duration of degree programme	Number of degree certificates	Average duration of degree programme
05-06	9	13	-	
06-07	15	15	-	
07-08	22	18	1	24
08-09	7	22	-	
09-10	12	18	-	
10-11	30	22	-	
11-12	16	20		

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 3.1



## Master's programme Environmental and Infrastructure Planning

Enrolments in EIP master's programme according to VSNU data

Year	Enrolments (absolute)	Preliminary education (absolute)				Enrolment by gender	
		Groningen	Other Dutch universities	HBO	Outside higher education	Male	Female
04-05	39	19	0	0	20	26 (67%)	13 (33%)
05-06	32	11	1	0	20	25 (78%)	07 (22%)
06-07	40	24	0	0	16	29 (73%)	11 (27%)
07-08	41	24	0	0	17	28 (68%)	13 (32%)
08-09	31	20	0	0	11	24 (77%)	07 (23%)
09-10	36	18	1	0	17	24 (67%)	12 (33%)
10-11	43	23	0	0	20	30 (70%)	13 (30%)
11-12	50	20	2	1	27	37 (74%)	13 (26%)

Source: VSNU (Association of Dutch Universities), 1cHO file, Tables M 1.1 and M 4.1

Progress of master's cohort, EIP pass rates (excluding later enrolments)

Year	1 October cohort (absolute)	% of total cohort	Graduated after (%):				Graduated at institution after (%):			
			1 year	2 years	3 years	4 years	1 year	2 years	3 years	4 years
05-06	25	78	68	80	84	88	68	80	84	88
06-07	25	63	68	76	80	80	68	76	80	80
07-08	28	68	68	86	89	89	68	86	89	89
08-09	20	65	65	75	75	75	65	75	75	75
09-10	25	69	72	96	96		72	100	100	
10-11	27	63	56	85			56	89		
11-12	42	84	67				67			

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 2.1

Number of master's degree certificates per year and the average duration of the EIP master's programme in months, broken down into Dutch students and students from abroad

Year	Dutch students		Students from abroad	
	Master's degrees (Dutch students)	Average length of study *	Master's degrees (students from abroad)	Average length of study *
05-06	13	15	24	15
06-07	12	14	18	13
07-08	14	13	17	13
08-09	20	16	9	12
09-10	21	16	14	12
10-11	18	24	16	13
11-12	18	22	29	13

Source: VNSU, 1cHO file, M 3.1 \* in months

## Master's programme Population Studies

Enrolments in Population Studies master's programme according to VSNU

Year	Enrolments (absolute)	Preliminary education (absolute)				Enrolment by gender (%)	
		Groningen	Other Dutch univ.	HBO	Outside higher educ.	Male	Female
04-05	8	3	0	0	5	2 (25%)	6 (75%)
05-06	6	3	0	0	3	3 (50%)	3 (50%)
06-07	7	3	0	0	4	5 (71%)	2 (29%)
07-08	14	11	0	0	3	6 (43%)	8 (57%)
08-09	10	6	0	0	4	5 (50%)	5 (50%)
09-10	13	8	0	0	5	5 (38%)	8 (62%)
10-11	11	4	0	0	7	8 (73%)	3 (27%)
11-12	13	5	0	0	8	7 (54%)	6 (46%)

Source: VSNU (Association of Dutch Universities), 1cHO file, tables M 1.1 and M 4.1.

Progress of master's cohort, pass rates (excl. later enrolments)

Year	1 October cohort (absolute)	% of total cohort	Graduated after (%)				Graduated at institution after (%)			
			1 yr	2 yrs	3 yrs	4 yrs	1 yr	2 yrs	3 yrs	4 yrs
05-06	3	50	67	100	100	100	67	100	100	100
06-07	5	71	60	80	80	100	60	100	100	100
07-08	9	64	22	67	67	67	33	100	100	100
08-09	7	70	29	71	86	86	29	71	86	86
09-10	11	85	45	55	64		55	64	100	
10-11	9	82	78	89			78	89		
11-12	12	92	58				58			

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 2.1

No. of master's degree certificates per academic year and average time to graduation (in months) for the PS master's programme, divided into Dutch students and students from abroad

Year	Dutch students		Students from abroad	
	Master's degrees (Dutch students)	Time to graduation (average in months)	Master's degrees (students from abroad)	Time to graduation (average in months)
04-05			3	12
05-06	2	19	3	12
06-07	2	9	3	12
07-08	1	22	3	15
08-09	5	16	4	16
09-10	6	22	6	13
10-11	5	17	6	12
11-12	8	25	6	12

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 3.1.

## Master's programme Socio-Spatial Planning

VSNU enrolment figures for the master's programme in Planning

Year	Enrolments (absolute)	Preliminary education (absolute)				Enrolment by gender	
		Groningen	Other Dutch universities	Universities of applied sciences (HBO)	Outside higher education	Male	Female
04-05	10	9	1	0	0	05 (50%)	05 (50%)
05-06	15	15	0	0	0	12 (80%)	03 (20%)
06-07	22	21	0	1	0	16 (73%)	06 (27%)
07-08	34	34	0	0	0	25 (74%)	09 (26%)
08-09	22	21	1	0	0	18 (82%)	04 (18%)
09-10	30	27	1	2	0	16 (53%)	13 (47%)
10-11	29	29	0	0	0	17 (59%)	12 (41%)
11-12	35	33	1	1	0	28 (80%)	07 (20%)

Source: VSNU (Association of Dutch Universities), 1cHO file, Tables M 1.1 and M 4.1.

N.B. Those enrolled via an HBO bridging programme are classified here as Groningen students

Progress of master's cohort, pas rates (excluding later enrolments)

Year	1 October cohort (absolute)	% of total cohort	Graduated after (%):				Graduated at institution after (%):			
			1 yr	2 yrs	3 yrs	4 yrs	1 yr	2 yrs	3 yrs	4 yrs
05-06	4	27	25	50	75	75	25	50	75	75
06-07	9	41	33	78	89	89	44	78	89	89
07-08	13	38	15	62	69	85	23	69	77	92
08-09	5	23	-	60	80	80	20	60	80	80
09-10	20	67	20	75	75		20	75	75	
10-11	16	55	2	94			25	94		
11-12	16	46	-				-			

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 2.1

Number of master's degree certificates per academic year and average time to graduation (in months) for the master's programme in Planning, by student origin

Year	Own university		Other university	
	No. of degrees	Average time to graduation *)	No. of degrees	Average time to graduation *)
05-06	7	11 (15)	1	17
06-07	15	15 (16)	-	
07-08	14	16 (17)	-	
08-09	21	17 (17)	-	
09-10	27	20 (19)	-	
10-11	28	20 (20)	-	
11-12	23	22 (22)		

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 3.1 \*) in months

The average time to graduation at the other universities is shown in brackets.

## Master's programme Real Estate Studies

VSNU enrolment data for master's programme in Real Estate Studies

Year	Enrolments (absolute)	Preliminary education (absolute)				Enrolment by gender	
		Groningen	Other Dutch universities	Universities of applied sciences	Outside higher education	M	F
04-05	24	18					
05-06	36	32	1	3	0	26 (72%)	10 (28%)
06-07	47	42	0	5	0	38 (81%)	9 (19%)
07-08	87	76	8	3	0	72 (83%)	15 (17%)
08-09	67	60	5	2	0	53 (79%)	14 (21%)
09-10	63	52	7	4	0	46 (73%)	17 (27%)
10-11	63	51	7	5	0	50 (79%)	13 (21%)
11-12	60	52	5	3	0	47 (78%)	13 (22%)

Source: VSNU (Association of Dutch Universities), 1cHO file, Tables M 1.1 and M 4.1. 'Groningen' enrolments include HBO students who have completed a bridging programme.

Progress of master's cohort, pass rates (excluding later enrolments)

Year	1 October cohort (absolute)	% of total cohort	Graduated after (%):				Graduated at institution after (%):			
			1 year	2 years	3 years	4 years	1 year	2 years	3 years	4 years
05-06	18	50	33	50	72	72	44	61	89	89
06-07	21	45	33	86	86	90	33	86	86	90
07-08	31	36	32	87	94	94	35	90	97	97
08-09	30	45	30	67	77	87	37	73	87	90
09-10	32	51	31	81	84		31	81	84	
10-11	30	48	23	80			27	83		
12-13	35	58	26				26			

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 2.1

Number of master's degrees per academic year and average length of study in months, broken down into student origins

Year	Groningen		Other Dutch university		HBO		Abroad	
	No. of degrees	Average length of study *	No. of degrees	Average duration of degree programme *	No. of degrees	Average duration of degree programme *	No. of degrees	Average duration of degree programme *
05-06	22	13	-					
06-07	28	16	1	20				
07-08	50	16	4	12	1	29		
08-09	55	15	5	19	1	16		
09-10	59	18	3	16				
10-11	51	21	2	14				
11-12	57	19	8	20				

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 3.1 \*) In months

## Teacher-student ratio achieved

### Master's programme Cultural Geography

Ratio	18.3
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### Master's programme Economic Geography

Ratio	16.5
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### Master's programme Environmental and Infrastructure Planning

Ratio	21.8
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### Master's programme Population Studies

Ratio	10.3
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### Master's programme Socio-Spatial Planning

Ratio	19.9
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### Master's programme Real Estate Studies

Ratio	24.2
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## Average amount of face-to-face instruction per stage of the study programme

### Master's programme Cultural Geography

Academic year	1
Contact hours	8.4 hours per week (including exam weeks)

### Master's programme Economic Geography

Academic year	1
Contact hours	7.1 hours per week (including exam weeks)

### Master's programme Environmental and Infrastructure Planning

Academic year	1
Contact hours	6.5 per week

### Master's programme Population Studies

Year of study	1
Contact hours	11.8 hours per week

### Master's programme Socio-Spatial Planning

Year of study	1
Contact hours	6.1 per week

### Master's programme Real Estate Studies

Year of study	1
Contact hours	6.8 (including exam weeks)



## Appendix 6: Programme of the site visit

September 8th		
18.00	20.00	Preparatory meeting (theses + self-assessments)
September 9th		
09.00	10.00	Internal meeting (reading additional documentation)
10.00	11.00	Interview with the management - Dr. Peter Groote - Prof. dr. Inge Hutter, dean - Myrthe Leijstra - Prof. dr. ir. Paul Ike - Dr. Sierdjan Koster - Prof. dr. Johan Woltjer
11.00	11.15	Break
11.15	12.00	Students bachelor's programme <i>Sociale Geografie en Planologie</i> - Rixt Bos - Wieke IJbema - Margo Enthoven - Jorian Wals - Roos van Schie - Dorien Cramer
12.00	12.45	Teachers bachelor's programme <i>Sociale Geografie en Planologie</i> - Prof. dr. Dirk Strijker - Dr. Louise Meijering - Dr. ir. Erik Meijles - Dr. Ajay Bailey - Dr. Justin Beaumont - Dr. Aleid Brouwer
12.45	13.30	Lunch and internal meeting
13.30	14.15	Students bachelor's programme <i>Technische Planologie</i> - Hessel Engbrenghof - Anne van der Veen - Maurits Jongebreur - Bart Bouwman - Gijs Elting - Lisanne de Laat
14.15	15.00	Teachers bachelor's programme <i>Technische Planologie</i> - Prof. dr. Johan Woltjer - Dr. ir. Terry van Dijk - Dr. Chris Zuidema - Dr. Femke Niekerk - Prof. dr. Gert de Roo - Dr. ir. Erik Meijles
15.00	15.45	Students master's programme Cultural Geography - Rogier Monderen - Lise Janmaat - Aniëlla van den Heuvel - Meike Kompaan
15.45	16.00	Break
16.00	16.45	Teachers master's programme Cultural Geography - Prof. dr. Paulus Huigen - Prof. dr. Frank Vanclay - Dr. Bettina van Hoven - Dr. Peter Groote

			- Dr. Tialda Haartsen
16.00	17.30	Students master's programme Economic Geography	- Mimoent Benali - Rienk de Vos - Jeroen Drewes - Luuk Stelder
17.30	18.15	Teachers master's programme Economic Geography	- Dr. Aleid Brouwer - Prof. dr. Jouke van Dijk - Dr. Sierdjan Koster - Prof. dr. Philip McCann - Drs. Paul van Steen
18.15	18.30	Internal meeting	
<b>September 10th</b>			
9.00	9.30	Internal meeting	
9.30	10.15	Students master's programme Population Studies	- Fianne Naber - Simone Soeters - Juana Covaleda - Maarten Dijkstra
10.15	11.00	Teachers master's programme Population Studies	- Dr. Ajay Bailey - Prof. dr. Leo van Wissen - Prof. dr. Claartje Mulder - Prof. dr. ir. Hinke Haisma - Dr. Eva Kibele - Dr. Fanny Janssen
11.00	11.15	Break	
11.15	12.00	Students master's programme Real Estate Studies	- Anne Asjes - Wolter Odding - Mike Huls - Guido Wierink
12.00	12.45	Teachers master's programme Real Estate Studies	- Prof. dr. ir. Arno van der Vlist - Dr. Henk Brouwer - Dr. Frans Sijtsma - Prof. dr. Ed Nozeman
12.45	13.30	Lunch and internal meeting	
13.30	14.15	Students master's programme Environmental and Infrastructure Planning	- Mariska Everts - Loes Kerkdijk - Koen Castelein - Hendrik Menker - Lorenzo Mandias - Rob Reintsema
14.15	15.00	Teachers master's programme Environmental and Infrastructure Planning	- Ward Rauws, MSc - Dr. Justin Beaumont - Prof dr. Jos Arts - Dr. Margo van den Brink - Drs. Chris Zuidema - Prof. dr. Johan Woltjer



15.00	15.45	Students master's programme Socio-Spatial Planning	<ul style="list-style-type: none"> <li>- Frank Brander</li> <li>- Caspar Vroege</li> <li>- Frank Valeton</li> <li>- Jeroen Venema</li> <li>- Nick van der Voort</li> </ul>
15.45	16.00	Break	
16.00	16.45	Teachers master's programme Socio-Spatial Planning	<ul style="list-style-type: none"> <li>- Prof. dr. Gert de Roo</li> <li>- Dr. ir. Terry van Dijk</li> <li>- Dr. Justin Beaumont</li> <li>- Dr. Femke Niekerk</li> <li>- Prof. dr. Johan Woltjer</li> </ul>
16.45	17.30	Programme Committee (bachelor programmes <i>Sociale Geografie en Planologie</i> , <i>Technische Planologie</i> )	<ul style="list-style-type: none"> <li>- Dr. Wim Meester</li> <li>- Dr. ir. Gerd Weitkamp</li> <li>- Wouter Gaastra</li> <li>- Prof. dr. Gert de Roo</li> <li>- Dr. ir. Terry van Dijk</li> <li>- Tobias Grond</li> </ul>
17.30	18.30	Alumni	<ul style="list-style-type: none"> <li>- Saskia Zwiers, MSc</li> <li>- Dennis Schoenmaker, MSc</li> <li>- Gintare Morkute, MSc</li> <li>- Laura Been, MSc</li> <li>- Freek Kranen, MSc</li> <li>- Rolf Meerbach, MSc</li> </ul>
18.30	18.45	Internal meeting	
<b>September 11th</b>			
09.00	09.30	Internal meeting	
09.30	10.15	Programme Committee (master's programmes Cultural Geography, Economic Geography, Real Estate Studies)	<ul style="list-style-type: none"> <li>- Dr. ir. Erik Meijles</li> <li>- Aniëlla van den Heuvel</li> <li>- Drs. Paul van Steen</li> <li>- Dr. Aleid Brouwer</li> </ul>
10.15	11.00	Programme Committee (master's programmes Population Studies, Socio-Spatial Planning, Environmental and Infrastructure Planning)	<ul style="list-style-type: none"> <li>- Prof. dr. Clara Mulder</li> <li>- Dr. Eva Kibele</li> <li>- Fianne Naber</li> <li>- Prof. dr. Gert de Roo</li> <li>- Ward Rauws, MSc</li> <li>- Jimme Zoete</li> </ul>
11.00	11.15	Break	
11.15	12.30	Board of Examiners + study advisor	<ul style="list-style-type: none"> <li>Prof. dr. Clara Mulder, chair</li> <li>Prof. dr. Dirk Strijker</li> <li>Dr. Henk Brouwer</li> <li>Dr. Chris Zuidema</li> <li>Dr. Ellen Jansen</li> <li>Drs. Niels Rambags, study advisor</li> </ul>
12.30	13.15	Break	
13.15	14.15	Consultation 'hour'	
14.15	15.00	Internal meeting	

15.00	16.00	Interview with the management	<ul style="list-style-type: none"> <li>- Dr. Peter Groote</li> <li>- Prof. dr. Inge Hutter, dean</li> <li>- Myrthe Leijstra</li> <li>- Prof. dr. ir. Paul Ike</li> <li>- Dr. Sierdjan Koster</li> <li>- Prof. dr. Johan Woltjer</li> </ul>
16.00	16.30	Internal meeting	
16.30	16.45	Presentation preliminary findings	

## Appendix 7: Theses and documents studied by the committee

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Prior to the site visit, the committee studied the theses of the students with the following student numbers:

### *Master's programme Cultural Geography*

1534106	1582828	1541994
1738097	1453424	2052539
1585436	2110350	2072939
1666231	2079429	2069652

### *Master's programme Economic Geography*

1656171	1397001	1923668
1605968	1560085	1462032
1842439	1774107	1465821
1500376	1699725	1546201

### *Master's programme Environmental and Infrastructure Planning*

1434519	1601695	1628380
1987054	2016389	1989553
1659022	2138573	1629638
1514695	2131889	1634208

### *Master's programme Population Studies*

1414046	1921053	1655930
1943863	2085283	1461257
1939157	1539582	1778587
1946676	2116294	1945548

### *Master's programme Socio-Spatial Planning*

1545809	1567292	2026171
1545825	1548484	2076675
1659200	1012290	1633686
1948016	1708252	1645196

### *Master's programme Real Estate Studies*

1671464	2065517	1704796
1605968	1956477	1917528
1401726	2208253	2073773
1539477	1809482	2066777

During the site visit, the committee studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment):

- Domain-specific framework of reference and the learning outcomes of the programme;
- Overview of the curriculum;
- Outline description of the curriculum components;
- Teaching and examination regulations;
- Overview of allocated staff;
- Overview of the contacts maintained with the professional field;
- Report on the institutional quality assurance assessment;
- Reports on consultations in relevant committees/bodies;
- Test questions with corresponding assessment criteria and requirements;
- Selection of final projects with corresponding assessment criteria and requirements;
- Reference books and other learning materials;
- Summary and analysis of recent evaluation results and relevant management information;
- Documentation regarding teacher and student satisfaction.

## Appendix 8: Declarations of independence

---



### ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

H.F.L. Ottens

PRIVÉ ADRES:

Waldeck Pyramontkade 9

3583 TW Utrecht

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Sociale Geografie en Planologie

AANGEVRAAGD DOOR DE INSTELLING:

zie bijlage

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE ZOULDEN KUNNEN BEÏNVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

*Utrecht*

DATUM:

*22 april 2013*

HANDTEKENING:

**ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING**  
INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

*H. van der Woude*

PRIVÉ ADRES:

*J. M. Molenaerplein 6  
2102 CE Heerhooft*

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE  
OPLEIDING:

*Sociale Geografie en Planologie*

AANGEVRAAGD DOOR DE INSTELLING:

*Zie bijlage*

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET  
BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON,  
ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN  
VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN  
DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN  
BEÏNVLOEDEN.

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

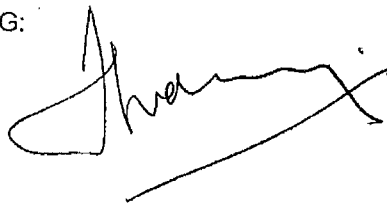
PLAATS:

*Heemstede*

DATUM:

*20.4.2013*

HANDTEKENING:





## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

*H. van den Bosch*

PRIVÉ ADRES:

*Walem 35*

*6342 PA Walem*

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

*Sociale Geografie en Planologie*

AANGEVRAAGD DOOR DE INSTELLING:

*Zie bijlage*

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

*Walem*

DATUM:

*19 april 2013*

HANDTEKENING:

A handwritten signature in black ink, appearing to read 'J. M. van der ...', is written over a horizontal line. The signature is stylized and cursive.

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Wil Zonwende

PRIVÉ ADRES:

Buiksloterdijk 224  
1024 ZG Amsterdam

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Sociale geografie en planologie

AANGEVRAAGD DOOR DE INSTELLING:

zie bijlage

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: Utrecht

DATUM: 22 april 2013

HANDTEKENING:

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Robert Hassink

PRIVÉ ADRES:

kliniekwisch 60  
D-24107 Kuel  
Duitsland

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Sociale Geografie en Planologie

AANGEVRAAGD DOOR DE INSTELLING:

QANU Utrecht, Nijmegen  
Groningen,  
UvA Amsterdam

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEÛRDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: Utrecht

DATUM: 22-4-13

HANDTEKENING:

A handwritten signature in black ink, consisting of a large, stylized initial 'J' followed by a surname that is partially obscured by the flourish.



## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Madelon k.m. Post

PRIVÉ ADRES: Roerstraat 62h  
1070 LR Amsterdam

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Sociale geografie en Planologie

AANGEVRAAGD DOOR DE INSTELLING:

Radboud Universiteit Nijmegen, Rijksuniversiteit  
Groningen, Universiteit Utrecht

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: Amsterdam

DATUM: 21-04-2013

HANDTEKENING:



quiz



**ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING**

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Gwendolyn Harriette Kleeks

PRIVÉ ADRES:  
Utenwaerdelaan 5  
2343 AP Oegstgeest

IS ALS ~~DESKUNDIGE~~ / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Bachelor Sociale Geografie en Planologie,  
Bachelor Technische Planologie,  
Master Culturele Geografie,  
Master Economische Geografie

AANGEVRAAGD DOOR DE INSTELLING:

Rijksuniversiteit Groningen

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden kunnen beïnvloeden;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

Oegstgeest

DATUM:

8-9-2013

HANDTEKENING:

Qu3g



## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Gwendolyn Harouth Klerks

PRIVÉ ADRES:

Utenwaerdelaan 5  
2343 AP Oegstgeest

IS ALS ~~BEKUNDE~~ / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Cluster Environmental and Infrastructure Planning  
Cluster Population Studies  
Cluster Sociale Planologie  
Cluster Vastgoedkunde

AANGEVRAAGD DOOR DE INSTELLING:

Rijksuniversiteit Groningen

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden kunnen beïnvloeden;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

Oegstgeest

DATUM:

8-9-2013

HANDEKENING:

~~W. K. K. K. K.~~

# **Sociale Geografie en Planologie**

**Faculteit Ruimtelijke Wetenschappen  
Rijksuniversiteit Groningen**

Quality Assurance Netherlands Universities (QANU)  
Catharijnesingel 56  
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Projectnummer: Q0439

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Dit rapport is vastgesteld op 26-03-2014.





# Rapport over de bacheloropleidingen Sociale Geografie en Planologie en Technische Planologie van de Rijksuniversiteit Groningen

Dit rapport volgt het Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO.

## Administratieve gegevens van de opleidingen

---

### Bacheloropleiding Sociale Geografie en Planologie

Naam van de opleiding:	Sociale Geografie en Planologie
CROHO-nummer:	56838
Niveau van de opleiding:	bachelor
Oriëntatie van de opleiding:	wetenschappelijk (wo)
Aantal studiepunten:	180 EC
Afstudeerrichtingen:	-
Locatie(s):	Groningen
Variant(en):	voltijd
Vervaldatum accreditatie:	31 december 2014

### Bacheloropleiding Technische Planologie

Naam van de opleiding:	Technische Planologie
CROHO-nummer:	56194
Niveau van de opleiding:	bachelor
Oriëntatie van de opleiding:	wetenschappelijk (wo)
Aantal studiepunten:	180 EC
Afstudeerrichtingen:	-
Locatie(s):	Groningen
Variant(en):	voltijd
Vervaldatum accreditatie:	31 december 2014

Het bezoek van de visitatiecommissie Sociale Geografie en Planologie aan de Faculteit Ruimtelijke Wetenschappen van de Rijksuniversiteit Groningen vond plaats op 9, 10 en 11 september 2013.

## Administratieve gegevens van de instelling

---

Naam van de instelling:	Rijksuniversiteit Groningen
Status van de instelling:	bekostigde instelling
Resultaat instellingstoets:	voorwaardelijk positief

## Kwantitatieve gegevens over de opleidingen

---

De vereiste kwantitatieve gegevens over de opleidingen zijn opgenomen in bijlage 5.

## Samenstelling van de commissie

---

De beperkte opleidingsbeoordeling van de bacheloropleidingen Sociale Geografie en Planologie en Technische Planologie van de Rijksuniversiteit Groningen maakt deel uit van de clusterbeoordeling Sociale Geografie en Planologie, waarvoor de commissie tevens een bezoek bracht aan de Sociale Geografie en Planologie opleidingen van de Universiteit van Amsterdam, de Radboud Universiteit Nijmegen en de Universiteit Utrecht.

De commissie voor de clusterbeoordeling Sociale Geografie en Planologie bestaat uit totaal acht commissieleden:

- Prof. Dr. H.F.L. (Henk) Ottens (voorzitter), emeritus hoogleraar Sociale Geografie aan de Universiteit Utrecht.
- Prof. Dr. H. H. (Herman) van der Wusten, emeritus hoogleraar Politieke Geografie aan de Universiteit van Amsterdam.
- Prof. Dr. H.M.J. (Herman) Van den Bosch, hoogleraar Managementwetenschappen aan de Open Universiteit.
- Prof. Dr. W.A.M. (Wil) Zonneveld, hoogleraar Stedelijke en Regionale Ontwikkelingen aan de Technische Universiteit Delft.
- Prof. Dr. R. (Robert) Hassink, hoogleraar Economische Geografie aan de Christian Albrechts Universiteit in Kiel.
- Prof. Dr. A.J. (Ton) Dietz, hoogleraar Ontwikkeling in Afrika en directeur van het Afrika-Studiecentrum in Leiden.
- M. (Madelon) Post, MSc (studentlid), afgestudeerd in Urban and Regional Planning aan de Universiteit van Amsterdam.
- J. (Jikke) van 't Hof, BSc (studentlid), masterstudent Sociale Geografie aan de Radboud Universiteit Nijmegen.

Voor ieder bezoek werd op basis van eventuele belangenconflicten, expertise en beschikbaarheid een subcommissie samengesteld. De commissie die de bacheloropleidingen Sociale Geografie en Planologie en Technische Planologie, en de masteropleidingen Culturele Geografie (*Cultural Geography*), Economische Geografie (*Economic Geography*), *Environmental and Infrastructure Planning*, *Population Studies*, Sociale Planologie (*Socio-Spatial Planning*) en Vastgoedkunde (*Real Estate Studies*) van de Rijksuniversiteit Groningen beoordeelde bestond uit:

- Prof. Dr. H.F.L. (Henk) Ottens (voorzitter);
- Prof. Dr. H. H. (Herman) van der Wusten;
- Prof. Dr. H.M.J. (Herman) Van den Bosch;
- Prof. Dr. W.A.M. (Wil) Zonneveld;
- Prof. Dr. R. (Robert) Hassink;
- M. (Madelon) Post, MSc (studentlid).

De projectleider van de clustervisitatie was mw. C.J.J. (Chantal) Gorißen, MSc, QANU medewerker. Mw. drs. G.M. (Mariëlle) Klerks trad op als secretaris van de commissie tijdens het visitatiebezoek in Groningen. Mw. J.J. (Jasne) Krooneman, MSc, was vanuit QANU verantwoordelijk voor de afronding van de accreditatie rapporten van de Radboud Universiteit Nijmegen, Universiteit Utrecht en de Rijksuniversiteit Groningen.

De curricula vitae van de leden van de commissie zijn opgenomen in bijlage 1.

## **Werkwijze van de commissie**

---

### *Voorbereiding*

Op 22 april 2013 hield de commissie haar formele startvergadering. Tijdens de startvergadering werd de commissie geïnstrueerd, werden de taakstelling en werkwijze van de commissie besproken, en nam de commissie kennis van het Domeinspecifiek Referentiekader Sociale Geografie en Planologie (zie bijlage 2).

Bij ontvangst van de kritische reflecties werden deze door de projectleider gecontroleerd op kwaliteit en compleetheid van informatie. Nadat de kritische reflecties waren goedgekeurd, werden deze door de projectleider aan de voorzitter en commissieleden doorgestuurd. De commissieleden namen de kritische reflecties door en formuleerden vragen die aan de projectleider en de voorzitter werden toegestuurd. De voorzitter compileerde vervolgens de vragen per gesprek.

In samenspraak met de voorzitter en de coördinator van de desbetreffende universiteit werd door de projectleider een bezoekprogramma opgesteld. Op verzoek en binnen de kaders van de commissie hebben de opleidingen gesprekspartners geselecteerd.

Op verzoek van de voorzitter stelde de projectleider een representatieve steekproef van scripties samen. De projectleider hield bij deze steekproef rekening met de beoordelingscategoriën (voldoende, ruim voldoende, goed), de diverse afstudeerrichtingen en het jaartal van afstuderen. De voorzitter verdeelde de scripties over de commissieleden. Ieder commissielid beoordeelde twee scripties per opleiding. Bij deze beoordeling werd gebruik gemaakt van de door QANU opgestelde beoordelingsrichtlijnen, zodat consistentie in de beoordeling gewaardborgd werd. Een overzicht van de bestudeerde scripties is opgenomen in bijlage 7. Bij een 'onvoldoende' beoordeling werd de scriptie door een tweede commissielid geëvalueerd.

In overleg met de voorzitter selecteerde de projectleider van iedere opleiding een representatieve set van cursus- en toetsmateriaal, dat tijdens het visitatiebezoek door de opleiding ter inzage neergelegd werd. Tevens werd er algemene documentatie opgevraagd, zoals examen- en opleidingscommissie verslagen, evaluatieresultaten en managementinformatie. Bij het bestuderen van de documentatie volgde de commissie de NVAO richtlijn.

### *Bezoek*

De commissie begon ieder visitatiebezoek met een voorbereidend overleg. Tijdens dit voorbereidend overleg maakte de commissie op grond van inhoudelijke expertise afspraken over de taakverdeling. Daarnaast sprak de commissie tijdens dit voorbereidend overleg over de scripties, en nam zij de naar aanleiding van de kritische reflectie geformuleerde vragen en opmerkingen door.

Tijdens ieder visitatiebezoek werd gesproken met een (representatieve) vertegenwoordiging van het faculteitsbestuur, het opleidingsbestuur, studenten, docenten, de opleidings- en examencommissie. Tevens bestudeerde de commissie het cursus- en toetsmateriaal en was er in het bezoekprogramma ruimte ingepland voor het inloopsprekuur. Tijdens het visitatiebezoek aan de Rijksuniversiteit Groningen werd er geen gebruik gemaakt van het inloopsprekuur.

De laatste dag van ieder visitatiebezoek bevatte een presentatie van de voorlopige bevindingen.

#### *Rapportage*

Op basis van de bevindingen van de commissie stelde de secretaris conceptrapporten op. Deze rapporten werden voorgelegd aan de commissie, voordat ze naar de desbetreffende universiteit werden gestuurd voor een controle op feitelijke onjuistheden. De onjuistheden die tijdens dit proces door de universiteit waren opgemerkt, werden aan de voorzitter voorgelegd. Indien de voorzitter dit nodig achtte, werden de onjuistheden met de commissieleden besproken. Hierna maakte de secretaris de definitieve rapporten op.

#### *Beslisregels*

In overeenstemming met het Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (d.d. 22 november 2011) heeft de commissie de volgende definities voor de beoordeling van de afzonderlijke standaarden en de opleiding als geheel gehanteerd:

#### **Basiskwaliteit**

De kwaliteit die in internationaal perspectief redelijkerwijs verwacht mag worden van een bachelor- of masteropleiding binnen het hoger onderwijs.

#### **Onvoldoende**

De opleiding voldoet niet aan de gangbare basiskwaliteit en vertoont op meerdere vlakken ernstige tekortkomingen.

#### **Voldoende**

De opleiding voldoet aan de gangbare basiskwaliteit en vertoont over de volle breedte een acceptabel niveau.

#### **Goed**

De opleiding steekt systematisch en over de volle breedte uit boven de gangbare basiskwaliteit.

#### **Excellent**

De opleiding steekt systematisch en over de volle breedte ver uit boven de gangbare basiskwaliteit en geldt als een (inter)nationaal voorbeeld.

# I - Sociale Geografie en Planologie



## Samenvattend oordeel van de commissie

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Dit rapport geeft de bevindingen, overwegingen en conclusies weer van de visitatiecommissie Sociale Geografie en Planologie met betrekking tot de bacheloropleiding Sociale Geografie en Planologie, die wordt aangeboden door de Faculteit Ruimtelijke Wetenschappen van de Rijksuniversiteit Groningen. De beoordeling van de commissie is gebaseerd op informatie uit de kritische reflectie, een selectie van scripties, aanvullende documentatie en gesprekken gevoerd tijdens het visitatiebezoek. De commissie heeft de positieve aspecten van de opleiding afgewogen tegen de aspecten waarop verbetering wenselijk is en heeft geconcludeerd dat de opleiding voldoet aan de door de NVAO gestelde accreditatiecriteria.

### *Standaard 1: Beoogde eindkwalificaties*

De commissie heeft geconcludeerd dat het domeinspecifieke referentiekader voor de discipline Sociale Geografie en Planologie een brede, maar adequate weergave is van het domein. Wel is zij van mening dat een nadere specificering van het domein nuttig zou kunnen zijn. De commissie is van oordeel dat de domeinspecifieke eindkwalificaties die in het referentiekader worden beschreven passen bij het domein van de Sociale Geografie en Planologie.

De commissie heeft de beoogde eindkwalificaties van de opleiding Sociale Geografie en Planologie vergeleken met het domeinspecifieke referentiekader en heeft het profiel, de oriëntatie en het niveau van de opleiding onderzocht. De commissie is van mening dat de beoogde eindkwalificaties van de opleiding voldoende helder geformuleerd zijn en aansluiten bij de domeinspecifieke eindkwalificaties zoals beschreven in het referentiekader. De beoogde eindkwalificaties zijn in overeenstemming met wat van een academische bacheloropleiding op het gebied van de Sociale Geografie en Planologie verwacht mag worden. De commissie is eveneens tevreden over het profiel van de opleiding, dat zij helder gedefinieerd en aantrekkelijk vindt voor toekomstige studenten. De opleiding heeft een brede, sociaal-wetenschappelijke oriëntatie, er wordt in het bijzonder ook aandacht aan de ethische aspecten van wetenschapsbeoefening gegeven. Om begrijpelijke redenen heeft de opleiding ervoor gekozen een extra accent te leggen op de regio Noord-Nederland en thema's die voor dit landsdeel van belang zijn.

### *Standaard 2: Onderwijsleeromgeving*

Het eerste jaar van het curriculum bestaat uit twaalf verplichte vakken die een kennismaking vormen met de geografische en planologische disciplines, de demografie en de beginselen van het doen van wetenschappelijk onderzoek en statistiek. In het tweede jaar, dat bestaat uit elf verplichte vakken en een gebonden keuzevak, wordt de basiskennis verder uitgediept en verbreed. Het derde studiejaar bestaat voor de ene helft uit een vrije keuzeruimte en voor de andere helft uit drie verplichte vakken en het bachelorproject. De commissie is van oordeel dat de beoogde eindkwalificaties op adequate wijze in het curriculum worden gerealiseerd. De inhoud en structuur van het curriculum stellen studenten in staat om de beoogde eindkwalificaties te behalen. Het curriculum is evenwichtig en de structuur van het curriculum is aan de hand van twee leerlijnen die onderverdeeld zijn in thema's, voldoende coherent vormgegeven. Wel adviseert de commissie de opleiding om een betere verbinding tussen de leerlijnen te realiseren en zorg te dragen voor een formelere aanpak van de coördinatie binnen de thema's.

De commissie is ook positief over het didactisch concept, dat wordt gekenmerkt door onderzoeks-geleid onderwijs en actief leren. De commissie is van mening dat de gekozen werkvormen adequaat zijn en aansluiten bij het didactisch concept. Bij het toepassen van de

werkvormen is echter nog sprake van ‘work in progress’ en de commissie moedigt de opleiding aan om het onderzoeks-geleid onderwijs breder in het onderwijs toe te passen en de activerende werkvormen breder te implementeren.

Het aantal contacturen, de staf/student-ratio en de kwaliteit van de staf zijn voldoende. Studenten zijn tevreden over hun docenten. De commissie is van oordeel dat het programma haalbaar is. Er zijn geen struikelblokken in het curriculum. De commissie heeft echter geconstateerd dat de werkdruk van de studenten te licht is en is van oordeel dat deze verzwaard dient te worden.

De rendementen waren in de afgelopen periode naar de mening van de commissie laag en de gemiddelde studieduur te lang. De commissie hoopt dat de nieuw ingevoerde universiteitsbrede bindend studieadvies- en ‘harde knip’-regelingen, de intensivering van het eerste jaar en de ontwikkeling van ‘learning communities’ door de opleiding de rendementen zullen verhogen en de studieduur zullen verkorten.

De commissie heeft vastgesteld dat de studiebegeleiding goed georganiseerd is en dat de studieadviseur deskundig is. De studenten zijn lovend over de studieadviseur. Ook over de overige faciliteiten van de opleiding is de commissie tevreden. De opleidings specifieke kwaliteitszorg is adequaat. De commissie is echter wel van mening dat de opleidingscommissie wat formeler en proactiever te werk zou kunnen gaan.

De commissie concludeert dat de verschillende aspecten van de onderwijsleeromgeving de studenten in staat stellen de beoogde eindkwalificaties te behalen.

### *Standaard 3: Toetsing en gerealiseerde eindkwalificaties*

De commissie heeft geconcludeerd dat het systeem van toetsing van de opleiding adequaat functioneert. Zij heeft wel vastgesteld dat de examencommissie pas laat haar nieuwe taak als waarborgster van de toetskwaliteit heeft opgepakt. De examencommissie kwijt zich daar nu terdege van, maar zij dient nog wel vast te stellen of de huidige capaciteit voldoende is om de onderdelen van deze taak (prompt toezicht bij gesignaleerde problemen en periodieke systematische evaluatie van het hele curriculum) op niveau uit te voeren.

De commissie heeft het behaalde eindniveau van de opleiding beoordeeld door een selectie van theses te bestuderen. De commissie is van mening dat de vernieuwde opzet van het bachelorproject naar aanleiding van de uitkomsten van de vorige visitatie zich vertaalt in een verbeterde kwaliteit van de theses. In de huidige opzet is het bachelorproject vormgegeven als cursus, waarbij studenten volgens een vaststaand schema de verschillende onderzoeksstappen doorlopen met behulp van opeenvolgende opdrachten en uiteindelijk tot een individuele thesis komen. De commissie erkent de academische kwaliteit van de theses en is tevreden over het behaalde eindniveau.



De commissie beoordeelt de standaarden uit het Beoordelingskader voor de beperkte opleidingsbeoordeling als volgt:

*Bacheloropleiding Sociale Geografie en Planologie:*

Standaard 1: Beoogde eindkwalificaties	voldoende
Standaard 2: Onderwijsleeromgeving	voldoende
Standaard 3: Toetsing en gerealiseerde eindkwalificaties	voldoende
Algemeen eindoordeel	voldoende

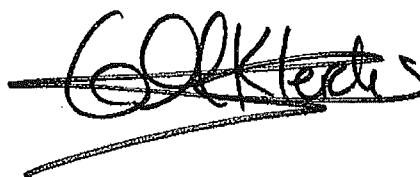
De voorzitter en de secretaris van de commissie verklaren hierbij dat alle leden van de commissie kennis hebben genomen van dit rapport en instemmen met de hierin vastgestelde oordelen. Zij verklaren ook dat de beoordeling in onafhankelijkheid heeft plaatsgevonden.

Datum: 26-03-2014



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Prof. H.F.L. Ottens



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Drs. G.M. Klerks

## Behandeling van de standaarden uit het Beoordelingskader voor de beperkte opleidingsbeoordeling

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### Introductie van de bacheloropleiding Sociale Geografie en Planologie

De bacheloropleiding Sociale Geografie en Planologie is een brede, interdisciplinaire opleiding die wordt aangeboden door de Faculteit Ruimtelijke Wetenschappen van de Rijksuniversiteit Groningen. De opleiding is officieel Nederlandstalig, maar sommige vakken worden in het Engels aangeboden. Mede naar aanleiding van de adviezen in het visitatierapport van 2008 is de opleiding tussen mei 2011 en november 2012 herontworpen. Dit heeft onder andere geleid tot herformulering van de eindkwalificaties. De opleiding hanteert deze nieuwe eindkwalificaties met ingang van het academisch jaar 2013/2014.

#### Standaard 1: Beoogde eindkwalificaties

De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen.

#### Toelichting:

De beoogde eindkwalificaties passen wat betreft niveau en oriëntatie (bachelor of master; hbo of wo) binnen het Nederlandse kwalificatieraamwerk. Ze sluiten bovendien aan bij de actuele eisen die in internationaal perspectief vanuit het beroepenveld en het vakgebied worden gesteld aan de inhoud van de opleiding.

## Bevindingen

### 1.1 Het domein

De universiteiten die deelnemen aan de clusterevaluatie Sociale Geografie en Planologie (de Universiteit van Amsterdam, de Radboud Universiteit Nijmegen, de Rijksuniversiteit Groningen en de Universiteit Utrecht) hanteren een gemeenschappelijk domeinspecifiek referentiekader (zie bijlage 2).

De commissie heeft het domeinspecifieke referentiekader bestudeerd en is van mening dat het tamelijk breed en algemeen blijft. Ook al wordt in het referentiekader terecht aangegeven dat het domein van de Sociale Geografie en Planologie breed en multidisciplinair is, toch vindt de commissie dat een nadere specificering van het domein nuttig zou kunnen zijn. Een meer toegespitst geformuleerd domeinspecifiek referentiekader, gepositioneerd in de internationale discussie over de aard van de disciplines, zou de deelnemende opleidingen kunnen helpen om hun positie binnen het domein duidelijker aan te geven. De commissie is bovendien van mening dat een nader gespecificeerd referentiekader studenten meer bewust zou kunnen maken van het domein dat ze bestuderen en dat het tevens de legitimatie van het veld zou kunnen ondersteunen. Het huidige domeinspecifieke referentiekader is te beschouwen als een verdienstelijke stap die vraagt om verdere vervolgstappen van de deelnemende faculteiten/departementen. Het ontwikkelen van een gemeenschappelijke benadering ten aanzien van nationale en internationale benchmarking zou eveneens behulpzaam kunnen zijn bij het efficiënter positioneren van de opleidingen. Dit probleem doet zich vooral gevoelen bij het Sociaal Geografische deel van het referentiekader en in mindere mate bij het Planologische deel.

De commissie raadt de betrokken instituten/opleidingen aan het gemeenschappelijke domeinspecifieke referentiekader nader uit te werken, eventueel in samenwerking met enkele andere instituten en/of opleidingen, die nu niet betrokken zijn geweest bij deze clusterbeoordeling. Het kader zou verder kunnen worden gespecificeerd en vervolgens kunnen dienen als een duidelijker basis om overeenkomsten en verschillen tussen de oriëntaties van de opleidingen op dit gebied aan te geven.

Overigens is de commissie van mening dat de domeinspecifieke eindkwalificaties aansluiten bij een bacheloropleiding binnen de discipline Sociale Geografie en Planologie.

### **1.2 De positie van de opleiding Sociale Geografie en Planologie binnen het domein**

De kritische reflectie beschrijft de bacheloropleiding Sociale Geografie en Planologie (SG&P) als een brede opleiding, waarin studenten leren om sociale, demografische, culturele en economische ontwikkelingen vanuit een ruimtelijk perspectief te analyseren. Studenten leren om deze ontwikkelingen te vertalen in ideeën over de inrichting van ruimte (planologie). De opleiding brengt de studenten kennis bij over relevante sociale, demografische, culturele en economische ontwikkelingen. Aangezien deze ontwikkelingen zich voordoen in verschillende ruimtelijke en institutionele contexten en op verschillende ruimtelijke schalen, beoogt de opleiding met name het theoretisch inzicht van studenten te ontwikkelen en hun de vaardigheden en attitude bij te brengen, waarmee de rol van context en schaalniveau onderkend worden. Op deze wijze equipeert de opleiding studenten om ruimtelijke verschillen en hun impact op de inrichting van ruimte te duiden en te verklaren.

Uit de kritische reflectie en uit de gesprekken tijdens het visitatiebezoek is de commissie gebleken dat de opleiding zich van vergelijkbare opleidingen onderscheidt door de volgende accenten:

1. De opleiding legt een bijzonder accent op het belang van demografische ontwikkelingen in de verklaring van sociaal-geografische uitkomsten en planologische opgaven;
2. De opleiding schenkt specifiek aandacht aan de relatie tussen fysieke geografie (de fysieke omstandigheden) en geografische en planologische ontwikkelingen;
3. De opleiding legt wat het regionale schaalniveau betreft een bijzonder accent op Noord-Nederland. Dit is in overeenstemming met de doelstellingen van zowel de universiteit als de faculteit.

De commissie vindt het profiel van de opleiding helder gedefinieerd en is er voldoende tevreden over. Bovendien heeft de commissie tijdens het visitatiebezoek begrepen dat de brede opzet en het sociale karakter van de opleiding aantrekkelijk zijn voor toekomstige studenten. Meerdere studenten gaven tijdens de gesprekken aan juist vanwege deze eigenschappen voor de opleiding te hebben gekozen. De opleiding wijkt op hoofdlijnen niet veel af van de andere bacheloropleidingen in de Sociale Geografie en Planologie in Nederland.

### **1.3 Beoogde eindkwalificaties, niveau en oriëntatie van de opleiding**

In de kritische reflectie wordt beschreven dat de opleiding zich tot doel stelt om studenten wetenschappelijke kennis, inzicht en onderzoeksvaardigheden bij te brengen op een zodanig niveau dat ze beroepen op bachelorniveau uit kunnen oefenen op het gebied van de sociale geografie en planologie, dan wel deel kunnen nemen aan een verwante masteropleiding.

De commissie heeft uit de kritische reflectie en de gesprekken tijdens het visitatiebezoek vernomen dat, naar aanleiding van de adviezen die voortvloeiden uit de vorige visitatie, de opleiding in 2011/2012 de door haar beoogde eindkwalificaties heeft geherformuleerd. Bij het opstellen van de huidige beoogde eindkwalificaties (zie bijlage 3) is uitgegaan van het door de universiteiten gezamenlijk opgestelde domeinspecifieke referentiekader Sociale Geografie en Planologie. De kritische reflectie stelt dat de beoogde eindkwalificaties van de opleiding in lijn zijn met de algemene eindkwalificaties die het disciplineoverleg Sociale Geografie en Planologie op basis van de Dublin Descriptoren heeft geformuleerd voor de opleidingen binnen het domein. Tegelijkertijd brengen zij ook de specifieke kenmerken van de opleiding

tot uitdrukking. De kritische reflectie bevat een gespecificeerde lijst van de beoogde eindkwalificaties die de opleiding met ingang van het academisch jaar 2013/2014 hanteert. Tevens bevat de kritische reflectie een lijst met de oude beoogde eindkwalificaties die de opleiding in 2012-2013 nog hanteerde (bijlage 3).

De commissie waardeert het dat de opleiding de adviezen van de vorige visitatiecommissie ter harte heeft genomen en dat zij haar beoogde eindkwalificaties heeft geherformuleerd. De commissie is van mening dat de opleiding op dit punt een duidelijke verbetering heeft ondergaan. De huidige set beoogde eindkwalificaties is uitgebreider, inhoudelijk meer informatief en duidelijker geformuleerd dan de set die nog in 2012/2013 werd gehanteerd. De commissie is tevreden over de huidige beoogde eindkwalificaties en vindt deze voldoende helder geformuleerd. De opleiding beoogt studenten (het toepassen van) kennis, inzicht en vaardigheden en attitudes bij te brengen op een inleidend, basaal niveau. De commissie is dan ook van mening dat de beoogde eindkwalificaties in overeenstemming zijn met wat van een opleiding Sociale Geografie en Planologie op bachelorniveau verwacht mag worden. De specifieke aandacht voor onderzoeksvaardigheden en een wetenschappelijke attitude overtuigt de commissie van de academische oriëntatie van de opleiding.

### **Overwegingen**

De commissie concludeert dat het domeinspecifieke referentiekader een brede, maar niettemin adequate weergave is van het domein. Wel is zij van oordeel dat een nadere specificering van het domein nuttig zou kunnen zijn. De commissie is niettemin van oordeel dat de domeinspecifieke eindkwalificaties die in het referentiekader worden beschreven, passen bij het domein van de Sociale Geografie en Planologie.

De commissie heeft de beoogde eindkwalificaties van de bacheloropleiding Sociale Geografie en Planologie vergeleken met het domeinspecifieke referentiekader en heeft het profiel en de oriëntatie van de opleiding nauwkeurig bestudeerd. De commissie is van mening dat het profiel helder is gedefinieerd en zij is tevreden over het profiel. De opleiding is breed en sociaal van karakter en daarmee aantrekkelijk voor aankomende studenten. Aan de ethische aspecten van de wetenschapsbeoefening wordt nadrukkelijk aandacht geschonken. Ook inhoudelijk legt de opleiding enkele accenten die haar onderscheiden van andere opleidingen Sociale Geografie en Planologie in den lande.

De commissie waardeert het dat de opleiding, in navolging van de adviezen van de vorige visitatiecommissie, haar beoogde eindkwalificaties heeft geherformuleerd. De commissie is tevreden met de beoogde eindkwalificaties die de opleiding met ingang van 2013/2014 hanteert. Deze zijn voldoende helder geformuleerd en zijn in overeenstemming met wat van een academische opleiding Sociale Geografie en Planologie op bachelorniveau verwacht mag worden.

### **Conclusie**

*Bacheloropleiding Sociale Geografie en Planologie*: de commissie beoordeelt Standaard 1 als ‘voldoende’.

## **Standaard 2: Onderwijsleeromgeving**

Het programma, het personeel en de opleidingsspecifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren.

### **Toelichting:**

De inhoud en vormgeving van het programma stelt de toegelaten studenten in staat de beoogde eindkwalificaties te bereiken. De kwaliteit van het personeel en van de opleidingsspecifieke voorzieningen is daarbij essentieel. Programma, personeel en voorzieningen vormen een voor studenten samenhangende onderwijsleeromgeving.

## **Bevindingen**

### **2.1 Het curriculum**

Naar aanleiding van de aanbevelingen van de vorige visitatiecommissie, de invoering door de universiteit van het minorensysteem en het realiseren van de onderwijsvisie van op onderzoek gebaseerd onderwijs, is het curriculum de laatste jaren aan veranderingen onderhevig geweest.

Het curriculum (zie bijlage 4) bestaat thans uit 180 EC, verspreid over drie studiejaar van elk 60 EC. Elk jaar bestaat uit vier gelijke periodes waarin drie vakken van steeds 5 EC worden aangeboden. Het curriculum is alleen voltijds te volgen.

De commissie heeft uit de kritische reflectie opgemaakt dat het eerste studiejaar studenten introduceert in de Geografie en Planologie. Het jaar start met het inleidende vak *Denken over Geografie en Planologie*. De geografische discipline wordt verder verkend met vakken als *Economische Geografie 1*, *Culturele Geografie* en *Fysische Geografie van de wereld*, terwijl studenten in vakken als *Ruimtelijke Planning 2* en *Ruimtelijke Informatiekunde 1* nader kennismaken met de planologische discipline. Voorts maken studenten in dit jaar kennis met de statistiek, worden zij ingewijd in de beginselen van het doen van wetenschappelijk onderzoek en wordt er gebouwd aan kennis van de demografie.

In het tweede studiejaar wordt de basiskennis verder verdiept met vakken als *Economische Geografie 2*, *Ruimtelijke Informatiekunde 2*, *Ruimtelijke Planning 3*, *Ruimtelijke Planning 4* en *Statistiek 2* en verder uitgebreid met vakken als bijvoorbeeld *Migration* of *Toerisme*. De onderzoeksvaardigheden worden verder ontwikkeld in vakken als *Methoden van Wetenschappelijk Onderzoek* of het veldwerkvak *Bodem en Landschap van Nederland*. Het tweede jaar kent tevens een gebonden keuze, waarbij studenten dienen te kiezen tussen de vakken *Economische Geografie 3* of *Vastgoedkunde*.

Het derde studiejaar bestaat uit een vrije keuzeruimte van 30 EC in de eerste twee periodes, drie verplichte vakken van elk 5 EC (waaronder het vak *Veldwerk Buitenland*) en het bachelorproject van 15 EC. De vrije keuzeruimte kan al naar gelang de persoonlijke voorkeur van de student worden ingevuld met een minor of met keuzevakken.

De opleiding wordt afgesloten met het bachelorproject, dat uitmondt in een individuele bachelorthesis, waaruit de inhoudelijke en onderzoekstechnische vaardigheden van de student moeten blijken (zie sectie 3.2 voor meer informatie over het bachelorproject).

Tijdens het visitatiebezoek heeft de commissie van de studenten vernomen dat zij tevreden zijn over het curriculum. Wel kwam zowel uit het gesprek met de studenten als uit de 'Curriculumevaluatie 2012-2013' naar voren dat de studenten meer aandacht voor toekomstige beroepsmogelijkheden in het curriculum zouden willen zien. Zij zouden

bijvoorbeeld graag de mogelijkheid willen hebben om een stage te lopen, zodat zij wat relevante praktijkervaring kunnen opdoen.

De commissie is van mening dat het curriculum evenwichtig is en is er tevreden over. Zij geeft de opleiding wel als overweging mee te onderzoeken hoe een betere relatie met toekomstige werkvelden gerealiseerd kan worden.

## 2.2 Coherentie

Uit de kritische reflectie en de gesprekken tijdens het visitatiebezoek is de commissie gebleken dat het programma is opgebouwd uit twee leerlijnen, i.e. de *methodische leerlijn* (de onderzoekslijn), die uiteen valt in de thema's 'Methodologie en wetenschappelijke theorie', 'Methoden van datacollectie' en 'Data-analyse', en de *inhoudelijke leerlijn* (de vaklijn) die uiteenvalt in de drie thema's 'Well-being', 'Innovation' en 'Spatial Transformation'. De leerlijnen dragen ieder op hun eigen wijze bij aan de realisatie van de beoogde eindkwalificaties. De methodische leerlijn is verantwoordelijk voor het eindniveau voor wat betreft kennis en toepassing van methoden en technieken van wetenschappelijk onderzoek. Deze leerlijn is de laatste jaren uitgebreid met veldwerkvakken, waarbij studenten het gehele onderzoeksproces doorlopen. De inhoudelijke leerlijn is verantwoordelijk voor de opbouw en ontwikkeling van de vakinhoudelijke kennis en vaardigheden. De commissie heeft begrepen dat de thema's binnen de beide leerlijnen qua inhoud en vaardigheden een eigen karakter hebben en een inhoudelijk coherente groep vakken vertegenwoordigen. Binnen de beide leerlijnen is er een duidelijke opbouw in de vakken te onderscheiden, waarbij eerdere vakken de basis leggen voor vervolgvakken die de kennis en vaardigheden steeds verder uitbouwen en verdiepen (e.g. *Ruimtelijke Planning 2*, *Ruimtelijke Planning 3* en *Ruimtelijke Planning 4*). Zodoende waarborgen de leerlijnen de interne samenhang van het programma. Uit het gesprek met de studenten heeft de commissie vernomen dat de volgorde van de vakken inderdaad logisch aanvoelt, maar dat deze voor de studenten niet altijd vooraf duidelijk herkenbaar is. Ook al voelen sommige vakken nog wel als 'eilandjes' aan, toch zijn de studenten van mening dat de samenhang in het programma steeds beter wordt. Nog meer integratie tussen de vakken zou volgens de studenten gerealiseerd kunnen worden in de opdrachten. Die zouden ook over de grenzen van het desbetreffende vak heen kunnen reiken.

De commissie heeft vernomen dat de opleiding ernaar streeft om een betere verbinding tussen de beide leerlijnen tot stand te brengen door ook in vakken binnen de inhoudelijke leerlijn onderzoeksmethoden te oefenen en te toetsen. Zij hoopt daarmee de relevantie van de onderzoeksmethoden voor studenten duidelijker te maken.

Sinds 2011 is de bachelorcoördinator verantwoordelijk voor het vaststellen en monitoren van het gehele programma. Een aparte coördinator voor de methodische leerlijn is verantwoordelijk voor voldoende oefening van de verschillende onderzoeksmethoden in het programma en de onderlinge aansluiting tussen de methodische vakken. Binnen de inhoudelijke leerlijn zijn er coördinatoren die de inhoudelijke samenhang tussen de vakken binnen de verschillende thema's in de gaten houden. Tijdens het visitatiebezoek heeft de commissie uit het gesprek met de docenten begrepen dat deze coördinatie voornamelijk op informele basis plaatsvindt.

De commissie is tevreden met de vorderingen die de opleiding op het punt van de inhoudelijke samenhang heeft gemaakt. Wel deelt zij de mening van de opleiding dat een betere verbinding tussen de methodische en de inhoudelijke leerlijn wenselijk is en zij adviseert de opleiding dan ook om de volgende jaren voldoende vaart te zetten achter de realisatie daarvan. De opmerking van de studenten dat meer integratie tussen de vakken

gerealiseerd zou kunnen worden in de opdrachten vindt zij hierbij een nuttige suggestie. Verder adviseert de commissie een wat formelere aanpak van de coördinatie binnen de thema's en raadt zij de opleiding aan ervoor zorg te dragen dat de volgorde van de vakken voor studenten voldoende inzichtelijk is en naar de studenten toe expliciet wordt gemaakt. Hoewel de commissie van mening is dat er nog wel wat werk verricht moet worden, vindt zij dat de opleiding zeker op de goede weg is. Zij is van oordeel dat er voldoende opbouw in de vakken is en dat het curriculum voldoende coherent is.

### 2.3 Relatie tussen de beoogde eindkwalificaties en het curriculum

De kritische reflectie bevat een toetsplan waarin per vak wordt aangegeven hoe deze bijdraagt aan de realisatie van de beoogde eindkwalificaties. Hieruit blijkt dat de beoogde eindkwalificaties op de volgende wijze in het curriculum zijn verwerkt:

1. Aan het verwerven van kennis, begrip en inzicht en het toepassen daarvan wordt gedurende het gehele curriculum aandacht besteed. Vakken die voor het verwerven van kennis, begrip en inzicht in het bijzonder een belangrijke rol spelen zijn onder andere de eerstejaars vakken *Fysische Geografie van de wereld* en *Economie*, de tweedejaars vakken *Ruimtelijke Planning 3* en *4*, *Migration*, *Economische Geografie 3*, *People & Place* en *Plattelandsgografie*. In het derde jaar levert het vak *Philosophies of social science, human geography and planning* een belangrijke bijdrage aan de opbouw van kennis, begrip en inzicht. Het toepassen van kennis, begrip en inzicht krijgt verder aandacht in de veldwerkvakken *Geografie en Planologie van Nederland*, *Bodem en landschap van Nederland* en *Veldwerk buitenland*, maar ook in vakken als *Ruimtelijke Planning 2*, *Economische Geografie 2 en 3* en *Plattelandsgografie* en in vakken uit de onderzoeksleerlijn, zoals *Inleiding Wetenschappelijk Onderzoek*, *Statistiek 1* en *2* en het *Bachelorproject*.
2. Ook aan het vermogen tot oordeelsvorming wordt door het hele curriculum heen gebouwd. De vakken *Ruimtelijke Planning 2* en *3*, *Plattelandsgografie*, *Migration*, *People & Place*, *Philosophies of social science, human geography and planning* en het *Bachelorproject* leveren hieraan in het bijzonder een bijdrage.
3. Aan het aanleren van *communicatievaardigheden* wordt eveneens binnen verschillende studieonderdelen in het curriculum aandacht besteed. De nadruk ligt hierbij op de vaardigheid om samen te werken in teamverband, die in een aanzienlijk aantal vakken een rol speelt. Communicatievaardigheden worden in het bijzonder getraind in de vakken *Economie* en *Philosophies of social science, human geography and planning*.
4. Ook aan de opbouw van *leervaardigheden* wordt gedurende het gehele curriculum gewerkt, waarbij, naast de vaardigheid om na het afstuderen zelfstandig te kunnen werken, vooral ook wordt gewerkt aan de basisvaardigheden die nodig zijn voor de uitoefening van een relevante functie. Het *Bachelorproject* springt er bij de opbouw van deze beide vaardigheden uit.

Na de informatie uit het toetsplan te hebben bestudeerd en geverifieerd, heeft de commissie vastgesteld dat de beoogde eindkwalificaties op adequate wijze in het curriculum worden gerealiseerd. Tijdens het visitatiebezoek kwam naar voren dat studenten vinden dat de opleiding nog wel wat meer aandacht aan de training in academisch schrijven zou kunnen besteden. Gezien het belang van deze vaardigheid, adviseert de commissie de opleiding aan deze wens gehoor te geven.

### 2.4 Didactisch concept en werkvormen

Uit de kritische reflectie en de gesprekken tijdens het visitatiebezoek heeft de commissie begrepen dat de opleiding een visie op onderwijs heeft waarin onderzoek een centrale rol speelt. Het onderwijs is "onderzoeksgeleid", oftewel op onderzoek gebaseerd: de opleiding

streeft ernaar om studenten zelf onderzoek te laten doen en om docenten vanuit onderzoek te laten doceren. Daarnaast hecht de opleiding tevens groot belang aan 'actief leren'.

Uit de kritische reflectie en het gesprek met de docenten is de commissie gebleken dat de opleiding met behulp van verschillende werkvormen handen en voeten geeft aan het onderzoeksgeleid onderwijs en actief leren:

1. Vrijwel alle vakken bieden een combinatie van werk- en opdrachtvormen, waarbij studenten zelf onderzoek dienen te doen. Aangezien de opdrachten vaak de vorm van tussentijdse toetsen hebben wordt bij studenten actief studiegedrag gestimuleerd. Door een combinatie van werk- en opdrachtvormen aan te bieden wordt tevens tegemoet gekomen aan de behoeften van studenten om geconfronteerd te worden met verschillende leerstijlen.
2. *Veldwerk* wordt gezien als een belangrijke werkvorm die bij uitstek geschikt is voor een opleiding SG&P. In elk studiejaar is daarom een veldwerkvak opgenomen. Tijdens het veldwerk doen studenten niet alleen ervaring op met voor het werkveld belangrijke onderwerpen, maar worden zij ook in de gelegenheid gesteld om geografische thema's in hun context te analyseren. Tegelijkertijd spelen de veldwerkvakken een belangrijke rol bij het aanleren van onderzoeksvaardigheden, zoals het verzamelen en analyseren van data en de interpretatie daarvan. Tijdens het tweedejaars vak *Bodem en Landschap* doorlopen studenten zelfs het gehele onderzoeksproces.
3. Om het actief leren te bevorderen streeft de opleiding naar het zoveel mogelijk inzetten van activerende werkvormen waarbij studenten zelf met de stof aan de slag moeten. Aangezien de studentenaantallen groeien, is er de laatste jaren aandacht besteed aan het ontwikkelen van nieuwe activerende werkvormen, waarbij de belasting van docenten aanvaardbaar blijft. Een voorbeeld hiervan is het virtuele veldwerk binnen het vak *Economische Geografie 1*, waarbij studenten foto's maken van een economisch-geografisch onderwerp die via de digitale leeromgeving op een kaart beschikbaar worden gemaakt. Ook wordt de digitale leeromgeving creatief aangewend. De commissie heeft vernomen dat de opleiding drie extra docenten heeft aangesteld die sinds juni 2013 tijdelijk onderwijstaken van andere stafleden overnemen om docenten ruimte te bieden om vakken aan te passen en nieuwe werk- en toetsvormen te ontwikkelen.

De kritische reflectie bevat een overzicht van de onderwijs- en opdrachtvormen per cursus. Deze betreffen hoorcolleges, werkcolleges, excursies, practica, individuele en groepsopdrachten en presentaties.

Tijdens het bezoek heeft de commissie van de studenten vernomen dat zij het streven van de opleiding naar onderzoeksgeleid onderwijs en het aanbieden van activerende werkvormen weliswaar herkennen in het onderwijs, maar dat er niettemin grote verschillen zijn tussen de vakken. Uit het overzicht van werkvormen blijkt dat het onderwijs toch nog vaak bestaat uit hoorcolleges. Studenten bevestigen dit en voegen daaraan toe dat discussie weliswaar in principe mogelijk is, maar vaak niet plaatsvindt. Studenten herkennen het activerende onderwijs met name in de veldwerkvakken, die zij overigens bijzonder nuttig vinden, zoals ook blijkt uit de Curriculumevaluatie 2012-2013. Daarnaast gaven de studenten aan dat zij lang niet bij alle vakken in aanraking komen met wetenschappelijke literatuur waarop kritisch gereflecteerd kan worden. Het gesprek met de docenten bevestigde de visie van de studenten. Zij gaven aan dat men nog volop bezig is met het verbeteren van de onderwijsvormen.

De commissie is tevreden met de didactische concepten van onderzoeksgeleid onderwijs en actief leren. De toegepaste werkvormen vindt zij adequaat voor een opleiding SG&P en goed passen bij de didactische visie. Echter, de commissie heeft geconstateerd dat de activerende werkvormen nog niet volop in de praktijk worden gebracht, maar dat er sprake is van 'work



in progress'. De commissie moedigt de opleiding dan ook aan om door te gaan op de ingeslagen weg en het onderzoeksgeleid onderwijs breder in de opleiding te integreren en de activerende werkvormen verder te ontwikkelen.

## 2.5 Haalbaarheid/rendementen

Om toegelaten te worden tot het eerste jaar van de opleiding dienen aankomende studenten te beschikken over een VWO-diploma, een HBO-diploma of een HBO-propedeuse. De laatste jaren neemt de instroom toe en in 2011/2012 bedroeg deze 148 nieuwe eerstejaars. Ongeveer één derde van de totale instroom bestaat uit HBO-afgestudeerden die een schakelprogramma volgen, bestaande uit een aantal vakken van de bacheloropleiding Sociale Geografie en Planologie. Deze "schakelaars" kunnen na afronding van het schakelprogramma instromen in één van de masteropleidingen van de faculteit.

Uit de kritische reflectie (zie bijlage 5) blijkt dat in de periode 2004/2005-2009/2010 het bachelorrendement (van herinschrijvers) voor de totale instroom na drie jaar schommelde tussen de 12% en 24%. De rendementen na vier jaar (cumulatief) lagen tussen de 33% en 47% in dezelfde periode. De rendementen voor alleen de VWO-instroom lagen weliswaar iets hoger (na drie jaar tussen de 14% en 31% en na vier jaar (cumulatief) tussen 39% en 67%), maar laten niettemin een vergelijkbaar beeld zien. Hoewel de commissie heeft opgemerkt dat de rendementen de laatste jaren wel wat stijgen, is zij van mening dat deze nog steeds laag zijn en dat studenten lang over hun studie doen.

Uit de kritische reflectie en de gesprekken tijdens het visitatiebezoek heeft de commissie begrepen dat de opleiding verwacht dat de invoering van het RUG-brede bindend studieadvies (BSA) per 1 september 2010 een positief effect zal hebben op de rendementen. Het BSA heeft, naast een oriënterende en verwijzende functie, namelijk tot doel de studievoortgang van eerstejaars studenten te stimuleren. Als norm geldt dat studenten 40 EC moeten hebben behaald in het eerste studiejaar en de gehele propedeuse in maximaal twee jaar. Sinds 2012 is de studiepuntennorm opgeschroefd van 40 EC naar 45 EC. De commissie kon niet onderzoeken of de BSA-maatregel inderdaad een positief effect op de rendementen heeft, aangezien de relevante cijfers op het moment van de visitatie nog niet bekend waren. Een andere maatregel waarvan de opleiding een positief effect op de rendementen verwacht, is de "harde knip" die met ingang van 2012-2013 RUG-breed is ingevoerd teneinde de studievoortgang van bachelorstudenten te stimuleren. Deze maatregel bepaalt dat pas aan de masteropleiding begonnen mag worden, als de bacheloropleiding in zijn geheel is afgerond. Het effect van deze maatregel is eveneens nog niet duidelijk. Verder wordt ook verwacht dat de intensivering van het eerste jaar bij zal dragen aan een toename van de rendementen door een grotere selectie en betere oriëntatie op het wetenschappelijke karakter van de opleiding. Tenslotte heeft de opleiding plannen om "learning communities" te ontwikkelen, waardoor studenten zich meer verbonden zullen voelen met de opleiding en meer gestimuleerd worden om intensiever te studeren met mogelijk een positief effect op de rendementen. De commissie is positief over de ingevoerde maatregelen en hoopt dat de plannen de studierendementen zullen verhogen en de studieduur zullen verkorten.

Uit de gesprekken met de studenten zijn geen struikelblokken in het curriculum naar voren gekomen en de commissie is van oordeel dat het curriculum haalbaar is. Zij heeft uit de 'Curriculumevaluatie 2012-2013' en de gesprekken met de studenten echter wel opgemaakt dat zij de werkdruk aan de lichte kant vinden. In de evaluatie gaven studenten de werkdruk het cijfer 1,6 op een schaal van 1 ("veel te laag") tot 5 ("veel te hoog"). Tevens bleek dat zij gemiddeld slechts zo'n 23 uur per week aan de studie besteden. Tijdens het visitatiebezoek gaven de studenten aan dat zij graag zouden willen dat de vakken wat uitdagender waren. Ook

zijn zij van mening dat sommige opdrachten wat teveel op reproductie gericht zijn, terwijl zij juist graag wat meer activerende opdrachten zouden krijgen. Wel gaven de studenten aan dat zij door de invoering van de tussentijdse toetsen het gevoel hebben dat zij meer op hun verplichtingen worden aangesproken dan voorheen. Deze informatie strookt met de informatie uit het gesprek met de docenten, die aangaven zich bewust te zijn van de te lage werkdruk voor studenten. Zij overtuigden de commissie ervan dat een verbetering van de situatie reeds is ingezet als gevolg van de implementatie van de onderwijsvernieuwingen (waarvan de invoering van tussentijdse toetsen een voorbeeld is) en de invoering van meer activerende werkvormen. De commissie vindt het positief dat de opleiding stappen onderneemt om de te lage werkdruk te verhogen. Zij beveelt de opleiding wel aan hierbij voortvarend te werk te gaan.

## **2.6 Student-staf ratio en contacturen**

Uit de kritische reflectie heeft de commissie vernomen dat de onderwijscapaciteit is uitgebreid sinds de vorige visitatie, waarbij de student-stafratio destijds als “hoog” werd beoordeeld. Dit heeft geleid tot een daling van de student-stafratio (bijlage 5). In het academisch jaar 2011/2012 bedroeg de onderwijsinzet 8,2 fte (7,58 fte exclusief freelance/ingehuurde docenten). Met een studentenaantal in dat jaar van in totaal 450 bedroeg de student-stafratio 54,9 (59,4 exclusief freelance/ingehuurde docenten). Aangezien van deze 450 studenten er 79 ingeschreven stonden als schakelstudent en slechts een gedeelte van het programma volgden (hooguit 60 EC), was de werkelijke student-stafratio lager. De gecorrigeerde gewogen student-stafratio bedroeg 48,5. In de praktijk viel de student-stafratio nog wat gunstiger uit, omdat een deel van de derdejaarsstudenten hun vrije keuzeruimte vult met keuzevakken en minoren buiten de faculteit. Dit kan echter weer teniet worden gedaan doordat studenten van buiten de opleiding vakken van de opleiding SG&P volgen. De commissie heeft daarover geen cijfers gezien.

Hoewel de commissie content is met de daling van de student-stafratio, is zij van mening dat deze nog steeds aan de hoge kant is, zeker in aanmerking genomen dat de opleiding streeft naar meer activerende werkvormen en onderzoeksgelid onderwijs. Deze vergen immers juist een grotere personeelsinzet. Toen de commissie dit punt in het gesprek met de docenten onder de aandacht bracht, gaven de docenten aan dat zij de werkdruk inderdaad nog als hoog ervaren, maar dat zij er wel vertrouwen in hebben dat, als de onderwijsvernieuwingen eenmaal zijn doorgevoerd, de werkdruk aanvaardbaarder zal zijn. De docenten zien de huidige hoge werkdruk als een noodzakelijk, maar voorbijgaand effect dat nu eenmaal samengaat met een investering in vernieuwing.

Met betrekking tot de contacturen vermeldt de kritische reflectie dat er sinds 2012/2013 een minimum aantal van 12 contacturen per week geldt (bijlage 5). Uit de informatie uit de kritische reflectie blijkt dat deze norm gemiddeld gehaald wordt. Er zijn echter wel enige verschillen tussen de jaren. Studenten kunnen in het eerste studiejaar rekenen op 12,4 contacturen per week. In het tweede studiejaar daalt het aantal contacturen licht naar 12,0 per week. In het derde studiejaar ligt het aantal contacturen per week naar schatting op 11,8 maar zijn er fluctuaties als gevolg van de vrije keuzeruimte en het schrijven van de bachelorthesis. De commissie is van mening dat het aantal contacturen per week voldoende is.

## **2.7 Kwaliteit staf**

Uit de kritische reflectie heeft de commissie opgemaakt dat 79% van de docenten die in de opleiding participeren gepromoveerd is en dat het merendeel naast de onderwijsstaak een onderzoekstaak heeft. Alle docenten dienen in principe aan de eisen voor de Basiskwalificatie Onderwijs (BKO) te voldoen en voor nieuwe medewerkers is het behalen van de BKO een

voorwaarde om een vast contract te krijgen. In mei 2013 was 39% van de docenten in het bezit van het BKO-certificaat, terwijl 36% van de docenten thans het BKO-traject volgt.

Uit de gesprekken met de studenten en de informatie in de kritische reflectie is gebleken dat studenten tevreden zijn over de docenten. Zij vinden dat de docenten deskundig zijn, de stof goed kunnen uitleggen en toelichten en beschikbaar zijn als studenten ze nodig hebben. Ook geven zij aan dat zij voldoende inhoudelijke ondersteuning krijgen bij het bachelorproject.

De commissie is van mening dat het percentage docenten dat momenteel in het bezit is van het BKO-certificaat laag is en hoopt dat dit snel zal verbeteren. Zij heeft daar ook voldoende vertrouwen in. De commissie is tevreden met de kwaliteit van de staf en is ervan overtuigd dat de staf deskundig is.

## 2.8 Studiebegeleiding

De faculteit heeft één studieadviseur bij wie studenten terecht kunnen voor begeleiding bij studiegerelateerde problemen. Uit het gesprek met de studieadviseur kwam naar voren dat de belangrijkste taken van de studieadviseur bestaan uit:

- begeleiding van eerstejaars studenten in het kader van het BSA (zie hieronder);
- begeleiding van tweedejaars studenten die hun propedeuse nog niet hebben behaald (eveneens in het kader van het BSA). Een voorbeeld hiervan zijn de studieondersteuningsgroepen die sinds het studiejaar 2012/2013 onder leiding van de studieadviseur worden aangeboden. Deze hebben tot doel studenten die in de propedeuse een overkomelijke achterstand opgelopen hebben, te ondersteunen;
- begeleiding en zo nodig doorverwijzing naar een studentpsycholoog of -decaan van studenten die door persoonlijke omstandigheden worden gehinderd bij de studie;
- de organisatie van het mentor/tutor-systeem (zie hieronder), zoals het werven van mentoren, het instrueren van mentorgroepen, etc.;
- het geven van informatie en adviseren over bijvoorbeeld financiële regelingen, veranderende regelgeving, etc.;
- het geven van voorlichting.

De commissie heeft vernomen dat de studieadviseur niet door de examencommissie (EC) is gemandateerd om bepaalde zaken zelf af te handelen in naam van de EC. Er is dus een strikte scheiding tussen de taken van de studieadviseur en die van de examencommissie. De studieadviseur geeft studenten wel advies over wanneer en hoe zich te wenden tot de EC.

Vorig jaar had de studieadviseur ongeveer 400 geplande gesprekken van een half uur en daarnaast naar schatting nog eens 400 ongeplande gesprekken. Studenten waren tijdens het visitatiebezoek lovend over de studieadviseur. Een zelfde beeld komt naar voren uit de curriculumevaluatie, waarin studenten aangaven zeer tevreden te zijn over de studieadviseur. De commissie is tevreden over de studieadviseur en is van mening dat deze deskundig is.

Zoals al eerder aangeduid, kent de RUG sinds 1 september 2010 een bindend studieadvies (BSA). Een student krijgt een negatief BSA wanneer hij of zij aan het eind van het eerste studiejaar minder dan 45 EC heeft behaald of er na twee jaar niet in is geslaagd de propedeuse van 60 EC te behalen. In dat geval moet de student de studie stopzetten. De invoering van het BSA is gepaard gegaan met een universiteitsbrede intensivering van de informatievoorziening en de studiebegeleiding van eerstejaars. Zo worden studenten in de loop van het eerste jaar zes maal per brief geïnformeerd over hun studievoortgang. Daarnaast is er een mentor-tutor systeem ingevoerd. Iedere student heeft een eigen tutor (een docent),

met wie hij bij aanvang van de studie en in het tweede semester een individueel gesprek heeft. Tevens is elke student in het eerste semester ingedeeld in een mentorgroep onder leiding van student-assistenten. De bedoeling van het mentoraat is studenten een beter beeld te geven van hun eigen studietoestand en van het studiegedrag dat nodig is om de studie succesvol te kunnen afronden. In het tweede deel van het eerste semester worden de mentorgroepen omgezet in studiegroepen voor het schrijven van een academisch paper voor het vak *Inleiding Wetenschappelijk Onderzoek* onder begeleiding van de tutor. Uit het gesprek met de studenten bleek dat zij het wegwijs maken door mentoren als prettig (hebben) ervaren. Het hebben van een tutor daarentegen werd door de studenten minder gewaardeerd, omdat zij de tutor meer dan de mentor ervaren als een soort controlemiddel.

De commissie is van mening dat de studiebegeleiding goed georganiseerd is.

## **2.9 Andere opleidingsspecifieke voorzieningen**

Voor andere faciliteiten, zoals voorzieningen op het gebied van internationalisering, voorbereiding op de arbeidsmarkt en bibliotheek- en computerfaciliteiten maakt de opleiding gebruik van de facultaire voorzieningen. De Faculteit Ruimtelijke Wetenschappen (FRW) heeft verschillende samenwerkingsovereenkomsten met buitenlandse universiteiten en er zijn verschillende mogelijkheden om een deel van de studietijd in het buitenland door te brengen. De opleiding vindt het, gezien het belang van context in de vakinhoud van de opleiding, belangrijk dat studenten de mogelijkheid geboden wordt om met andere contexten dan de Nederlandse in aanraking te komen. De vrije keuzeruimte in het derde jaar biedt ruimte voor een buitenlands verblijf.

Met betrekking tot de voorbereiding op de arbeidsmarkt is van belang dat de opleiding participeert in het universitaire en facultaire programma NEXT dat gericht is op 'career services'. Dit programma biedt studenten begeleiding bij de beroepsvoorbereiding en de keuze voor masteropleidingen die als vervolgstudie gevolgd kunnen worden.

De commissie is tevreden met de geboden faciliteiten. Uit het gesprek met de studenten bleek echter dat zij van mening zijn dat het aantal computers dat is toegerust met GIS-software (ArcGIS) en SPSS wat aan de lage kant is. De commissie raadt de opleiding daarom aan te onderzoeken of er inderdaad meer computers met GIS/SPSS-software nodig zijn.

## **2.10 Opleidingsspecifieke kwaliteitszorg**

De commissie heeft uit de kritische reflectie vernomen dat de onderwijskwaliteitszorg voornamelijk op het niveau van de faculteit (en aanvullend de instelling) is georganiseerd. Evaluaties binnen de opleiding verlopen dan ook volgens facultaire standaarden. Zij maken onderdeel uit van de PDCA-cyclus (Plan Do Check Act) van onderwijskwaliteitszorg in het kader waarvan cursusevaluaties, curriculumevaluaties van het gehele curriculum en de afzonderlijke jaren en panelevaluaties worden uitgevoerd.

De kritische reflectie beschrijft dat studenten bij het tentamen van iedere cursus of een vergelijkbaar toetsmoment een standaard evaluatieformulier krijgen, waardoor de respons hoog is. Er worden onder andere vragen gesteld over de docent, de rode draad in de cursus, de literatuur, de toetsing, de feedback op opdrachten, de organisatie van de cursus en de plaats van de cursus in de opleiding. Studenten geven een rapportcijfer aan de cursus op een schaal van 1 tot 10. Sinds het collegejaar 2011-2012 is er een systematische curriculumevaluatie ingevoerd. Er wordt een relatief hoge respons bereikt, doordat het invullen van het evaluatieformulier verplicht gekoppeld is aan het inleveren van de thesis en daarmee aan het afstuderen. De evaluatie van de opleiding is zo een logische stap die hoort bij

het onderwijsprogramma. Het viel de commissie op dat de eerste resultaten van deze evaluatie aangeven dat de studenten maar matig tevreden zijn over de opleiding. Er is nog veel onduidelijk over de representativiteit en validiteit van die uitkomsten, maar de commissie vindt het raadzaam om de vinger aan de pols te houden.

De commissie heeft uit de kritische reflectie vernomen dat het de formele taak van de opleidingscommissie (OC) is om de resultaten van de cursusevaluaties te bespreken. De opleidingsdirecteur is daarentegen verantwoordelijk voor de curriculumevaluatie. Tijdens het visitatiebezoek heeft de commissie vernomen dat de OC erover denkt om haar taak wat ruimer op te vatten en zich in de toekomst proactiever op te stellen. Concrete plannen heeft de OC in dit verband echter nog niet. De OC is samengesteld uit drie docent- en drie studentleden die afkomstig zijn uit de drie verschillende studie jaren van de opleiding. De OC vergadert vier keer per jaar. Afgevaardigden van Pro Geo, een organisatie van FRW-studenten die zich richt op zaken als de kwaliteit van het onderwijs, studentenvoorzieningen, huisvesting, etc., wonen de OC-vergaderingen bij als toehoorder. Ook de opleidingsdirecteur woont de vergaderingen vaak bij als toehoorder. De voorzitter van de OC is verantwoordelijk voor het benaderen van docenten indien de OC naar aanleiding van de vakevaluatie besluit dat praktische acties gewenst zijn. De opleidingsdirecteur kan daarbij ingeschakeld worden. Indien nodig, dient de betreffende docent een verbeterplan in te dienen. De Opleidingsdirecteur is verantwoordelijk voor het uitzetten van eventuele strategische veranderingen.

De resultaten van alle cursussen en evaluaties worden tevens gemonitord door het onderwijsmanagement van de faculteit. De evaluaties zijn openbaar en worden beschikbaar gesteld aan de studenten die de cursus gevolgd hebben, de leden van de OC's en Faculteitsraad, alsmede aan alle onderwijsgevende stafleden van de faculteit.

Tijdens het visitatiebezoek hebben de studenten te kennen gegeven tevreden te zijn met de kwaliteitszorg en het functioneren van de OC. Daarnaast heeft de commissie kennis genomen van verschillende voorbeelden van vakken die naar aanleiding van slechte vakevaluaties zijn aangepast (o.a. *Ruimtelijke Informatiekunde 1: Data & Cartografie*, *Ruimtelijke Informatiekunde 2: Geografische Informatie Systemen (GIS)*, *Population Dynamics*).

De commissie is van mening dat de opleidingsspecifieke kwaliteitszorg adequaat is, maar vindt wel dat de OC tamelijk informeel te werk gaat en wat passief is. De taakverdeling tussen de opleidingsdirecteur, de voorzitter van de opleidingscommissie en ook de portefeuillehouder onderwijs in het faculteitsbestuur lijkt niet altijd even duidelijk gemarkeerd.

## Overwegingen

De commissie heeft de inhoud van het curriculum beoordeeld en heeft vastgesteld dat de beoogde eindkwalificaties op adequate wijze in het curriculum worden gerealiseerd. Het toetsplan, dat een schematisch overzicht geeft van de bijdrage per cursus aan de beoogde eindkwalificaties, geeft hiervan een duidelijk en overtuigend beeld. Wel adviseert zij de opleiding meer aandacht te geven aan academisch schrijven. De commissie is voorts van mening dat het curriculum voldoende opbouw in de vakken vertoont en dat het curriculum voldoende coherent is. Geadviseerd wordt om de inhoudelijke samenhang van het curriculum nog te verbeteren door een betere verbinding tussen de methodische en de inhoudelijke leerlijn te realiseren en om de coördinatie binnen de thema's op meer formele wijze aan te pakken. De commissie is ervan overtuigd dat de inhoud en structuur van het curriculum studenten in staat stelt de beoogde eindkwalificaties te behalen.

De commissie is ook tevreden met het didactisch concept van de opleiding en vindt de gekozen werkvormen adequaat. Zij heeft echter geconstateerd dat deze werkvormen nog niet volop in de praktijk worden gebracht, maar dat er sprake is van 'work in progress'. Zij moedigt de opleiding aan om het onderzoeksgeleid onderwijs breder in het onderwijs te integreren en de activerende werkvormen verder te ontwikkelen.

Het is de commissie opgevallen dat de rendementen relatief laag zijn en dat studenten er lang over doen om de opleiding af te ronden. De commissie hoopt dat de nieuw ingevoerde instellingsbrede BSA- en harde knipregelingen, de intensivering van het eerste jaar en de ontwikkeling van "learning communities" de studierendementen zullen verhogen en de studieduur verkorten.

De commissie heeft vastgesteld dat studenten voldoende contacturen hebben en dat ook de ondersteuning bij het bachelorproject voldoende is. De commissie heeft tevens vastgesteld dat er geen struikelblokken in het curriculum zijn en is van mening dat het curriculum haalbaar is. Zij heeft echter wel geconstateerd dat de werkdruk van de studenten te licht is en is van oordeel dat deze verzaamd dient te worden.

De commissie is voldoende tevreden met zowel de kwaliteit als de kwantiteit van de staf. Ze is ervan overtuigd dat de staf deskundig is en is voldoende tevreden met de student/staf-ratio. Wel plaatst zij hierbij de kanttekening dat de student-stafratio nog steeds aan de hoge kant is, zeker met het oog op het streven van de opleiding naar onderzoeksgeleid onderwijs en activerende werkvormen, die een hogere inzet van de staf vragen.

De commissie heeft vastgesteld dat de studiebegeleiding goed georganiseerd is en dat de studieadviseur deskundig is. De commissie is in het algemeen ook tevreden met de overige faciliteiten.

De commissie is van mening dat de opleidingsspecifieke kwaliteitszorg adequaat is, maar vindt wel dat de OC informeel te werk gaat en te passief is. De taakverdeling tussen met name de voorzitter van de opleidingscommissie en de opleidingsdirecteur dient daarnaast duidelijker te worden gemarkeerd.

Na een grondige bestudering van alle aspecten van de onderwijsleeromgeving van de opleiding (het curriculum, de staf, de werkvormen, de werkdruk, de studiebegeleiding, de voorzieningen en de kwaliteitszorg) concludeert de commissie dat deze studenten in staat stelt de beoogde eindkwalificaties te behalen.

## **Conclusie**

*Bacheloropleiding Sociale Geografie en Planologie*: de commissie beoordeelt Standaard 2 als 'voldoende'.

### **Standaard 3: Toetsing en gerealiseerde eindkwalificaties**

De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd.

#### **Toelichting:**

Het gerealiseerde niveau blijkt uit de tussentijdse en afsluitende toetsen, de afstudeerwerken en de wijze waarop afgestudeerden in de praktijk of in een vervolgopleiding functioneren. De toetsen en de beoordeling zijn valide, betrouwbaar en voor studenten inzichtelijk.

## **Bevindingen**

### **3.1 Het systeem van toetsing**

De commissie heeft uit de kritische reflectie vernomen dat toetsing deel uitmaakt van de onderwijskwaliteitszorg, die voornamelijk op het niveau van de faculteit is georganiseerd. Uit de kritische reflectie blijkt dat de Faculteit Ruimtelijke Wetenschappen (FRW) in 2012 een Nota Toetsbeleid heeft ontwikkeld waarin het beleid met betrekking tot de toetsing binnen de faculteit is vastgelegd. Toetsing van de vorderingen van studenten binnen de faculteit verloopt volgens het opleidingsspecifieke Toetsplan, dat op de Nota Toetsbeleid dient te zijn gebaseerd.

De FRW is van mening dat het behalen en toetsen van de leerdoelen van een cursus mede bepaald wordt door de gekozen toetsvorm(en) en de validiteit ervan. Uitgangspunt van de toetsing is daarom dat voor elk studieonderdeel de keuze van de toetsvormen die worden toegepast dient te worden beargumenteerd. De toetsvormen dienen aan te sluiten bij de eindkwalificaties van de opleiding, de positie van de cursus in de opleiding en de leerdoelen van de cursus. De argumentatie dient een vast onderdeel te zijn van de cursusbeschrijving ('cursusratio') van elk studieonderdeel.

Na bestudering heeft de commissie vastgesteld dat, in overeenstemming met de facultaire richtlijnen, het opleidingsspecifieke Toetsplan van de opleiding bestaat uit een overzicht van de onderwijsvormen, de opdrachtvormen en de toetsvormen per studieonderdeel. Tevens wordt per studieonderdeel aangegeven aan welke beoogde eindkwalificaties dat onderdeel bijdraagt. Tenslotte bevat het overzicht informatie over het tijdstip waarop de toetsen worden afgenomen, zodat een beeld wordt gegeven van de spreiding van de toetsen. De commissie heeft vernomen dat het toetsplan jaarlijks wordt bijgewerkt door de coördinator van de opleiding.

De commissie heeft begrepen dat in de visie op toetsen van de FRW niet alleen de toetsen zelf, maar ook het studeergedrag van de studenten essentieel is. Immers, ook het studeergedrag bepaalt in belangrijke mate of de toetsen en de eindkwalificaties van de opleiding worden behaald. De faculteit vindt het dan ook belangrijk actief studiegedrag te stimuleren. Het zwaartepunt ligt hierbij op het eerste studiejaar (met het mentor/tutor-systeem), omdat daarin relatief veel studievertraging wordt opgelopen. De opleiding zelf probeert actief studiegedrag bij studenten te stimuleren met behulp van tussentijds toetsen.

In de kritische reflectie wordt beschreven dat het facultaire toetsbeleid dat ook voor de opleiding Sociale Geografie en Planologie geldt, verder wordt gekenmerkt door verschillende specifieke regels en richtlijnen, zoals een verplichte 'peer review' voorafgaande aan de toetsafname, het verplichte gebruik van antwoord- en beoordelingsmodellen, etc. De commissie heeft deze regels en richtlijnen nauwkeurig bekeken en is er tevreden over.

De opleiding heeft een gestandaardiseerd beoordelingsmodel ontwikkeld met criteria waarop de bachelorthesis wordt beoordeeld. Verder wordt elke scriptie door een tweede lezer beoordeeld, om zo de consistentie van de beoordeling te waarborgen.

Uit de kritische reflectie en de gesprekken tijdens het visitatiebezoek heeft de commissie begrepen dat de toetsing een vast onderdeel van de cursus- en curriculummevaluaties vormt. Zowel op het niveau van de toets en van de cursus, als op het niveau van het gehele programma wordt er geëvalueerd. Op het *niveau van de toets* vindt de beoordeling plaats door middel van peer review, het door studenten na afloop van de toets ingevulde gestandaardiseerde cursusevaluatieformulier en, in het geval van een meerkeuzetoets, de digitale verwerking van de toets waaruit de kwaliteit van de vragen blijkt. Ook kunnen studenten zich na inzage van een toets tot de examencommissie wenden, indien zij het niet eens zijn met de beoordeling. Op *cursusniveau* vindt beoordeling plaats door middel van de cursusevaluaties, waarbij gebruik gemaakt wordt van gestandaardiseerde vragenformulieren om vergelijking te vergemakkelijken. De evaluatie van de begeleiding van de bachelorthesis is gekoppeld aan de begeleider. Op *programmaniveau* vindt de beoordeling plaats via de curriculummevaluaties, waarin verschillende vragen zijn opgenomen over de toetsing, bijvoorbeeld over de nakijktermijn van tentamens en of de wijze van toetsen en beoordelen een grondig begrip van de leerstof vereist.

Uit de 'Curriculumevaluatie 2012-2013' en de gesprekken tijdens het visitatiebezoek blijkt dat studenten vinden dat zij goed op de hoogte worden gebracht van wat er bij de verschillende vakken van hen wordt verwacht en welke beoordelingscriteria er worden gehanteerd. Ook vinden zij dat de wijze van toetsen en beoordelen in de opleiding in de regel een voldoende grondig begrip van de leerstof vereist, al wordt er soms wat teveel op reproductie getoetst. De tentamens worden binnen de daarvoor gestelde termijn nagekeken, er zijn genoeg herkansingsmogelijkheden en docenten geven naar het oordeel van de studenten nuttige feedback.

De commissie is van mening dat het toetsbeleid, de procedures met betrekking tot toetsing en de manier waarop deze ten uitvoer worden gebracht, adequaat zijn.

Krachtens de Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek (WHW), dient de kwaliteit van de toetsing bewaakt te worden door de Examencommissie (EC). Uit de kritische reflectie blijkt dat de FRW één EC kent voor alle opleidingen binnen de faculteit. In de EC heeft een extern lid zitting dat deskundig is op het gebied van toetsing. De EC vergadert iedere zes weken, of vaker indien noodzakelijk. Uit de kritische reflectie en de gesprekken met de EC heeft de commissie begrepen dat de EC sinds januari 2013 haar taak als waarborgster van de toetskwaliteit op zich heeft genomen. In maart 2013 heeft de faculteit de leden van de EC tevens extra uren toebedeeld om hun taak naar behoren te kunnen vervullen. De commissie betreurt het dat het zo lang heeft geduurd voordat de EC deze (wettelijke) verantwoordelijkheden op zich heeft genomen.

Momenteel evalueert de EC op structurele basis zowel toetsen uit afzonderlijke vakken als scripties. Zij hanteert hierbij de regel dat vakken waarbij zich problemen voor hebben gedaan (slechte studentenevaluatie, lage rendementen, etc.) in ieder geval worden beoordeeld. Daarnaast wordt een aantal vakken steekproefsgewijs beoordeeld. Bij de evaluatie wordt gekeken of de toetsvorm past bij de leerdoelen van het vak, of deze aansluit bij de eindkwalificaties van de opleiding, hoe de toetsafname is verlopen, etc. Ook de scripties worden steekproefsgewijs geëvalueerd. Tijdens het gesprek van de commissie met de EC is gebleken dat zij thans niet voornemens is om ieder jaar alle vakken en scripties op een



systematische wijze door te lichten. De EC staat op het standpunt dat het gedetailleerd geformuleerde toetsbeleid, het handboek voor docenten, de verplichte BKO, de “peer review” en de observerende aanwezigheid van de EC, al beschermende factoren vormen voor de kwaliteit van de toetsing. Het controleren op zich ziet zij niet als zaligmakend. Overigens benadrukte de EC daarbij wel dat zij zich nog in een oriënterende fase bevindt. Men is aan het aftasten waar men met de nieuwe taken tegenaan loopt. Vooral zal moeten blijken of de van bestuurswege ter beschikking gestelde tijd voldoende is om elk jaar, naast de probleemgevallen, ook een voldoende aantal andere cursussen te bekijken, zodat binnen een redelijk tijdsbestek van enkele jaren het curriculum in zijn geheel onder de loop is genomen. Het faculteitsbestuur heeft zich tijdens het visitatiebezoek op het standpunt gesteld dat het er bij gebleken behoefte voor open staat de nodige voorzieningen te treffen.

Afgezien van het waarborgen van de toetskwaliteit heeft de EC ook tot taak om bezwaren en verzoeken van studenten om uitzondering van de regels of om afwijking van het reguliere programma te behandelen (e.g. vrijstellingen, extra herkansing, etc.). De commissie is content met het feit dat de EC een aantal criteria heeft geformuleerd teneinde deze verzoeken op een consistente wijze te behandelen. Voorts heeft de commissie vernomen dat voor de behandeling van verzoeken van studenten in het kader van de BSA-regeling de FRW een aparte BSA-commissie heeft ingesteld die los staat van de EC en gecontroleerd wordt door het faculteitsbestuur.

### **3.2 Realisatie van de beoogde eindkwalificaties**

De commissie heeft tot haar genoegen vernomen dat de opleiding naar aanleiding van de uitkomsten van de vorige visitatie na een pilotproject in 2009 in 2010 een nieuwe opzet van het bachelorproject heeft ingevoerd. Het bachelorproject is thans vormgegeven als een cursus, waarbij studenten volgens een vaststaand schema de verschillende onderzoeksstappen doorlopen met behulp van verschillende opeenvolgende opdrachten en zo uiteindelijk tot een individuele thesis komen. Studenten werken met andere studenten binnen een breed geformuleerd thema en worden aan de hand van een aantal inleidende colleges en wekelijkse voortgangsbijeenkomsten met de begeleider en de andere studenten die binnen hetzelfde thema werken intensief begeleid. De commissie is in grote lijnen content met de nieuwe aanpak van het bachelorproject. Wel wil zij hierbij twee kanttekeningen plaatsen. Ten eerste heeft zij geconstateerd dat er soms een behoorlijk verschil is in de zwaarte van de afstudeerprojecten. Dit vindt de commissie niet wenselijk. Ten tweede heeft zij uit het gesprek met de studenten vernomen dat de vrijheid voor de keuze van de te gebruiken methoden en de verdere invulling soms nogal wordt beperkt, waardoor het positieve aspect van de geboden structuur van dit nieuwe systeem, soms dreigt te veranderen in een keurslijf. De commissie raadt de opleiding daarom aan de juiste balans tussen structuur en vrijheid goed in de gaten te houden.

De commissie heeft het gerealiseerde eindniveau van de afgestudeerden beoordeeld door een selectie van de bachelorprojecten te bestuderen (zie bijlage 7). De commissie heeft twaalf bachelorprojecten en bijbehorende beoordelingsformulieren beoordeeld. Bij de selectie van de bachelorprojecten is rekening gehouden met een gelijke spreiding over de cijfers (laag, gemiddeld, hoog) en de specialisaties. De commissieleden hebben de bachelorprojecten gelezen en de uiteenzetting van de probleemstelling, de weergave van de literatuur, de methoden en verantwoording, de conclusie en discussie, de structuur, de leesbaarheid en verificatie beoordeeld. Zij waren het eens met de cijfers die de begeleiders hadden toegekend en vonden de becijfering over het algemeen rechtvaardig. Alle bachelorprojecten die de commissie heeft bestudeerd voldeden aan de eisen die gesteld worden.

De commissie heeft uit de kritische reflectie vernomen dat er weinig informatie bekend is over de rechtstreekse doorstroom van studenten naar de arbeidsmarkt. Het overgrote deel van de afgestudeerden stroomt door naar een masteropleiding, waarvan meer dan driekwart naar een masteropleiding van de FRW.

### **Overwegingen**

De commissie bevestigt dat het systeem van toetsing adequaat functioneert. De commissie betreurt het echter dat de EC haar taak van het waarborgen van de toetskwaliteit pas zo laat op zich heeft genomen. Verder is de commissie van mening dat de EC zich er op korte termijn (in het komende jaar) van moet vergewissen of zij bij de huidige intensiteit van controle en evaluatie binnen een voldoende kort tijdsbestek overzicht krijgt en houdt over het curriculum als geheel. Mocht de noodzaak van verdere intensivering blijken, dan dienen de leden van de EC hiervoor voldoende tijd te krijgen.

De commissie is in grote lijnen positief over de nieuwe opzet van het bachelorproject. Wel adviseert zij de opleiding er zorg voor te dragen dat de zwaarte van de projecten ongeveer gelijk is en dat er een juiste balans is tussen het bieden van structuur en het bieden van voldoende vrijheid bij de bachelorprojecten. De nieuwe aanpak van het bachelorproject vertaalt zich volgens de commissie in een verbeterde kwaliteit van de theses.

De commissie heeft het behaalde eindniveau beoordeeld door een selectie van de theses te bestuderen. De commissie was het eens met de door de begeleiders toegekende cijfers en was tevreden over de kwaliteit van de theses. De commissie stelt dan ook vast dat het behaalde eindniveau voldoende is.

### **Conclusie**

*Bacheloropleiding Sociale Geografie en Planologie*: de commissie beoordeelt Standaard 3 als ‘voldoende’.

### **Algemeen eindoordeel**

De commissie heeft de drie standaarden als ‘voldoende’ beoordeeld. In overeenstemming met de beslisregels zoals vastgelegd in het NVAO beoordelingskader, wordt de gehele opleiding als ‘voldoende’ beoordeeld.

### **Conclusie**

De commissie beoordeelt de *bacheloropleiding Sociale Geografie en Planologie* als ‘voldoende’.

## II - Technische Planologie



## Samenvattend oordeel van de commissie

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Dit rapport geeft de bevindingen, overwegingen en conclusies weer van de visitatiecommissie Sociale Geografie en Planologie met betrekking tot de bacheloropleiding Technische Planologie, die wordt aangeboden door de Faculteit Ruimtelijke Wetenschappen van de Rijksuniversiteit Groningen. De beoordeling van de commissie is gebaseerd op informatie uit de kritische reflectie, een selectie van scripties, aanvullende documentatie en gesprekken gevoerd tijdens de site visit. De commissie heeft de positieve aspecten van de opleiding afgewogen tegen de aspecten waarop verbetering wenselijk is en heeft geconcludeerd dat de opleiding voldoet aan de door de NVAO gestelde accreditatiecriteria.

### *Standaard 1: Beoogde eindkwalificaties*

De commissie heeft geconcludeerd dat het domeinspecifieke referentiekader voor de discipline Sociale Geografie en Planologie een brede, maar adequate weergave is van het domein. De commissie is van oordeel dat de domeinspecifieke eindkwalificaties die in het referentiekader worden beschreven, passen bij het domein van de Sociale Geografie en Planologie.

De commissie heeft de beoogde eindkwalificaties van de opleiding Technische Planologie vergeleken met het domeinspecifieke referentiekader en heeft het profiel, de oriëntatie en het niveau van de opleiding onderzocht. De commissie is van mening dat de beoogde eindkwalificaties van de opleiding goed en helder geformuleerd zijn en aansluiten bij de domeinspecifieke eindkwalificaties zoals beschreven in het referentiekader. De beoogde eindkwalificaties zijn in overeenstemming met wat van een academische bacheloropleiding op het gebied van de Sociale Geografie en Planologie verwacht mag worden. Daarbij vindt de commissie het positief dat de opleiding bij de formulering van de beoogde eindkwalificaties tevens rekening heeft gehouden met de 'core curriculum requirements' van de Association of European Schools Of Planning (AESOP), zodat de opleiding ook aansluit bij de Europese standaarden.

Tenslotte is de commissie tevreden over het nieuw gekozen profiel van de opleiding dat zich kenmerkt door een focus op het ontwerpen en een speciale aandacht voor de thema's water, infrastructuur en milieu. De commissie is van mening dat het profiel helder gedefinieerd is en aantrekkelijk is voor toekomstige studenten.

### *Standaard 2: Onderwijsleeromgeving*

Algemeen beschreven, bestaat het eerste jaar van het curriculum uit twaalf verplichte vakken die een kennismaking vormen met de planologische discipline. De aandacht voor het ontwerpen is hier gericht op de fysieke leefomgeving. In het tweede jaar, dat eveneens uit twaalf verplichte vakken bestaat, wordt het institutionele aspect van de Planologie (het ontwerpen van besluitvorming voor interventies in de ruimte) geïntroduceerd en start de thematische verdieping (water, infrastructuur, milieu). Het derde studiejaar bestaat voor de ene helft uit een vrije keuzeruimte en voor de andere helft uit drie verplichte vakken en het bachelorproject. De commissie is van oordeel dat de beoogde eindkwalificaties op adequate wijze in het curriculum worden gerealiseerd. De inhoud en structuur van het curriculum stellen studenten in staat om de beoogde eindkwalificaties te behalen. Het curriculum is evenwichtig en de structuur van het curriculum is aan de hand van vijf leerlijnen weldoordacht en coherent vormgegeven.

De commissie is ook positief over het didactisch concept, dat wordt gekenmerkt door een verschuiving van een begeleide confrontatie met basiskennis naar een zelfstandige analyse van

complexe planologische vraagstukken. Dit concept wordt gecombineerd met het universiteitsbrede didactisch principe van 'research-driven' onderwijs. De commissie is van mening dat de toegepaste werkvormen aansluiten bij het didactisch principe en voldoende activerend zijn.

Het aantal contacturen, de staf/student-ratio en de kwaliteit van de staf zijn in orde. Studenten zijn tevreden over hun docenten en vinden hen gemakkelijk aanspreekbaar. De commissie is van oordeel dat het programma haalbaar is. Er zijn geen struikelblokken in het curriculum en de werkdruk is goed, tot enigszins aan de lage kant. De commissie adviseert de werkdruk in het tweede en derde studiejaar wat te verzwaren en uitdagender te maken.

De rendementen waren in de afgelopen periode naar de mening van de commissie laag en de studieduur relatief lang. De commissie hoopt dat de nieuw ingevoerde universiteitsbrede bindend studieadvies- en 'harde knip'-regelingen en de ontwikkeling van 'learning communities' door de opleiding de rendementen zullen verhogen en de studieduur zullen verkorten.

De commissie heeft geconcludeerd dat de studiebegeleiding goed georganiseerd is en dat de studieadviseur deskundig is. De studenten zijn lovend over de studieadviseur. Ook de overige faciliteiten van de opleiding zijn volgens de commissie in orde. De opleidings specifieke kwaliteitszorg is adequaat. De commissie is echter wel van mening dat de opleidingscommissie wat formeler en proactiever te werk zou kunnen gaan.

De commissie concludeert dat de verschillende aspecten van de onderwijsleeromgeving de studenten in staat stellen de beoogde eindkwalificaties te behalen.

#### *Standaard 3: Toetsing en gerealiseerde eindkwalificaties*

De commissie heeft geconcludeerd dat het systeem van toetsing van de opleiding adequaat functioneert. Zij heeft wel vastgesteld dat de Examencommissie pas laat haar (wettelijke) nieuwe taak als waarborger van de toetskwaliteit heeft opgepakt. De Examencommissie kwijt zich daar nu terdege van, maar zij dient nog wel vast te stellen of de huidige capaciteit voldoende is om de onderdelen van deze taak (prompt toezicht bij gesignaleerde problemen en periodieke systematische evaluatie van het hele curriculum) op niveau uit te voeren.

De commissie heeft het behaalde eindniveau van de opleiding beoordeeld door een selectie van theses te bestuderen. De commissie is van mening dat de vernieuwde opzet van het bachelorproject naar aanleiding van de uitkomsten van de vorige visitatie zich vertaalt in een verbeterde kwaliteit van de theses. In de huidige opzet van het bachelorproject komen studenten via een begeleid traject van acht getoetste opdrachten uiteindelijk tot een individuele thesis. De commissie erkent de academische kwaliteit van de theses en is tevreden over het behaalde eindniveau.

De commissie beoordeelt de standaarden uit het Beoordelingskader voor de beperkte opleidingsbeoordeling als volgt:

*Bacheloropleiding Technische Planologie :*

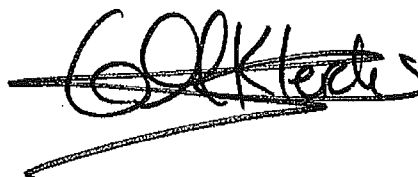
Standaard 1: Beoogde eindkwalificaties	voldoende
Standaard 2: Onderwijsleeromgeving	voldoende
Standaard 3: Toetsing en gerealiseerde eindkwalificaties	voldoende
Algemeen eindoordeel	voldoende

De voorzitter en de secretaris van de commissie verklaren hierbij dat alle leden van de commissie kennis hebben genomen van dit rapport en instemmen met de hierin vastgestelde oordelen. Zij verklaren ook dat de beoordeling in onafhankelijkheid heeft plaatsgevonden.

Datum: 26-03-2014



Prof. H.F.L. Ottens



Drs. G.M. Klerks

## Behandeling van de standaarden uit het Beoordelingskader voor de beperkte opleidingsbeoordeling

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### Introductie van de bacheloropleiding Technische Planologie

De bacheloropleiding Technische Planologie is een planologie-opleiding met een focus op het ontwerpen van interventies en met specifieke aandacht voor water, infrastructuur en milieu. De opleiding wordt aangeboden door de Faculteit Ruimtelijke Wetenschappen van de Rijksuniversiteit Groningen en is in de afgelopen jaren herontworpen naar aanleiding van de adviezen voortvloeiend uit de visitatie van 2007. Het huidige programma wordt sinds september 2009 aangeboden.

#### **Standaard 1: Beoogde eindkwalificaties**

De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen.

#### **Toelichting:**

De beoogde eindkwalificaties passen wat betreft niveau en oriëntatie (bachelor of master; hbo of wo) binnen het Nederlandse kwalificatieraamwerk. Ze sluiten bovendien aan bij de actuele eisen die in internationaal perspectief vanuit het beroepenveld en het vakgebied worden gesteld aan de inhoud van de opleiding.

## Bevindingen

### 1.1 Het domein

De universiteiten die deelnemen aan de clusterevaluatie Sociale Geografie en Planologie (de Universiteit van Amsterdam, de Radboud Universiteit Nijmegen, de Rijksuniversiteit Groningen en de Universiteit Utrecht) hanteren een gemeenschappelijk domeinspecifiek referentiekader (zie bijlage 2).

De commissie heeft het domeinspecifieke referentiekader bestudeerd en is van mening dat het tamelijk breed en algemeen blijft. Ook al wordt in het referentiekader terecht aangegeven dat het domein van de Sociale Geografie en Planologie breed en multidisciplinair is, toch vindt de commissie dat een nadere specificering van het domein nuttig zou kunnen zijn. Een meer toegespitst geformuleerd domeinspecifiek referentiekader, gepositioneerd in de internationale discussie over de aard van de disciplines, zou de deelnemende opleidingen kunnen helpen om hun positie binnen het domein duidelijker aan te geven. De commissie is bovendien van mening dat een nader gespecificeerd referentiekader studenten meer bewust zou kunnen maken van het domein dat ze bestuderen en dat het tevens de legitimatie van het veld zou kunnen ondersteunen. Het huidige domeinspecifieke referentiekader is te beschouwen als een verdienstelijke stap die vraagt om verdere vervolgstappen van de deelnemende faculteiten/departementen. Het ontwikkelen van een gemeenschappelijke benadering ten aanzien van nationale en internationale benchmarking zou eveneens behulpzaam kunnen zijn bij het efficiënter positioneren van de opleidingen. Dit probleem doet zich vooral gevoelen bij het Sociaal Geografische deel van het referentiekader en in mindere mate bij het Planologische deel.

De commissie raadt de betrokken instituten/opleidingen aan het gemeenschappelijke domeinspecifieke referentiekader nader uit te werken, eventueel in samenwerking met enkele andere instituten en/of opleidingen, die nu niet betrokken zijn geweest bij deze clusterbeoordeling. Het kader zou verder kunnen worden gespecificeerd en vervolgens kunnen dienen als een duidelijker basis om overeenkomsten en verschillen tussen de oriëntaties van de opleidingen op dit gebied aan te geven.



Overigens is de commissie van mening dat de domeinspecifieke eindkwalificaties aansluiten bij een bacheloropleiding binnen de discipline Sociale Geografie en Planologie.

## 1.2 De positie binnen het domein

De kritische reflectie beschrijft dat de bacheloropleiding Technische Planologie studenten tot planologen vormt met een *ontwerpend perspectief* op mogelijke interventies in de fysieke leefomgeving, in het bijzonder op het gebied van water, infrastructuur en milieu. Met het adjectief “technische” in de naam beoogt de opleiding te refereren aan deze nadruk op ontwerpen. De commissie heeft er nota van genomen dat de focus op het ontwerpen het resultaat is van een van de aanpassingen die in de opleiding zijn gerealiseerd naar aanleiding van de adviezen van de vorige visitatiecommissie. Uit de kritische reflectie en uit de gesprekken tijdens de site visit is de commissie gebleken dat het juist dit accent op ontwerpen is dat de bacheloropleiding Technische Planologie onderstreept ter onderscheiding van andere planologieopleidingen in Nederland. De opleiding is op twee manieren op ontwerpen gericht:

1. Er wordt aandacht besteed aan het ruimtelijk ontwerpen, oftewel het ontwerpen van de fysieke leefomgeving (*‘spatial design’*);
2. Er wordt aandacht besteed aan het ontwerpen van een institutionele omgeving van waaruit de fysieke leefomgeving kan worden beïnvloed (*‘institutional design’*). De aandacht gaat hierbij uit naar de actoren, de besluitvorming, het beleid, het democratisch proces en het onderbouwen van keuzes die tot interventies in de fysieke leefomgeving leiden.

De commissie vindt het nieuw gekozen profiel helder gedefinieerd en is er tevreden over. Tijdens de site visit heeft de commissie bovendien begrepen dat de focus op ontwerpen een belangrijke aantrekkingskracht heeft op toekomstige studenten. Meerdere studenten gaven tijdens de gesprekken aan juist vanwege de aandacht voor dit aspect voor de opleiding te hebben gekozen.

## 1.3 Beoogde eindkwalificaties, niveau en oriëntatie van de opleiding

In de kritische reflectie wordt beschreven dat de opleiding zich tot doel stelt om studenten een wetenschappelijke attitude, kennis, inzicht en onderzoeksvaardigheden bij te brengen op een zodanig niveau dat zij beroepen kunnen uitoefenen op het gebied van de Technische Planologie, dan wel in kunnen stromen in een verwante masteropleiding.

De commissie heeft uit de kritische reflectie opgemaakt dat bij het opstellen van de beoogde eindkwalificaties van de bacheloropleiding Technische Planologie (zie bijlage 3) is uitgegaan van het door de universiteiten gezamenlijk opgestelde domeinspecifieke referentiekader Sociale Geografie en Planologie. De kritische reflectie stelt dat de beoogde eindkwalificaties van de opleiding in lijn zijn met de algemene eindkwalificaties die het disciplineoverleg Sociale Geografie en Planologie op basis van de Dublin Descriptoren heeft geformuleerd voor de opleidingen binnen het domein. Daarnaast komt uit de kritische reflectie naar voren dat de beoogde eindkwalificaties van de opleiding tevens in lijn zijn met de ‘core curriculum requirements’ die de Association of European Schools Of Planning (AESOP) in 2010 heeft vastgesteld voor Planologie-opleidingen in Europa. De opleiding is dan ook door AESOP erkend als een volwaardige planologieopleiding. De commissie vindt het positief dat de opleiding zich bij het formuleren van de beoogde eindkwalificaties tevens heeft laten inspireren door de “core curriculum requirements” van de AESOP, hoewel de feitelijke status van de AESOP-eisen en van de erkenningsprocedure voor de commissie niet geheel duidelijk zijn. Door de erkenning van de opleiding door de AESOP is de commissie ervan overtuigd dat deze ook aansluit bij de Europese standaarden.

In de kritische reflectie wordt uitgelegd dat de beoogde eindkwalificaties in de opleiding zijn ondergebracht in de onderstaande leerlijnen die elk uit een coherente samenstelling van vakken bestaan:

1. *Ruimtelijk ontwerpen*. Deze leerlijn beoogt studenten in te laten zien wat ruimtelijk ontwerpen inhoudt. Vanuit het bedenken en uitvoeren van oplossingen voor concrete ruimtelijke problemen wordt 'het ontwerp' centraal gesteld. Er wordt aandacht besteed aan leren 'kijken', aan het ontwikkelen van het analytisch vermogen om de essentie van een probleem te doorgronden en om probleemoplossend en creatief te werk te gaan en aan de communicatieve kant van ontwerpen.
2. *Ruimtelijke planning*. Deze leerlijn leert studenten de basis en de verdieping van het planologisch denken. Er wordt aandacht besteed aan de maatschappelijke, organisatorische en institutionele context van ruimtelijke vraagstukken, aan democratische, politieke en beleidsmatige processen van besluitvorming en aan verschillende culturen van planning.
3. *Water, Infrastructuur en Milieu (WIM)*. Via deze leerlijn verwerven studenten technisch-inhoudelijke kennis over water, infrastructuur en milieu. Tevens staat de institutionele context van ruimtelijke vraagstukken en het ontwerpen van oplossingsstrategieën binnen deze context centraal. Het accent ligt op de beleidsinstrumenten die in de Nederlandse planningcontext worden gehanteerd.
4. *Onderzoek*. Deze leerlijn beoogt studenten onderzoeksvaardigheden en technieken aan te leren, zodat zij na afronding van hun opleiding onder begeleiding een wetenschappelijk onderzoek kunnen uitvoeren. Tevens besteedt deze leerlijn aandacht aan attitudevorming, waarbij het ontwikkelen van analytische vaardigheden en associatief vermogen centraal staan.
5. *Geografie*. Via deze leerlijn verwerven studenten algemene en geografische basiskennis. De nadruk ligt op economische geografie, bevolkingsgeografie en fysische geografie.

De kritische reflectie bevat een gespecificeerde lijst van de beoogde eindkwalificaties van de opleiding (bijlage 3).

De commissie is tevreden met de beoogde eindkwalificaties van de opleiding en vindt deze goed en helder geformuleerd. De opleiding beoogt studenten (het toepassen van) kennis, inzicht en vaardigheden en attitudes te laten ontwikkelen op een inleidend, basaal niveau. De commissie is dan ook van mening dat de beoogde eindkwalificaties in overeenstemming zijn met wat van een opleiding Planologie op bachelorniveau verwacht mag worden. De specifieke aandacht voor onderzoeksvaardigheden en een wetenschappelijke attitude overtuigt de commissie van de academische oriëntatie van de opleiding.

### **Overwegingen**

De commissie concludeert dat het domeinspecifieke referentiekader een brede, maar niettemin adequate weergave is van het domein. De commissie is van oordeel dat de domeinspecifieke eindkwalificaties die in het referentiekader worden beschreven, passen bij het domein van de Sociale Geografie en Planologie.

De commissie heeft de beoogde eindkwalificaties van de bacheloropleiding Technische Planologie vergeleken met het domeinspecifieke referentiekader en heeft het profiel en oriëntatie van de opleiding nauwkeurig bestudeerd. De commissie is tevreden over het nieuw gekozen profiel, dat het accent op ontwerpen legt met daarbij speciale aandacht voor water,

infrastructuur en milieu. Het profiel is helder gedefinieerd en is aantrekkelijk voor aankomende studenten.

De commissie is eveneens tevreden met de beoogde eindkwalificaties van de opleiding. Deze zijn goed en helder geformuleerd en zijn in overeenstemming met wat van een academische opleiding Planologie op bachelorniveau verwacht mag worden. Dat de opleiding zich bij het formuleren van de eindkwalificaties niet alleen heeft laten inspireren door het gezamenlijk geformuleerde domeinspecifieke referentiekader van de deelnemende universiteiten, maar ook door de “core curriculum requirements” van de AESOP, vindt de commissie positief. Door de erkenning van de opleiding door de AESOP is de commissie ervan overtuigd dat deze ook aansluit bij de Europese standaarden. Wel pleit de commissie voor meer duidelijkheid over de status van de AESOP-erkenning. Wellicht behoort dit discussie binnen AESOP.

## **Conclusie**

*Bacheloropleiding Technische Planologie* : de commissie beoordeelt Standaard 1 als ‘voldoende’.

## **Standaard 2: Onderwijsleeromgeving**

Het programma, het personeel en de opleidingsspecifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren.

### **Toelichting:**

De inhoud en vormgeving van het programma stelt de toegelaten studenten in staat de beoogde eindkwalificaties te bereiken. De kwaliteit van het personeel en van de opleidingsspecifieke voorzieningen is daarbij essentieel. Programma, personeel en voorzieningen vormen een voor studenten samenhangende onderwijsleeromgeving.

## **Bevindingen**

### **2.1 Het curriculum**

Het curriculum (zie bijlage 4) bestaat uit 180 EC, verspreid over drie studiejaar van elk 60 EC. Elk jaar bestaat uit vier gelijke periodes waarin drie vakken van steeds 5 EC worden aangeboden. Het curriculum is alleen voltijds te volgen.

De commissie heeft uit de kritische reflectie opgemaakt dat het eerste studiejaar erop is gericht studenten in de breedte kennis te laten maken met de discipline Planologie. In de vakken Ruimtelijk Ontwerpen 1 t/m 4 komen de beginselen van het ruimtelijk ontwerpen (*spatial design*) aan bod, terwijl er met de vakken Ruimtelijke Planning 1 en 2 wordt gebouwd aan de basis van het planologisch denken. Voorts wordt er in dit jaar een basis gelegd voor de algemene en geografische kennis en wordt er een start gemaakt met het aanleren van onderzoeksvaardigheden.

In het tweede studiejaar wordt het institutionele aspect van de Planologie geïntroduceerd, waarbij de focus verschuift naar het ontwerpen van besluitvorming voor interventies in de ruimte (*institutional design*). De besluitvorming, actoren, het democratisch proces, beleid, regelgeving en het onderbouwen van keuzes, die tot interventies in de fysieke leefomgeving leiden, komen centraal te staan. Tegelijkertijd wordt het ruimtelijk ontwerpen geleidelijk aan afgebouwd. In het tweede jaar van de opleiding begint met de Water, Infrastructuur en Milieu (WIM)-vakken ook de thematische verdieping.

Het derde jaar concentreert zich op institutionele thema's als beleid, planning en besluitvorming, in het bijzonder voor de drie thema's water, infrastructuur en milieu. Het derde studiejaar bestaat uit een vrije keuzeruimte van 30 EC in de eerste twee periodes, drie verplichte vakken van elk 5 EC en het bachelorproject van 15 EC. De vrije keuzeruimte kan al naar gelang de persoonlijke voorkeur van de student worden ingevuld met een minor uit het RUG-brede aanbod, of met keuzevakken gevolgd aan de eigen faculteit of aan andere faculteiten binnen de RUG of aan andere universiteiten. Het keuzepakket dient altijd een duidelijke inhoudelijke samenhang te vertonen. Ter voorbereiding op het bachelorproject wordt een aantal hoorcolleges gegeven die tot doel hebben studenten te helpen bij het schrijven van de onderzoeksopzet. Tijdens het bachelorproject wordt aan de hand van deelopdrachten die tijdens groepsbijeenkomsten worden besproken, een onderzoeksvoorstel opgebouwd. Vervolgens schrijven studenten een individueel verslag in de vorm van een artikel. Het verslag wordt mondeling aan de hand van een poster gepresenteerd.

De commissie is van mening dat het curriculum evenwichtig is en is er tevreden over.

### **2.2 Coherentie**

Uit de kritische reflectie en de gesprekken tijdens de site visit is de commissie gebleken dat het programma sinds studiejaar 2009-2010 is opgebouwd uit vijf leerlijnen, i.e. Ruimtelijk

Ontwerpen, Ruimtelijke Planning, Water, Infrastructuur en Milieu (de WIM-leerlijn), Onderzoek en Geografie (zie sectie 1.3). De commissie heeft begrepen dat elke leerlijn qua inhoud en vaardigheden een eigen karakter heeft en een inhoudelijk coherente groep vakken vertegenwoordigt. Iedere leerlijn draagt dus op eigen wijze een steentje bij aan de beoogde eindkwalificaties van de opleiding. De Ruimtelijk Ontwerpen-, Ruimtelijke Planning- en WIM-leerlijnen vormen daarbij de kernlijnen, de Onderzoeks- en Geografieleerlijnen zijn ondersteunende leerlijnen. De leerlijnen staan niet los van elkaar. Vakken van verschillende leerlijnen sluiten op elkaar aan (de vakken uit de WIM-leerlijn sluiten bijvoorbeeld weer aan op een vak als Ruimtelijke Planning 3 uit de leerlijn Ruimtelijke Planning). Toepassingen en vaardigheden, zoals het aanleren van studie- en communicatievaardigheden, een wetenschappelijke attitude en het werken in groepsverband, gaan over de leerlijnen heen; deze komen in de verschillende vakken aan bod. Binnen de leerlijnen is er een duidelijke opbouw in de vakken te onderscheiden, waarbij eerdere vakken de basis leggen voor vervolgvakken die de kennis en vaardigheden steeds verder uitbouwen en verdiepen. De kritische reflectie bevat een overzicht van de leerlijnen en de bijbehorende vakken, waarbij de opbouw blijkt uit de cijfers in de naam van de vakken (Ruimtelijk ontwerpen 1, Ruimtelijk Ontwerpen 2, etc.). Dit overzicht is opgenomen in bijlage 4.

De leerlijnen hebben tot doel de bewaking van de inhoud van het curriculum en de verdeling van vaardigheden over de verschillende vakken te vergemakkelijken. Elke leerlijn heeft een eigen coördinator die verantwoordelijk is voor de aansluiting van de leerlijn op de didactische visie van de opleiding en voor de aansluiting van de beoogde eindkwalificaties van de vakken op de beoogde eindkwalificaties van het gehele curriculum. Tevens is deze verantwoordelijk voor de samenhang tussen de vakken. Jaarlijks vindt er overleg plaats tussen de collega's binnen een leerlijn en van de verschillende leerlijnen, waarin de aansluiting van de verschillende vakken op elkaar wordt bekeken.

De commissie is van mening dat het curriculum coherent is. De commissie complimenteert de opleiding met de weldoordachte structuur van het curriculum en de duidelijke opbouw in de vakken.

### 2.3 Relatie tussen de beoogde eindkwalificaties en het curriculum

De kritische reflectie bevat een toetsplan waarin per vak wordt aangegeven hoe dit bijdraagt aan de realisatie van de beoogde eindkwalificaties. Hieruit blijkt dat de beoogde eindkwalificaties op de volgende wijze in het curriculum zijn verwerkt:

1. Aan *het verwerven van kennis, begrip en inzicht en het toepassen daarvan* wordt gedurende het gehele curriculum aandacht besteed. Vakken die voor het verwerven van kennis, begrip en inzicht in het bijzonder een belangrijke rol spelen zijn onder andere de eerste- en tweedejaars vakken *Ruimtelijk Ontwerpen 1* en *Ruimtelijke Planning 1 t/m 4* en de WIM-vakken zoals *Mobiliteit & Verkeer* en *Watertechniek*, maar ook de algemene (geografische) basisvakken, zoals bijvoorbeeld *Economische Geografie 1*. Het toepassen van kennis, begrip en inzicht krijgt vooral aandacht in vakken als *Population Dynamics*, *Ruimtelijke Planning 3*, *Ruimtelijk Ontwerpen 5: Stedenbouw en Milieu & Techniek* en in vakken uit de onderzoeksleerlijn, zoals *Inleiding Wetenschappelijk Onderzoek*, *Methoden van Wetenschappelijk Onderzoek*, *Ruimtelijke Informatiekunde 1: Data en Cartografie* en *Ruimtelijke Informatiekunde 2: Geografische Informatiesystemen (GIS)*.
2. Ook aan het vermogen tot *oordeelsvorming* wordt door het hele curriculum heen gebouwd. Hoewel deze vaardigheid reeds aan bod komt tijdens de eerste vakken ruimtelijk ontwerpen en ruimtelijke planning, besteden de vakken *Inleiding Wetenschappelijk Onderzoek*,

*Population Dynamics, Ruimtelijke Planning 2 en 3, Philosophies of social Science, Human Geography and Planning* en het *Bachelorproject* hier meer specifiek aandacht aan.

3. Aan het aanleren van *communicatie- en leervaardigheden* wordt eveneens binnen verschillende studieonderdelen in het curriculum aandacht besteed. Communicatievaardigheden worden in het bijzonder getraind in de vakken *Ruimtelijk Ontwerpen 3: Atelier* en *Ruimtelijk Ontwerpen 5: Stedenbouw*. Leervaardigheden worden getraind in vakken als het *Bachelorproject*, *Population Dynamics*, *Ruimtelijk Ontwerpen 4: Innovatief denken*, *Fysische Geografie van de Wereld* en *Bodem en Landschap van Nederland*.
4. Ook aan de vorming van een *wetenschappelijke houding* wordt gedurende het gehele curriculum gewerkt. Echter, de vakken *Ruimtelijk Ontwerpen 3: Atelier*, *Ruimtelijke Planning 3* en het *Bachelorproject* en vakken uit de onderzoeksleerlijn, zoals bijvoorbeeld *Inleiding wetenschappelijk onderzoek* en *Philosophies of Social Science, Human Geography and Planning* schenken hieraan in het bijzonder aandacht.

Na de informatie uit het toetsplan te hebben bestudeerd en geverifieerd, heeft de commissie vastgesteld dat de beoogde eindkwalificaties op adequate wijze in het curriculum worden gerealiseerd.

#### **2.4 Didactisch concept en werkvormen**

Uit de kritische reflectie en de gesprekken tijdens de site visit heeft de commissie begrepen dat de opleiding zo is opgezet dat er een accentverschuiving plaatsvindt van ruimtelijk ontwerpen naar institutioneel ontwerpen, oftewel het ontwerpen van besluitvorming. Parallel daaraan verschuift ook het didactisch accent van een begeleide confrontatie met basiskennis naar een zelfstandige analyse van complexe vraagstukken. In het kielzog van deze verschuiving veranderen ook de toegepaste werkvormen.

In het eerste studiejaar ligt de nadruk op de kennismaking met de Planologie en het opbouwen van parate kennis. Concrete voorbeelden worden gepresenteerd en bediscussieerd. Het beschrijven en begrijpen van planologische vraagstukken staat centraal. De toegepaste werkvormen zijn excursies, hoorcolleges, voorgestructureerde opdrachten en practica. Deze werkvormen worden onder andere gebruikt in de vakken *Ruimtelijke Planning 1 en 2* en *Ruimtelijk Ontwerpen 1 en 2*.

In het tweede studiejaar komen het zelf reflecteren, het zelfstandig op analytische wijze de stof doordenken en het vergelijken van planningsprocessen meer centraal te staan. Het gaat nu niet alleen meer om het beschrijven en begrijpen van planologische vraagstukken, maar ook om manieren om deze vraagstukken op te pakken, te beïnvloeden en zo mogelijk op te lossen. Toegepaste werkvormen zijn het schrijven van essays, presenteren en ontwerpen. Deze werkvormen komen onder meer terug in de vakken *Ruimtelijk Ontwerpen 4 en 5* en het planologische deel van de *WTM-vakken*.

In het derde studiejaar, tenslotte, ligt de focus op de zelfstandigheid van de student. De student leert zelfstandig planologische vraagstukken te analyseren en vervolgens met voorstellen te komen. De nadruk ligt nu niet meer zozeer op vergelijkende studies, maar meer op exploratieve studies, waarbij geslaagde benaderingen worden bestudeerd en geslaagde acties en strategieën worden vertaald naar een nieuwe situatie of context.

Tijdens de gesprekken gedurende de site visit gaven de studenten aan tevreden te zijn met de activerende werkvormen waarbij zij zelf met de stof aan de slag moeten. Tevens blijkt uit de curriculumevaluatie dat studenten excursies en veldwerk als bijzonder nuttige werkvormen ervaren.

Naast bovengenoemd didactisch concept hanteert de opleiding tevens het RUG-brede didactisch principe van 'research-driven' onderwijs. Dit wordt tot uitdrukking gebracht door het verweven van het onderzoek van de docenten in het onderwijs en door studenten uit te nodigen te reflecteren en te discussiëren over het onderzoek. Daarnaast is de selectie van onderwerpen voor de bachelorprojecten geïnspireerd door het onderzoek van de staf.

De commissie is tevreden met het didactisch concept en de 'research-driven' benadering van de opleiding en vindt de manier waarop beide in praktijk worden gebracht, overtuigend. De commissie vindt de gebruikte werkvormen geschikt en voldoende activerend.

## **2.5 Rendementen en haalbaarheid**

Om toegelaten te worden tot het eerste jaar van de opleiding dienen aankomende studenten te beschikken over een VWO-diploma met Wiskunde A of B, een HBO-diploma of een overgangsbewijs van jaar één naar jaar twee van het HBO. Naast de instroom met deze achtergrond is er tevens een aanzienlijke instroom van HBO-afgestudeerden die willen doorgaan met één van de masterprogramma's van de faculteit. Zij volgen een schakelprogramma, bestaande uit een aantal vakken van de bacheloropleiding Technische Planologie.

De commissie is van mening dat het schakelprogramma adequaat is georganiseerd. Studenten gaven tijdens de site visit aan dat bij vakken waarbij veel samengewerkt moet worden, het verschil in vooropleiding tussen de bachelorstudenten en de "schakelaars" duidelijk wordt door een verschil in denkwijze en instelling. Zij gaven aan dit te waarderen, aangezien zij dit ervaren als een goede voorbereiding op de beroepspraktijk waarin tenslotte ook met mensen met uiteenlopende achtergronden zal moeten worden samengewerkt.

Uit de kritische reflectie (zie bijlage 5) blijkt dat in de periode 2004/2005-2009/2010 het bachelorrendement (van herinschrijvers) voor de totale instroom na drie jaar schommelde tussen de 8% en 21%. De rendementen na vier jaar (cumulatief) lagen tussen de 29% en 52% in dezelfde periode. De rendementen voor alleen de VWO-instroom lagen weliswaar iets hoger (na drie jaar tussen de 9% en 25% en na vier jaar (cumulatief) tussen 38% en 67%), maar laten niettemin een vergelijkbaar beeld zien. De commissie is van mening dat de rendementen laag zijn en dat studenten relatief lang over hun studie doen. Uit de gesprekken met de docenten heeft de commissie begrepen dat zij het feit dat studenten steeds meer werken naast hun studie zien als één van de oorzaken voor de relatief lange studieduur. De opleiding hoopt de rendementen te verhogen door het verder ontwikkelen van "learning communities", waardoor studenten zich meer verbonden zullen voelen met de opleiding en wellicht meer gestimuleerd worden om intensiever te studeren.

De commissie heeft verder vernomen dat de RUG sinds 1 september 2010 een bindend studieadvies (BSA) heeft, dat, naast een oriënterende en verwijzende functie, tot doel heeft de studievoortgang van eerstejaars studenten te stimuleren. Als norm geldt dat studenten 40 EC moeten hebben behaald in het eerste studiejaar en de gehele propedeuse in maximaal twee jaar. Sinds 2012 is de studiepuntennorm opgeschroefd van 40 EC naar 45 EC. De commissie heeft geconstateerd dat het aantal studenten dat de propedeuse binnen een jaar haalt niet is toegenomen door de invoering van het BSA. Het aantal studenten dat 40-45 EC behaalt in het eerste jaar lijkt echter wel toegenomen door de maatregel. De opleiding geeft als mogelijke verklaring voor deze ontwikkeling dat het behalen van de BSA-norm voor studenten een doel op zich is geworden. Een hoger ambitieniveau wordt kennelijk door veel studenten niet belangrijk gevonden.

Een andere maatregel van de RUG om de studievoortgang van bachelorstudenten te stimuleren, betreft de invoering in 2012-2013 van de “harde knip”. Deze maatregel bepaalt dat pas aan de masteropleiding begonnen mag worden, als de bacheloropleiding in zijn geheel is afgerond. Het effect van deze maatregel is thans nog niet duidelijk.

De commissie hoopt van harte dat de ingevoerde maatregelen de studierendementen zullen verhogen en de studieduur zullen verkorten.

Uit de gesprekken met de studenten zijn geen struikelblokken in het curriculum naar voren gekomen. De commissie heeft uit de kritische reflectie en de gesprekken met de studenten opgemaakt dat zij over het algemeen tevreden zijn met de werkdruk in de propedeuse. De geraadpleegde studenten vinden ook de werkdruk in het tweede studiejaar goed. Echter, uit de evaluaties blijkt dat 29% van de studenten de werkdruk in het tweede studiejaar te laag vindt. Bovendien blijkt uit de curriculumevaluatie van juni 2012-mei 2013 dat studenten de werkdruk in de gehele opleiding aan de lage kant vonden (1,69, waarbij 1 “te licht” is en 2 “goed”) en gemiddeld slechts zo’n 24 uur per week aan de studie hebben besteed. De commissie concludeert dat het curriculum haalbaar is, maar geeft de opleiding wel als overweging mee het curriculum met name in het tweede en derde studiejaar enigszins te verzwaren en uitdagender te maken.

## **2.6 Student/staf-ratio en contacturen**

In de kritische reflectie wordt beschreven dat de onderwijsinzet sinds de vorige visitatie is uitgebreid van 2,9 fte naar 3,7 fte (4,3 fte inclusief ingehuurde docenten) in 2011-2012. Door deze uitbreiding is de student-staf ratio gedaald. Bedroeg de student-staf ratio bij de vorige visitatie nog 47,9 (exclusief schakel-studenten), in 2011-2012 is deze bij een stafinzet van 4,3 fte gedaald naar 38,1. Corrigeert men deze cijfers voor schakelstudenten, die slechts een gedeelte van het programma volgen (maximaal 60 EC), dan komt de gewogen student-staf-ratio bij een stafinzet van 4,3 fte op 32,7. Houdt men tevens rekening met de 30 EC aan vrije keuzeruimte in het derde studiejaar, waarbij een deel van de studenten keuzevakken buiten de faculteit volgt, dan is de werkelijke student-staf ratio nog iets lager. De commissie is tevreden met deze student-staf ratio.

Uit de gesprekken met de studenten is gebleken dat zij met ongeveer 50 studenten in het eerste jaar beginnen, waarna dit aantal geleidelijk terugloopt. Gedurende de drie studiejaar zitten bij verschillende vakken daarbij nog “schakelaars”. De studenten gaven aan dat er ondanks deze aantallen voldoende ruimte was voor discussie en interactie tussen docent en studenten.

Met betrekking tot de contacturen vermeldt de kritische reflectie dat studenten in het eerste studiejaar kunnen rekenen op 14,5 contacturen per week. In het tweede studiejaar daalt het aantal contacturen licht naar 11,3 per week. In het derde studiejaar ligt het aantal contacturen per week naar schatting op 10,1, maar zijn er vanzelfsprekend fluctuaties als gevolg van de vrije keuzeruimte en het schrijven van de bachelorthesis. De commissie is van mening dat het aantal contacturen per week voldoende is.

Meer informatie over de student/staf-ratio en de contacturen is opgenomen in bijlage 5.

## **2.7 Kwaliteit staf**

Uit de kritische reflectie heeft de commissie opgemaakt dat 85% van de docenten die in de opleiding participeren gepromoveerd is en een onderzoekstaak heeft. In mei 2013 was 56% van de docenten in het bezit van het certificaat Basis Kwalificatie Onderwijs (BKO), terwijl



de overige 44 % van de docenten bezig was de BKO te behalen of daarvan was vrijgesteld. Met het oog op de ontwikkeling van docenten organiseert de facultaire basiseenheid Planologie daarnaast een aantal maal per jaar lunchseminars over onderwijs die door de universitaire dienst *Educational Support and Innovation* begeleid worden. Deze stimuleren docenten bijvoorbeeld om gebruik te maken van innovatieve onderwijsvormen.

Uit de gesprekken met de studenten en de informatie in de kritische reflectie is gebleken dat studenten tevreden zijn over de docenten. Zij vinden dat de docenten deskundig zijn, de stof goed kunnen uitleggen en toelichten en gemakkelijk aanspreekbaar zijn. Ook geven zij aan dat zij voldoende ondersteund worden bij het bachelorproject.

De commissie is tevreden met de kwaliteit van de staf en is ervan overtuigd dat de staf deskundig is.

## 2.8 Studiebegeleiding

De faculteit heeft één studieadviseur, bij wie studenten terecht kunnen voor begeleiding bij studiegerelateerde problemen. Uit het gesprek met de studieadviseur kwam naar voren dat de belangrijkste taken van de studieadviseur bestaan uit:

- begeleiding van eerstejaars studenten in het kader van het BSA (zie hieronder);
- begeleiding van tweedejaars studenten die hun propedeuse nog niet hebben behaald (eveneens in het kader van het BSA). Een voorbeeld hiervan zijn de studieondersteuningsgroepen die sinds het studiejaar 2012-2013 onder leiding van de studieadviseur worden aangeboden. Deze hebben tot doel studenten die in de propedeuse een overkomelijke achterstand opgelopen hebben, te ondersteunen;
- begeleiding en zo nodig doorverwijzing naar een studentpsycholoog of -decaan van studenten die door persoonlijke omstandigheden worden gehinderd bij de studie;
- de organisatie van het mentor/tutor-systeem (zie hieronder), zoals het werven van mentoren, het instrueren van mentorgroepen, etc.;
- het geven van informatie en adviseren over bijvoorbeeld financiële regelingen, veranderende regelgeving, etc.;
- het geven van voorlichting.

De commissie heeft vernomen dat de studieadviseur niet door de examencommissie (EC) is gemandateerd om bepaalde zaken zelf af te handelen in naam van de EC. Er is dus een strikte scheiding tussen de taken van de studieadviseur en die van de examencommissie. De studieadviseur geeft studenten wel advies over wanneer en hoe zich te wenden tot de EC.

Vorig jaar had de studieadviseur zo'n 400 geplande gesprekken van een half uur en daarnaast naar schatting nog eens 400 ongeplande gesprekken. Studenten waren tijdens de site visit lovend over de studieadviseur. Een zelfde beeld komt naar voren uit de curriculumevaluatie, waarin studenten aangaven zeer tevreden te zijn over de studieadviseur. De commissie is tevreden over de studieadviseur en is van mening dat deze deskundig is.

Zoals reeds eerder aangeduid, kent de RUG sinds 1 september 2010 een bindend studieadvies (BSA). Een student krijgt een negatief BSA wanneer hij of zij aan het eind van het eerste studiejaar minder dan 45 (aanvankelijk 40) EC heeft behaald of er na twee jaar niet in is geslaagd de propedeuse van 60 EC te behalen. In dat geval moet de student de studie stopzetten. De invoering van het BSA is gepaard gegaan met een universiteitsbrede intensivering van de informatievoorziening en de studiebegeleiding van eerstejaars. Zo worden studenten in de loop van het eerste jaar zes maal per brief geïnformeerd over hun

studievoortgang. Daarnaast is er een mentor-tutor systeem ingevoerd. Iedere student heeft een eigen tutor (een docent), met wie hij/zij bij aanvang van de studie en in het tweede semester een individueel gesprek heeft. Tevens is elke student in het eerste semester ingedeeld in een mentorgroep onder leiding van student-assistenten. De bedoeling van het mentoraat is studenten een beter beeld te geven van hun eigen studiesituatie en van het studiegedrag dat nodig is om de studie succesvol te kunnen afronden. In het tweede deel van het eerste semester worden de mentorgroepen omgezet in studiegroepen voor het schrijven van een academisch paper voor het vak *Inleiding Wetenschappelijk Onderzoek* onder begeleiding van de tutor.

Uit de kritische reflectie blijkt dat 48% van de studenten de intakegesprekken met de tutores en de mentorgroepen niet als nuttig ervaren. Bij navraag tijdens de site visit gaven de studenten aan dat zij het hebben van een mentor en tutor op zich wel prettig vinden, omdat deze aandacht er, zeker bij aanvang van de studie, voor zorgt dat zij niet het gevoel hebben te “verdrinken”. Echter, het blijkt voor de studenten niet duidelijk te zijn voor welk probleem ze naar welke persoon (mentor, tutor of studieadviseur) moeten stappen.

De commissie is van mening dat de studiebegeleiding goed georganiseerd is. Zij adviseert de opleiding echter wel het voor studenten duidelijker te maken welke vorm van begeleiding wordt geboden door welke begeleider (mentor, tutor of studieadviseur), zodat zij beter weten tot wie zij zich moeten wenden.

## **2.9 Overige voorzieningen**

Voor andere faciliteiten, zoals voorzieningen op het gebied van de internationalisering, voorbereiding op de arbeidsmarkt, de bibliotheek en computerfaciliteiten maakt de opleiding gebruik van de facultaire voorzieningen. De Faculteit Ruimtelijke Wetenschappen (FRW) heeft verschillende samenwerkingsovereenkomsten met buitenlandse universiteiten en er zijn, met name voor derdejaarsstudenten, verschillende mogelijkheden om een deel van de studietijd in het buitenland door te brengen. Met betrekking tot de voorbereiding op de arbeidsmarkt is van belang dat naar verwachting in het studiejaar 2013-2014 het nieuwe universitaire en facultaire programma NEXT van start zal gaan. Dit programma zal studenten begeleiding bieden bij de beroepsvoorbereiding en de keuze voor masteropleidingen die als vervolgstudie gevolgd kunnen worden. Tenslotte biedt de FRW computerfaciliteiten die zijn toegerust met GIS-software.

De commissie is tevreden met de geboden faciliteiten.

## **2.10 Opleidingsspecifieke kwaliteitszorg**

De commissie heeft uit de kritische reflectie vernomen dat de onderwijskwaliteitszorg voornamelijk op het niveau van de faculteit (en aanvullend de instelling) is georganiseerd. Evaluaties binnen de opleiding verlopen dan ook volgens facultaire standaarden. Zij maken onderdeel uit van de PDCA-cyclus (Plan Do Check Act) van onderwijskwaliteitszorg in het kader waarvan cursusevaluaties, curriculumevaluaties van het gehele curriculum en de afzonderlijke jaren en panelevaluaties worden uitgevoerd.

De kritische reflectie beschrijft dat studenten bij het tentamen van iedere cursus of een vergelijkbaar toetsmoment een standaard evaluatieformulier krijgen, waardoor de respons hoog is. Er worden onder andere vragen gesteld over de docent, de rode draad in de cursus, de literatuur, de toetsing, de feedback op opdrachten, de organisatie van de cursus en de plaats van de cursus in de opleiding. Studenten geven een rapportcijfer aan de cursus op een schaal van 1 tot 10. Sinds het collegejaar 2011-2012 is er een systematische

curriculumevaluatie ingevoerd. Er wordt een relatief hoge respons bereikt, doordat het invullen van het evaluatieformulier verplicht gekoppeld is aan het inleveren van de thesis en daarmee aan het afstuderen. De evaluatie van de opleiding is zo een logische stap die hoort bij het onderwijsprogramma. Het viel de commissie op dat de eerste resultaten van deze evaluatie aangeven dat de studenten maar matig tevreden zijn over de opleiding. Er is nog veel onduidelijk over de representativiteit en validiteit van die uitkomsten, maar de commissie vindt het raadzaam om de vinger aan de pols te houden.

De commissie heeft uit de kritische reflectie vernomen dat het de formele taak van de opleidingscommissie (OC) is om de resultaten van de cursusevaluaties te bespreken. De opleidingsdirecteur is daarentegen verantwoordelijk voor de curriculumevaluatie. Tijdens de site visit heeft de commissie echter vernomen dat de OC het sinds de nieuwe opzet van de opleiding in toenemende mate ook als haar taak ziet om de ontwikkeling van de opleiding als geheel en de implicaties daarvan voor de verschillende personen binnen de opleiding in de gaten te houden. De OC is samengesteld uit drie docent- en drie studentleden die afkomstig zijn uit de drie verschillende studiejaar van de opleiding. De OC vergadert vier keer per jaar. Afgevaardigden van Pro Geo, een organisatie van FRW-studenten die zich richt op zaken als de kwaliteit van het onderwijs, studentenvoorzieningen, huisvesting, etc., wonen de OC-vergaderingen bij als toehoorder. Ook de opleidingsdirecteur woont de vergaderingen vaak bij als toehoorder. De voorzitter van de OC is verantwoordelijk voor het benaderen van docenten indien de OC naar aanleiding van de vakevaluatie besluit dat praktische acties gewenst zijn. De opleidingsdirecteur kan daarbij ingeschakeld worden. Indien nodig, dient de betreffende docent een verbeterplan in te dienen. De Opleidingsdirecteur is verantwoordelijk voor het uitzetten van eventuele strategische veranderingen.

De resultaten van alle cursussen en evaluaties worden tevens gemonitord door het onderwijsmanagement van de faculteit. De evaluaties zijn openbaar en worden beschikbaar gesteld aan de studenten die de cursus gevolgd hebben, de leden van de OC's en Faculteitsraad, alsmede aan alle onderwijsgevende stafleden van de faculteit.

Los van de cursus- en curriculumevaluaties organiseert de basiseenheid Planologie samen met de OC jaarlijks aan het eind van het tweede semester een informele bijeenkomst met een groep bachelor studenten om het afgelopen jaar te evalueren.

Tijdens de site visit zijn de commissie verschillende voorbeelden ter ore gekomen van vakken die naar aanleiding van slechte vakevaluaties zijn aangepast (o.a. *Ruimtelijke Informatiekunde 1: Data & Cartografie*, *Ruimtelijke Informatiekunde 2: Geografische Informatie Systemen (GIS)*, *Ruimtelijk Ontwerpen 2: Bouwen*).

De commissie is van mening dat de opleidingsspecifieke kwaliteitszorg adequaat is, maar vindt wel dat de OC tamelijk informeel te werk gaat en wat passief is. De taakverdeling tussen de opleidingsdirecteur en de voorzitter van de opleidingscommissie lijkt niet altijd even duidelijk gemarkeerd.

## Overwegingen

De commissie heeft de inhoud van het curriculum beoordeeld en heeft vastgesteld dat de beoogde eindkwalificaties op adequate wijze in het curriculum worden gerealiseerd. Het toetsplan, dat een schematisch overzicht geeft van de bijdrage per cursus aan de beoogde eindkwalificaties, geeft hiervan een duidelijk en overtuigend beeld. De commissie is bovendien van mening dat het curriculum evenwichtig is en dat de structuur van het

curriculum weldoordacht en coherent is. De commissie is ervan overtuigd dat de inhoud en structuur van het curriculum studenten in staat stelt de beoogde eindkwalificaties te behalen.

De commissie is ook tevreden met het didactisch concept van de opleiding en vindt de manier waarop dit in praktijk wordt gebracht, overtuigend. De gebruikte werkvormen zijn geschikt en voldoende activerend.

Het is de commissie opgevallen dat de rendementen relatief laag zijn en dat studenten er relatief lang over doen om de opleiding af te ronden. De commissie begrijpt dat een en ander mede wordt veroorzaakt doordat studenten veel werken naast de studie, maar hoopt dat de nieuw ingevoerde instellingsbrede BSA- en harde knip-regelingen en de ontwikkeling van “learning communities” de studierendementen zullen verhogen en de studieduur verkorten.

De commissie heeft vastgesteld dat studenten voldoende contacturen hebben en dat ook de ondersteuning bij het bachelorproject voldoende is. De commissie heeft tevens vastgesteld dat er geen struikelblokken in het curriculum zijn en is van mening dat het curriculum haalbaar is. De commissie geeft de opleiding echter wel als overweging mee het curriculum met name in het tweede en derde studiejaar enigszins te verzwaren en uitdagender te maken.

De commissie is tevreden met zowel de kwaliteit als de kwantiteit van de staf. Ze is ervan overtuigd dat de staf deskundig is en is tevreden met de student/staf-ratio.

De commissie heeft vastgesteld dat de studiebegeleiding goed georganiseerd is en dat de studieadviseur deskundig is. De commissie is in het algemeen ook tevreden met de overige faciliteiten.

De commissie is van mening dat de opleidingsspecifieke kwaliteitszorg adequaat is, maar vindt wel dat de OC tamelijk informeel te werk gaat en wat passief is. De taakverdeling tussen de voorzitter van de opleidingscommissie en de opleidingsdirecteur dient duidelijker te worden gemarkeerd.

Na een grondige bestudering van alle aspecten van de onderwijsleeromgeving van de opleiding (het curriculum, de staf, de werkvormen, de werkdruk, de studiebegeleiding, de voorzieningen en de kwaliteitszorg) concludeert de commissie dat deze studenten in staat stelt de beoogde eindkwalificaties te behalen.

## **Conclusie**

*Bacheloropleiding Technische Planologie* : de commissie beoordeelt Standaard 2 als ‘voldoende’.

### **Standaard 3: Toetsing en gerealiseerde eindkwalificaties**

De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd.

#### **Toelichting:**

Het gerealiseerde niveau blijkt uit de tussentijdse en afsluitende toetsen, de afstudeerwerken en de wijze waarop afgestudeerden in de praktijk of in een vervolgopleiding functioneren. De toetsen en de beoordeling zijn valide, betrouwbaar en voor studenten inzichtelijk.

## **Bevindingen**

### **3.1 Het systeem van toetsing**

De commissie heeft uit de kritische reflectie vernomen dat toetsing deel uitmaakt van de onderwijskwaliteitszorg, die voornamelijk op het niveau van de faculteit is georganiseerd. Uit de kritische reflectie blijkt dat de FRW in 2012 een Nota Toetsbeleid heeft ontwikkeld waarin het beleid met betrekking tot de toetsing binnen de faculteit is vastgelegd. Toetsing van de vorderingen van studenten binnen de faculteit verloopt volgens het opleidings specifieke Toetsplan, dat op de Nota Toetsbeleid dient te zijn gebaseerd.

De FRW is van mening dat het behalen en toetsen van de leerdoelen van een cursus mede bepaald wordt door de gekozen toetsvorm(en) en de validiteit ervan. Uitgangspunt van de toetsing is daarom dat voor elk studieonderdeel de keuze van de toetsvormen die worden toegepast dient te worden beargumenteerd. De toetsvormen dienen aan te sluiten bij de eindkwalificaties van de opleiding, de positie van de cursus in de opleiding en de leerdoelen van de cursus. De argumentatie dient een vast onderdeel te zijn van de cursusbeschrijving ('cursusratio') van elk studieonderdeel.

Na bestudering heeft de commissie vastgesteld dat, in overeenstemming met de facultaire richtlijnen, het opleidings specifieke Toetsplan van de opleiding bestaat uit een overzicht van de onderwijsvormen, de opdrachtvormen en de toetsvormen per studieonderdeel. Tevens wordt per studieonderdeel aangegeven aan welke beoogde eindkwalificaties dat onderdeel bijdraagt. Tenslotte bevat het overzicht informatie over het tijdstip waarop de toetsen worden afgenomen, zodat een beeld wordt gegeven van de spreiding van de toetsen. De commissie heeft vernomen dat het toetsplan jaarlijks wordt bijgewerkt door de coördinator van de opleiding.

De commissie heeft begrepen dat in de visie op toetsen van de FRW niet alleen de toetsen zelf, maar ook het studeergedrag van de studenten essentieel is. Immers, ook het studeergedrag bepaalt in belangrijke mate of de toetsen en de eindkwalificaties van de opleiding worden behaald. De faculteit vindt het dan ook belangrijk actief studiegedrag te stimuleren. Het zwaartepunt ligt hierbij op het eerste studiejaar (met het mentor/tutor-systeem), omdat daarin relatief veel studievertraging wordt opgelopen. De commissie wil nog eens benadrukken dat het belangrijk is aan studenten beter duidelijk te maken wat de functie van het mentor/tutorsysteem is.

In de kritische reflectie wordt beschreven dat het facultaire toetsbeleid dat ook voor de opleiding Technische Planologie geldt, verder wordt gekenmerkt door verschillende specifieke regels en richtlijnen, zoals een verplichte 'peer review' voorafgaande aan de toetsafname, het verplichte gebruik van antwoord- en beoordelingsmodellen, etc. De commissie heeft deze regels en richtlijnen nauwkeurig bekeken en is er tevreden mee.

Voor het bachelorproject heeft de opleiding een handleiding opgesteld waarin onder andere een lijst met criteria is opgenomen waarop de bachelorthesis wordt beoordeeld. Verder wordt elke scriptie door een tweede lezer beoordeeld, om zo de consistentie van de beoordeling te waarborgen.

Uit de kritische reflectie en de gesprekken tijdens de site visit heeft de commissie begrepen dat de toetsing een vast onderdeel van de cursus- en curriculumevaluaties vormt. Zowel op het niveau van de toets, op het niveau van de cursus, als op het niveau van het programma als geheel wordt geëvalueerd. Op het *niveau van de toets* vindt de beoordeling plaats door middel van peer review, het door studenten na afloop van de toets ingevulde gestandaardiseerde cursusevaluatieformulier en, in het geval van een meerkeuzetoets, de digitale verwerking van de toets waaruit de kwaliteit van de vragen blijkt. Ook kunnen studenten zich na inzage van een toets tot de Examencommissie wenden, indien zij het niet eens zijn met de beoordeling. Op *cursusniveau* vindt beoordeling plaats door middel van de cursusevaluaties, waarbij gebruik gemaakt wordt van gestandaardiseerde vragenformulieren om vergelijking te vergemakkelijken. De evaluatie van de begeleiding van de bachelorthesis is gekoppeld aan de begeleider. Op *programmaniveau* vindt de beoordeling plaats via de curriculumevaluaties, waarin verschillende vragen zijn opgenomen over de toetsing, zoals bijvoorbeeld over de nakijktermijn van tentamens en over of de wijze van toetsen en beoordelen een grondig begrip van de leerstof vereist.

Uit de gesprekken met de studenten werd het de commissie duidelijk dat zij goed op de hoogte worden gebracht van de leerdoelen van de vakken, dat zij weten wat er bij de vakken van hen verwacht wordt en waarop zij bij het studeren hun aandacht moeten richten. Ook over de toetsing zijn zij in het algemeen wel tevreden, ook al verschillen zij soms van mening met de docent over de geschiktheid van de gekozen toetsvorm (zoals het multiple choice-tentamen van *Ruimtelijke Planning 3: Governance Dynamics*). Studenten geven verder aan voldoende feedback te krijgen, maar vinden dat zij er soms te veel naar op zoek moeten.

De commissie is van mening dat het toetsbeleid, de procedures met betrekking tot toetsing en de manier waarop deze ten uitvoer worden gebracht, adequaat zijn.

Krachtens de Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek (WHW), dient de kwaliteit van de toetsing bewaakt te worden door de Examencommissie (EC). Uit de kritische reflectie blijkt dat de FRW één EC kent voor alle opleidingen binnen de faculteit. In de EC heeft een extern lid zitting dat deskundig is op het gebied van toetsing. De EC vergadert iedere zes weken, of vaker indien noodzakelijk. Uit de kritische reflectie en de gesprekken met de EC heeft de commissie begrepen dat de EC sinds januari 2013 haar taak als waarborger van de toetskwaliteit op zich heeft genomen. In maart 2013 heeft de faculteit de leden van de EC tevens extra uren toebedeeld om hun taak naar behoren te kunnen vervullen. De commissie betreurt het dat het zo lang heeft geduurd voordat de EC deze (wettelijke) verantwoordelijkheden op zich heeft genomen.

Momenteel evalueert de EC op structurele basis zowel afzonderlijke vakken als scripties. Zij hanteert hierbij de regel dat vakken waarbij zich problemen voor hebben gedaan (slechte studentenevaluatie, lage rendementen, etc.) in ieder geval worden beoordeeld. Daarnaast wordt een aantal vakken steekproefsgewijs beoordeeld. Bij de evaluatie wordt gekeken of de toetsvorm past bij de leerdoelen van het vak, of deze aansluit bij de eindkwalificaties van de opleiding, hoe de toetsafname is verlopen, etc. Ook de scripties worden steekproefsgewijs geëvalueerd. Tijdens het gesprek van de commissie met de EC is gebleken dat zij thans niet voornemens is om ieder jaar alle vakken en scripties op een systematische wijze door te

lichten. De EC staat op het standpunt dat het gedetailleerd geformuleerde toetsbeleid, het handboek voor docenten, de verplichte BKO, de “peer review” en de observerende aanwezigheid van de EC, alle reeds beschermende factoren vormen voor de kwaliteit van de toetsing. Het controleren op zich ziet zij niet als zaligmakend. Overigens benadrukte de EC daarbij wel dat zij zich nog in een oriënterende fase bevindt. Men is aan het aftasten waar men met de nieuwe taken tegenaan loopt. Met name zal moeten blijken of de van bestuurswege ter beschikking gestelde tijd voldoende is om elk jaar, naast de probleemgevallen, ook een voldoende aantal andere cursussen te bekijken, zodat binnen een redelijk tijdsbestek van enkele jaren het curriculum in zijn geheel onder de loupe is genomen. Het faculteitsbestuur heeft zich tijdens de site visit op het standpunt gesteld dat het bij gebleken behoefte ervoor open staat de nodige voorzieningen te treffen.

Afgezien van het waarborgen van de toetskwaliteit heeft de EC ook tot taak om bezwaren en verzoeken van studenten om uitzondering van de regels of om afwijking van het reguliere programma te behandelen (zoals vrijstellingen, extra herkansing, etc.). De commissie is content met het feit dat de EC een aantal criteria heeft geformuleerd teneinde deze verzoeken op een consistente wijze te behandelen. Voorts heeft de commissie vernomen dat voor de behandeling van verzoeken van studenten in het kader van de BSA-regeling de FRW een aparte BSA-commissie heeft ingesteld die los staat van de EC en gecontroleerd wordt door het faculteitsbestuur.

### **3.2. Realisatie van de beoogde eindkwalificaties**

De commissie heeft tot haar genoegen vernomen dat de opleiding naar aanleiding van de uitkomsten van de visitatie van 2007 het bachelorproject opnieuw heeft vormgegeven. Het schrijven van de thesis verloopt inmiddels via een strak schema. Via een begeleid traject van acht getoetste opdrachten komen studenten uiteindelijk tot een individuele thesis.

De commissie heeft het gerealiseerde eindniveau van de afgestudeerden beoordeeld door een selectie van de bachelorprojecten te bestuderen (zie bijlage 7). De commissie heeft twaalf bachelorprojecten en bijbehorende beoordelingsformulieren beoordeeld. Bij de selectie van de bachelorprojecten is rekening gehouden met een gelijke spreiding over de cijfers (laag, gemiddeld, hoog) en de specialisaties. De commissieleden hebben de bachelorprojecten gelezen en de uiteenzetting van de probleemstelling, de weergave van de literatuur, de methoden en verantwoording, de conclusie en discussie, de structuur, de leesbaarheid en verificatie beoordeeld. Zij waren het eens met de cijfers die de begeleiders hadden toegekend en vonden de becijfering over het algemeen rechtvaardig. Alle bachelorprojecten die de commissie heeft bestudeerd werden als voldoende beoordeeld.

De commissie heeft tijdens de site visit vernomen dat er slechts enkele studenten na afronding van de opleiding direct naar de arbeidsmarkt doorstromen. Het overgrote deel van de afgestudeerden stroomt door naar een masteropleiding van de FRW en een klein percentage stroomt door naar een masteropleiding elders in het land, dan wel in het buitenland.

### **Overwegingen**

De commissie bevestigt dat het systeem van toetsing adequaat functioneert. De commissie betreurt het echter dat de EC haar (wettelijke) taak van het waarborgen van de toetskwaliteit pas zo laat op zich heeft genomen. Verder is de commissie van mening dat de EC zich er op korte termijn (studiejaar 2013-2014) van moet vergewissen of zij bij de huidige intensiteit van controle en evaluatie binnen een voldoende kort tijdsbestek overzicht krijgt en houdt over het

curriculum als geheel. Mocht de noodzaak van verdere intensivering blijken, dan dienen de leden van de EC hiervoor voldoende uren te krijgen.

De commissie is positief over de nieuwe opzet van het bachelorproject. De nieuwe aanpak vertaalt zich volgens de commissie in een verbeterde kwaliteit van de theses.

De commissie heeft het behaalde eindniveau beoordeeld door een selectie van de theses te bestuderen. De commissie was het eens met de door de begeleiders toegekende cijfers en was tevreden over de kwaliteit van de theses. De commissie stelt dan ook vast dat het behaalde eindniveau voldoende is.

### **Conclusie**

*Bacheloropleiding Technische Planologie* : de commissie beoordeelt Standaard 3 als ‘voldoende’.

### **Algemeen eindoordeel**

De commissie heeft de drie standaarden als ‘voldoende’ beoordeeld. In overeenstemming met de beslisregels zoals vastgelegd in het NVAO beoordelingskader, wordt de gehele opleiding als ‘voldoende’ beoordeeld.

### **Conclusie**

De commissie beoordeelt de *bacheloropleiding Technische Planologie* als ‘voldoende’.



## Bijlagen



## **Bijlage 1: Curricula vitae van de leden van de visitatiecommissie**

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**Prof. dr. Henk Ottens** is gepensioneerd hoogleraar Sociale Geografie van de Universiteit Utrecht. Zijn vakgebieden zijn: stedelijke ontwikkeling, ruimtelijke ordening en geo-informatie. Hij was decaan van de faculteit Ruimtelijke Wetenschappen en directeur van de landelijke onderzoeksschool NETHUR. Thans is hij voorzitter van het Koninklijk Nederlands Aardrijkskundig Genootschap. Ottens was en is actief in talrijke Nederlandse en buitenlandse bestuursfuncties, waaronder diverse onderwijsvisitaties in Nederland en Vlaanderen.

**Prof. dr. Herman van der Wusten** was hoogleraar Politieke Geografie aan de Universiteit van Amsterdam (1984-2001) en de eerste full-time decaan van de Faculteit Maatschappij- en Gedragwetenschappen van de Universiteit van Amsterdam (1997-2001). Hij is als emeritus nog actief als onderzoeker en auteur op twee thema's: de vorming en vormgeving van politieke centra en de EU als nieuw soort politieke eenheid. Van der Wusten nam eerder deel aan diverse visitaties in Nederland, Vlaanderen en Oostenrijk.

**Prof. dr. Herman van den Bosch** is hoogleraar Managementwetenschappen, in het bijzonder Managementeducatie. Van den Bosch ontwikkelt en verzorgt onderwijs op het gebied van innovatiemanagement en academische vaardigheden, en hij onderzoekt de rol van instellingen voor hoger onderwijs in regionale ontwikkeling en innovatie. Van den Bosch is betrokken geweest bij een reeks (internationale) onderwijsvisitaties en accreditaties van nieuwe opleidingen op het gebied van bedrijfskunde, economie en liberal arts & science. Hij verzorgt in binnen- en buitenland trainingen en opleidingen op het gebied van afstandsonderwijs, opleidingsmanagement en kwaliteitszorg. Van den Bosch was van oktober 2001 - september 2011 decaan van de Faculteit Managementwetenschappen van de Open Universiteit. In deze functie was hij verantwoordelijk voor de invoering van de bachelor- en masterstructuur, activerend (afstandsonderwijs) en de ontwikkeling van een opleidingsaanbod voor professionals. Van den Bosch publiceerde op het gebied van onderwijsorganisatie, innovatie van het wetenschappelijk onderwijs en de rol van ICT, de rol van kennisinstellingen bij (regionale) innovatie en in de Nijmeegse periode op het gebied van het geografie-onderwijs, kwaliteitszorg en onderwijsmanagement.

**Prof. dr. Wil Zonneveld** is hoogleraar Stedelijke en Regionale Ontwikkeling bij de Faculteit Bouwkunde, Technische Universiteit Delft. Zijn onderzoek is met name gericht op de voorwaarden voor strategische ruimtelijke planning en de relatie tussen strategische planvorming en operationele besluitvorming, mede in het licht van de invloed van Europese milieuriichtlijnen. Hij is redacteur geweest van diverse vaktijdschriften, is Editor in Chief van het *open access* European Journal of Spatial Development en publiceert continu in wetenschappelijke en professionele tijdschriften en boeken. Zonneveld is voor middellange periodes gastonderzoeker geweest bij zowel de Wetenschappelijk Raad voor het Regeringsbeleid als het (voormalige) Ruimtelijk Planbureau. Hij is in de periode 2010-2011 lid geweest van een visitatiecommissie die de kwaliteit van het onderwijs heeft beoordeeld aan de drie academiserende opleidingen voor Stedenbouw en Ruimtelijke Planning in Vlaanderen.

**Prof. dr. Robert Hassink** is professor Economische Geografie aan de Christian Albrechts Universiteit in Kiel (Duitsland) en *visiting professor* aan de School of Geography, Politics & Sociology aan Newcastle University (Verenigd Koninkrijk). Na het behalen van zijn PhD in 1992 aan de Universiteit Utrecht, werkte Hassink als onderzoeksmedewerker, consultant, assistent en tijdelijk professor aan verschillende onderzoeksinstituten in Nederland, Duitsland, Noorwegen en Zuid Korea. Over de jaren heen heeft hij verscheidene onderzoeksprojecten uitgevoerd op het gebied van regionaal innovatiebeleid, industriële

herstructurering en regionale economische ontwikkeling in West Europa en Oost Azië. Op dit moment is Hassink projectleider van het onderzoeksproject ‘10-ECRP-007 Cluster life cycles – the role of actors, networks and institutions in emerging, growing, declining and renewing clusters’, dat gesponsord wordt door de European Science Foundation en de German Research Foundation. Hassink heeft veel gepubliceerd in het Engels, Nederlands, Duits, Frans en Koreaans, en is de auteur en co-auteur van negen boeken en officiële onderzoeksrapporten, 16 hoofdstukken in *edited volumes*, en 37 artikelen in tijdschriften die in de Social Sciences Citation Index (SSCI) zijn opgenomen, en 14 artikelen in andere tijdschriften. Vanaf 2006 tot 2011 was Hassink redacteur van de *Critical Surveys Section* van het tijdschrift *Regional Studies*.

**Prof. dr. Ton Dietz** is een Sociaal-Geograaf, met een kandidaats- en doktoraal diploma van de toenmalige Katholieke Universiteit Nijmegen (1972 en 1976) en een graad als doctor van de Universiteit van Amsterdam (1987). Van Moi University in Eldoret (Kenia) ontving hij een eredoctoraat (2007). Dietz was werkzaam aan de Universiteit van Amsterdam van mei 1976 tot juli 2012, vanaf 1995 als hoogleraar Sociale Geografie, met een specialisatie in de sociaal-economische geografie van ontwikkelingslanden (m.n. Afrika) en milieu en ontwikkeling (politieke milieugeografie). Tussen 2002 en 2007 was hij voor de helft van de tijd directeur van de onderzoeksschool CERES (resource studies for development) in Utrecht en daar ook hoogleraar Sociale Wetenschappen. Vanaf mei 2010 is Dietz directeur van het Afrika-Studiecentrum in Leiden, eerst voor 0,8 fte en vanaf juli 2012 full-time. In Leiden is hij hoogleraar Afrikaanse Ontwikkeling aan de Faculteit Sociale en Gedragwetenschappen. In Amsterdam was Dietz directeur van eerst het onderzoeksinstituut AGIDS en later van het bredere onderzoeksinstituut AMIDST. Hij heeft binnen en buiten de universiteit vele bestuursfuncties vervuld.

**Madelon Post, MSc.** heeft in 2013 haar masterdiploma behaald in Urban and Regional Planning aan de Universiteit van Amsterdam. In 2012 behaalde ze aan dezelfde universiteit haar bachelordiploma Planologie, met als specialisatie Stedelijke ontwikkeling & Vastgoed en Strategische planning van stedelijke regio's. Voor haar masterscriptie heeft ze onderzoek gedaan naar de dominante factoren in besluitvormingsprocessen bij leegstaand kerkelijk vastgoed welke eindigen in een sloopbesluit met de naam “The end for church buildings?”. Post deed bestuurs- en commissie-ervaring als penningmeester en commissielid van studievereniging Sarphati, en als lid van de studentenhuisvesitingcommissie van ASVA.

**Jikke van 't Hof, BSc.** is student aan de masteropleiding Human Geography aan de Radboud Universiteit Nijmegen. Hiervoor voltooide zij de bacheloropleiding Sociale Geografie en Planologie (specialisatie Sociale Geografie) aan dezelfde Universiteit. Van 't Hof deed commissie- en bestuurservaring op bij studievereniging Mundus, en was in het collegejaar 2011 – 2012 voorzitter van de studentengeleding van de opleidingscommissie Geografie, Planologie en Milieu aan de Radboud Universiteit Nijmegen.

## Bijlage 2: Domeinspecifiek referentiekader

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### Domeinspecifiek referentiekader ten behoeve van de heraccreditatie van de bacheloropleidingen binnen het domein Sociale Geografie en Planologie (inclusief Demografie, Vastgoedkunde en Milieu)

Vastgesteld door het Disciplineoverleg Sociale Geografie en Planologie van de Vereniging van Universiteiten VSNU op 16 mei 2012 te Utrecht

#### Inleiding

De accreditatie van de bacheloropleidingen Sociale Geografie en Planologie en de daarop aansluitende masteropleidingen aan de Nederlandse universiteiten loopt tot eind 2014. Ten behoeve van de heraccreditatie zullen de opleidingen in 2013 worden gevisiteerd. Het Disciplineoverleg Sociale Geografie en Planologie binnen de VSNU heeft in 2011 het initiatief genomen om een gemeenschappelijk referentiekader voor de heraccreditatie te ontwikkelen. De heraccreditatie betreft alle bachelor- en masteropleidingen binnen het domein, te weten de bacheloropleidingen Sociale Geografie en Planologie van de Universiteit van Amsterdam, Rijksuniversiteit Groningen en Universiteit Utrecht, Technische Planologie van de Rijksuniversiteit Groningen en Geografie, Planologie en Milieu van de Radboud Universiteit Nijmegen en de masteropleidingen Sociale Geografie en Planologie van de Universiteit van Amsterdam, Culturele Geografie, Economische Geografie, Vastgoedkunde, Sociale Planologie, Environmental and Infrastructure Planning en Population Studies van de Rijksuniversiteit Groningen, Human Geography, 'Planet Europe' en Planologie van de Radboud Universiteit Nijmegen en Sociale Geografie, International Development Studies en Planologie van de Universiteit Utrecht en de interuniversitaire masteropleiding Geographical Information Management and Applications (GIMA) van de Universiteit Utrecht, Technische Universiteit Delft, Universiteit Twente en Wageningen UR. De Dublin descriptoren vormen het uitgangspunt voor het referentiekader. In de Dublin descriptoren worden bacheloropleidingen aangeduid als *first cycle*, masteropleidingen als *second cycle*. Het referentiekader bouwt enerzijds voort op Nederlandse voorbeelden, te weten: Het referentiekader van de visitatie Sociale Geografie, Planologie en Demografie 2007<sup>1</sup>, het Domeinspecifieke Referentiekader Sociologie 2011, het Referentiekader CA/OS 2011 voor de opleidingen Culturele Antropologie en Niet-Westerse Sociologie en het Domeinspecifieke referentiekader voor de opleidingen Algemene Sociale Wetenschappen 2011. Anderzijds is gebruik gemaakt van referentiekaders voor Sociale Geografie uit het buitenland, te weten Vlaanderen<sup>2</sup>, Verenigd Koninkrijk<sup>3</sup> en Australië<sup>4</sup> en van de Association of European Schools of Planning AESOP<sup>5</sup>.

Een domeinspecifiek referentiekader formuleert in algemene zin de domeinspecifieke eisen waaraan de opleidingen moeten voldoen. Deze eisen hebben betrekking op twee vragen:

1. Wat mag van een afgestudeerde worden verwacht?
2. Wat mag van een opleiding worden verwacht?

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<sup>1</sup> Onderwijsvisitatie Sociale Geografie, Planologie en Demografie. Utrecht: QANU, 2008, pp. 17-20

<sup>2</sup> De Onderwijsvisitatie Geografie Vlaanderen. Den Haag: NVAO, 2009, pp. 18-28

<sup>3</sup> Geography 2007. Gloucester: The Quality Assurance Agency for Higher Education, 2007

<sup>4</sup> Geography Learning and Teaching Academic Standards Statement. Canberra: Australian Learning & Teaching Council, 2010

<sup>5</sup> Eindtermen voor planologieopleidingen, geformuleerd door de Werkgroep Onderwijs van de Association of European Schools of Planning (AESOP), In: Onderwijsvisitatie Sociale Geografie, Planologie en Demografie. Utrecht: QANU, 2008, p.21

## Het domein Sociale Geografie en Planologie in Nederland

Het domein Sociale Geografie en Planologie is een breed domein met een duidelijke kern, maar ook met een eigen profilering van de verschillende opleidingen. Het domeinspecifieke referentiekader legt de nadruk op de gemeenschappelijke criteria die voor alle opleidingen gelden, maar biedt nadrukkelijk ruimte voor profilering van de afzonderlijke opleidingen. De afzonderlijke opleidingen zullen in hun zelfstudies aangeven op welke wijze zij zich profileren ten opzichte van het gemeenschappelijke kader.

In het domein Sociale Geografie en Planologie staat de complexe relatie tussen mens en omgeving centraal. Het kunnen denken in tijdruimteperspectief en ruimtelijke schaalniveaus (lokaal, regionaal, nationaal, mondiaal) en de relaties tussen die niveaus is daarbij essentieel. Een afgestudeerde binnen dit domein heeft oog voor ontwikkelingen binnen en verschillen tussen economische, sociale en politieke systemen, culturen en landschappen en de relaties daartussen, wereldwijd. Een internationale oriëntatie is daarbij onontbeerlijk. Centrale begrippen in het domein zijn ruimte ('space'), plaats ('place'), regio, locatie, schaal, netwerken, verbindingen ('linkages'), ruimtelijk gedrag, 'place attachment', ruimtelijke kwaliteit, ruimtelijke inrichting en ruimtelijke interventies. Het domein heeft zich in de afgelopen decennia ontwikkeld in een richting waarin vraagstukken van sociaal-ruimtelijke ongelijkheid, verdelingsvraagstukken, rechtvaardigheid ('social and spatial/environmental justice'), duurzaamheid, governance, (sociale en ruimtelijke) diversiteit en identiteit centraal zijn komen te staan. Niet alleen analyse van deze vraagstukken maar ook ontwerp en interventies die gericht zijn op het oplossen van sociaal-ruimtelijke vraagstukken staan centraal. Het domein Sociale Geografie en Planologie heeft zich ontwikkeld in een richting die nauw aansluit bij andere sociale wetenschappen. Omgekeerd heeft binnen andere sociaal-wetenschappelijke disciplines een 'spatial turn' plaatsgevonden. Het domein Sociale Geografie en Planologie wordt gekenmerkt door een integratief en multidisciplinair karakter binnen het veld van de sociale wetenschappen waarin de tijd-ruimte dimensie centraal staat. De mate van interdisciplinariteit en de accenten daarin variëren tussen de universiteiten. Afgestudeerden in het domein beschikken enerzijds over kennis en vaardigheden die kenmerkend zijn voor het domein als geheel, maar hun kennis en vaardigheden weerspiegelen tevens de accenten en zwaartepunten die lokaal in onderzoek en onderwijs worden aangebracht. De opleidingen zullen in hun zelfstudies deze lokale accenten expliciteren.

'Experiential learning' speelt een belangrijke rol in de wijze waarop sociaal geografen en planologen worden geschoold in hun discipline. Veldwerk met dataverzameling op locatie is een belangrijk instrument om inzicht te verwerven in het tijd- en plaatsgebonden karakter van sociale, demografische, culturele, politieke en economische verschijnselen en ontwikkelingen. Door middel van het zelf ervaren van diversiteit in een andere dan de eigen vertrouwde context leren studenten oog te krijgen voor ruimtelijke verscheidenheid binnen en tussen landen.

Afgestudeerden in het domein Sociale Geografie en Planologie beschikken over de kennis van de algemene sociaalwetenschappelijke methoden en technieken en het vermogen deze adequaat toe te passen. Daarnaast worden zij geschoold in de domeinspecifieke onderzoeksmethoden en technieken, zoals GIS.

De opleidingen bereiden voor op een diverse beroepspraktijk. Afgestudeerden in het domein Sociale Geografie en Planologie zijn werkzaam in een uiteenlopende reeks beroepen en sectoren. Kenmerkende beroepen zijn onderzoeker, docent, consultant, beleidsmedewerker en projectmanager. Kenmerkend voor die beroepen is veelal dat integrale benaderingen van

vraagstukken en een duidelijke relatie met ruimtelijke en regionale invalshoeken een belangrijke rol spelen, zeker in de eerste fasen van de loopbaan. Studenten met specialistische masteropleidingen komen doorgaans in direct met de specialisatie samenhangende beroepen terecht, zoals ruimtelijke ordening, stedelijk beleid, bouwen en wonen, regionaal beleid, verkeer en vervoer of milieubeleid. De zelfstudies van de afzonderlijke opleidingen zullen specifiek ingaan op de beroepen en sectoren waarin de afgestudeerden werkzaam zijn.

**Dublin descriptor Kennis en inzicht**

*heeft aantoonbare kennis en inzicht van een vakgebied, waarbij wordt voortgebouwd op het niveau bereikt in het voortgezet onderwijs en dit wordt overtroffen; functioneert doorgaans op een niveau waarop met ondersteuning van gespecialiseerde handboeken enige aspecten voorkomen waarvoor kennis van de laatste ontwikkelingen in het vakgebied vereist is*

- heeft basiskennis over de aard, de geschiedenis en de voornaamste theoretische en methodologische grondslagen van het domein Sociale Geografie en Planologie en de verschillende (sub)disciplines en de inbedding van die disciplines binnen de sociale wetenschappen;
- beschikt over kennis van methoden en technieken van sociaal-wetenschappelijk onderzoek;
- beschikt over basiskennis van kwantitatieve en kwalitatieve ruimtelijke dataverzamelingen en analysetechnieken, waaronder GIS;
- beschikt over basiskennis van en inzicht in de belangrijkste maatschappelijke instituties en problemen van de samenleving voor zover passend binnen het domein van de Sociale Geografie en Planologie;
- beschikt op algemeen niveau over wetenschappelijke kennis, inzicht en (onderzoeks)vaardigheden die haar/hem in staat stellen om beroepen passend bij het domein Sociale Geografie en Planologie uit te oefenen dan wel deel te nemen aan een verwante masteropleiding.

**Dublin descriptor Toepassen van kennis en inzicht**

*Is in staat zijn/haar kennis en inzicht op een dusdanige wijze toe te passen, dat dit een professionele benadering van zijn/haar werk of beroep laat zien, en beschikt verder over competenties voor het opstellen en verdiepen van argumentaties en voor het oplossen van problemen op het vakgebied*

- is in staat een zelfstandige bijdrage te leveren aan het definiëren, analyseren en oplossen van vragen en problemen door middel van wetenschappelijk onderzoek binnen het domein Sociale Geografie en Planologie;
- is in staat sociaalgeografisch en planologisch denken op creatieve, kritische en passende wijze toe te passen in specifieke probleemsituaties binnen een specifieke tijdruimtecontext;
- is in staat om zijn/haar kennis, inzicht en vaardigheden in overeenstemming met criteria van intellectuele integriteit toe te passen in relevante beroepspraktijken dan wel in een verwante masteropleiding en daarbij probleemoplossend te werk te gaan.

**Dublin descriptor Oordeelsvorming**

*Is in staat om relevante gegevens te verzamelen en interpreteren (meestal op het vakgebied) met het doel een oordeel te vormen dat mede gebaseerd is op het afwegen van relevante sociaal-maatschappelijke, wetenschappelijke of ethische aspecten*

- is in staat om op een wijze die binnen het domein Sociale Geografie en Planologie gebruikelijk is relevante gegevens te verzamelen, bewerken en interpreteren en er over te rapporteren gebaseerd op het afwegen van maatschappelijke, wetenschappelijke en ethische aspecten;
- is in staat effectief data te verzamelen onder andere door veldwerk uit te voeren (rekening houdend met ethische aspecten), kan uiteenlopende vormen van data (statistische gegevens, survey data, interviews, geschreven teksten, kaarten en andere visualiseringen) analyseren en interpreteren en zich op basis daarvan een oordeel vormen over binnen het domein relevante vraagstukken;
- is in staat uiteenlopende gezichtspunten, argumenten en kennisbronnen te onderkennen, kritisch te beoordelen en te synthetiseren in het oplossen van sociale, ruimtelijke en ontwerp-vraagstukken.

**Dublin descriptor Communicatie**

*Is in staat informatie, ideeën en oplossingen over te brengen op een publiek bestaande uit specialisten of niet-specialisten*

- is in staat informatie, kennis, ideeën en oplossingen die voortkomen uit wetenschappelijke en professionele activiteiten op het gebied van het domein Sociale Geografie en Planologie mondeling, schriftelijk en visueel over te brengen op een publiek bestaande uit specialisten en/of niet-specialisten;
- is in staat input van anderen en de uitkomsten van debat met anderen op te nemen en te integreren in het eigen werk.

**Dublin descriptor Leervaardigheden**

*Bezit de leervaardigheden die noodzakelijk zijn om een vervolgstudie die een hoog niveau van autonomie veronderstelt aan te gaan*

- is in staat om effectief en efficiënt de voor een bepaald probleem relevante informatie te verzamelen en te beoordelen;
- bezit de leervaardigheden om zelfstandig vanuit een integrale benadering effectief en verantwoordelijk te werken in een team van deskundigen met verschillende expertise;
- bezit de leervaardigheden die noodzakelijk zijn voor het succesvol volbrengen van een masteropleiding.

**Kwalificaties bachelor opleidingen**

Voor het bereiken van bovengenoemde eindkwalificaties mag van de bacheloropleidingen worden verwacht dat zij:

- studenten introduceren in de voornaamste historische en actuele inzichten en ontwikkelingen binnen het domein Sociale Geografie en Planologie;
- studenten kennis laten maken met de voornaamste theoretische en methodologische grondslagen van dit domein;
- als sluitstuk van de bacheloropleiding van studenten vragen om onder begeleiding een onderzoek op te zetten en uit toe voeren waarin hij/zij in een individueel werkstuk kan



laten zien dat hij/zij de kennis en vaardigheden heeft verworven die van een bachelor mag worden verwacht;

- studenten voldoende en relevante keuzemogelijkheden bieden bij de inrichting van hun studie, in het bijzonder waar het gaat om de overgang van bachelor- naar masteropleiding;
- studenten een stimulerende en doeltreffende leeromgeving bieden met mogelijkheden tot veldwerk, excursies en praktijkleersituaties, met zelfwerkzaamheid en daarop aansluitende onderwijsvormen, met aansprekend onderwijsmateriaal, materiële voorzieningen en gebruik van hedendaagse ICT-voorzieningen waaronder GIS, en met een inspirerende en activerende rol van de docent;
- studenten een helder beeld geven van de mogelijkheden tot vervolgopleiding en de latere beroepspraktijk;
- studenten een adequaat systeem van studieloopbaanbegeleiding bieden;
- een goed functionerend systeem van interne kwaliteitszorg onderhouden;
- voldoende verwevenheid tussen onderwijs en onderzoek bieden;
- een goed personeelsbeleid voeren, inclusief functioneringsgesprekken, deskundigheidsbevordering en een gelijkwaardige rol van onderwijs en onderzoek in het carrièreperspectief van stafleden.



## Bijlage 3: Beoogde eindkwalificaties

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### Bacheloropleiding Sociale Geografie en Planologie

#### Eindkwalificaties 2013-2014

##### *1. Kennis en inzicht*

De student heeft aantoonbare kennis en inzicht van een vakgebied, waarbij wordt voortgebouwd op het niveau bereikt in het voortgezet onderwijs en dit wordt overtroffen; de student functioneert doorgaans op een niveau waarop met ondersteuning van gespecialiseerde handboeken enige aspecten voorkomen waarvoor kennis van de laatste ontwikkelingen in het vakgebied vereist zijn.

- Studenten kennen op basisniveau de historische en actuele inzichten in de sociale geografie, planologie en demografie en kunnen hier een overzicht van geven.
- Studenten kennen de voornaamste actuele maatschappelijke thema's, onderzoeksthema's en beleidsrichtingen op het gebied van de sociale geografie, planologie en demografie.
- Studenten kennen de voornaamste theoretische, methodologische en ethische grondslagen van de sociale geografie, planologie en demografie.
- Studenten hebben op basisniveau kennis van de centrale methoden en onderzoekstechnieken (zowel kwantitatieve als kwalitatieve benaderingen inclusief GIS) die bij probleemanalyse voorhanden zijn.
- Studenten hebben inzicht in de diversiteit en complexiteit van maatschappelijke structuren en processen en van hun interacties met omgevingsstructuren en -processen.
- Studenten hebben inzicht in de fysieke kenmerken van het (cultuur)landschap en de ondergrond in hun samenhang met sociaal-geografische en planologische processen.
- Studenten hebben kennis van voor sociaal geografen, planologen en demografen relevante carrièreperspectieven, zowel op de arbeidsmarkt als bij vervolgstudies.

##### *2. Toepassen kennis en inzicht*

De student is in staat kennis en inzicht op een dusdanige wijze toe te passen, dat dit een professionele benadering van zijn/haar werk of beroep laat zien, en beschikt over competenties voor het opstellen en verdiepen van argumentaties en voor het oplossen van problemen op het vakgebied.

- Studenten hebben het vermogen om onder begeleiding geografisch, planologisch, demografisch onderzoek op te zetten en uit te voeren.
- Studenten kunnen een zelfstandige bijdrage leveren aan de formulering, analyse en oplossing van problemen die zich voordoen op het werkterrein van de sociale geografie, planologie en demografie. Daarbij hebben ze oog voor de tijdruimtecontext waarin en de ruimtelijke schaal waarop het probleem zich voordoet en kunnen ze geïnformeerde keuzes maken en uitvoeren met betrekking tot de te volgen methode, de theoretische positionering en het betrekken van eerder gedaan empirisch onderzoek.
- Studenten kunnen belangrijke onderzoeksthema's, bijvoorbeeld zoals die in het facultaire onderzoeksprogramma tWIST zijn beschreven, in hun samenhang plaatsen in maatschappelijke en beleidsmatige ontwikkelingen.

### *3. Oordeelsvorming*

De student is in staat om relevante gegevens te verzamelen en interpreteren (meestal op het vakgebied) met het doel een oordeel te vormen dat mede gebaseerd is op het afwegen van relevante sociaal-maatschappelijke, wetenschappelijke of ethische aspecten.

- Studenten kunnen effectief data verzamelen gebruikmakend van primaire bronnen (veldwerk, observatie, interviews, enquêtes) en secundaire bronnen (beschikbare kwantitatieve en kwalitatieve data).
- Studenten kunnen onderzoeksresultaten op een wetenschappelijk verantwoorde manier interpreteren en hebben oog voor eventuele alternatieve interpretaties.
- Studenten hebben het vermogen tot het evalueren van de (ruimtelijke) consequenties van interventies.
- Studenten zijn zich bewust van het interdisciplinaire karakter van ruimtelijk onderzoek en zij zijn in staat om inzichten vanuit de verschillende thema's (oa. sociale, culturele, economische, planologische, demografische en fysisch geografische) te integreren en in samenhang te analyseren.
- De student kan het vakgebied van de sociale geografie, planologie en demografie positioneren ten opzichte van andere vakgebieden.
- De student kan kritisch reflecteren op het eigen wetenschappelijk handelen, onder andere op de gevolgde methodologische benadering, maar ook de ethische implicaties van een onderzoek.

### *4. Communicatie*

De student is in staat informatie, ideeën en oplossingen over te brengen op een publiek bestaande uit specialisten of niet-specialisten.

- De student kan opgedane kennis en inzichten in woord en geschrift overdragen op specialisten en niet-specialisten.
- De student kan gegevens op een heldere manier presenteren en visualiseren, onder andere met gebruik van GIS.
- De student kan op een constructieve manier samenwerken in teamverband.
- De student is in staat input van anderen en de uitkomsten van debat met anderen op te nemen en te integreren in het eigen werk.

### *5. Leervaardigheden*

De student bezit de leervaardigheden die noodzakelijk zijn om een vervolgstudie die een hoog niveau van autonomie veronderstelt aan te gaan.

- De student bezit leervaardigheden die noodzakelijk zijn om een vervolgstudie aan te gaan die een hoog niveau van autonomie veronderstelt.
- De student bezit vaardigheden (zoals computergebruik, verslaglegging, presenteren) die nodig zijn om adequaat in maatschappelijke functies te kunnen optreden.
- De student bezit de vaardigheid om, binnen verschillende tijdruimtecontexten, zelfstandig relevante informatie te verzamelen bij het oplossen van een onderzoeksprobleem.

## Eindkwalificaties 2012-2013

### 1. Kennis en inzicht:

- a. Besef hebben van de ethische, normatieve en expressieve denkwijzen in de sociale geografie en planologie en demografie.
- b. Paradigma's (redenerwijzen) in het vakgebied van de sociale geografie en planologie kunnen herkennen
- c. Inzicht hebben in de diversiteit en complexiteit van maatschappelijke structuren en processen en van hun interacties met omgevingsstructuren en –processen

### 2. Toepassen kennis en inzicht:

- a. Vermogen hebben om onder begeleiding geografisch, planologisch, demografisch onderzoek op te zetten en uit te voeren
- b. Logisch kunnen redeneren; analyserend en probleemoplossend vermogen

### 3. Oordeelsvorming:

- a. Vermogen tot het evalueren van de (ruimtelijke) effecten van ingrepen
- b. Gevoel hebben voor de grenzen van de kennis; informatie uit een brede verzameling van bronnen op juiste waarde weten te schatten
- c. Bezit van een attitude die het mogelijk maakt om kritisch te reflecteren op het eigen wetenschappelijk handelen
- d. Aantoonbare wetenschappelijke attitude om in geëigende maatschappelijke functies werkzaam te zijn

### 4. Communicatie:

- a. Kunnen debatteren over het vakgebied en de plaats ervan in de maatschappij
- b. Vermogen tot samenwerking in teamverband en het daarbij inbrengen van de bijdrage van het eigen vakgebied

### 5. Leervaardigheden:

- a. Vaardigheden (zoals computergebruik, verslaglegging, presenteren) die nodig zijn om adequaat in maatschappelijke functies te kunnen optreden
- b. Vermogen om na het afstuderen zelfstandig de ontwikkelingen in het eigen vakgebied te blijven volgen

## Bacheloropleiding Technische Planologie

Dublin-descriptoren	Eindkwalificaties bacheloropleiding Technische Planologie
<p><i>Kennis, begrip en inzicht</i></p>	<ol style="list-style-type: none"> <li>1. Doorgronden van ruimtelijke vraagstukken en de maatschappelijke betekenis van deze vraagstukken op basis van generieke en specifieke kwaliteiten, hun diversiteit, complexiteit en dynamiek en de verschillende schaalniveaus waarop deze kunnen spelen (materieel object van studie)</li> <li>2. Plaatsen van ruimtelijke vraagstukken in hun wederkerige relatie met de maatschappelijke context en inschatten van hun bijdrage aan dan wel hun betekenis voor het maatschappelijk welbevinden (maatschappelijk object van studie)</li> <li>3. Instituties, hun processen van besluitvorming over en de organisatie van de aanpak van ruimtelijke vraagstukken kunnen begrijpen en beschrijven, en deze in wederkerige relatie kunnen zien met grotere bestuurlijke en sociale trends en processen (institutioneel object van studie)</li> <li>4. Onderkennen van democratische, politieke en beleidsmatige processen van besluitvorming gericht op ruimtelijke vraagstukken en het daarmee in interactie zijnde maatschappelijk veld (beleidsobject van studie)</li> <li>5. Doorgronden van ruimtelijke vraagstukken en de maatschappelijke betekenis van deze vraagstukken op basis van generieke en specifieke kwaliteiten, hun diversiteit, complexiteit en dynamiek en de verschillende schaalniveaus waarop deze kunnen spelen (materieel object van studie)</li> <li>6. Plaatsen van ruimtelijke vraagstukken in hun wederkerige relatie met de maatschappelijke context en inschatten van hun bijdrage aan dan wel hun betekenis voor het maatschappelijk welbevinden (maatschappelijk object van studie)</li> <li>7. Instituties, hun processen van besluitvorming over en de organisatie van de aanpak van ruimtelijke vraagstukken kunnen begrijpen en beschrijven, en deze in wederkerige relatie kunnen zien met grotere bestuurlijke en sociale trends en processen (institutioneel object van studie)</li> <li>8. Onderkennen van democratische, politieke en beleidsmatige processen van besluitvorming gericht op ruimtelijke vraagstukken en het daarmee in interactie zijnde maatschappelijk veld (beleidsobject van studie)</li> <li>9. Bekend zijn met fysieke grootheden en wetmatigheden die gelden voor ruimtelijke vraagstukken (denk aan constructiesterkte, gedrag van de ondergrond, waterstroming, verkeersproductie en -doorstroming, geluidsvoortplanting) en het kunnen hanteren van de daar aan gerelateerde basale formules en modellen (fysiek object van studie)</li> <li>10. Oplossingsrichtingen vertalen naar en weergeven in een ruimtelijk ontwerp en een institutioneel, bestuurlijk, besliskundig of besluitvormend voorstel (technisch of ontwerpend object van studie)</li> <li>11. Bekend zijn met en het kunnen toepassen van gangbare planologische methoden en technieken.</li> <li>12. Gangbare theorieën over planologische processen kunnen uitleggen en herkennen in planningspraktijken (theoretisch object van studie)</li> </ol>

	<p>13. Verklaan van historische en actuele ontwikkelingen van ruimtelijke vraagstukken, en daarmee gepaard gaande institutionele kaders en ruimtelijk beleid</p>
<i>Toepassen kennis en inzicht</i>	<p>14. Kunnen vangen, verwoorden en motiveren van situaties op basis van ruimtelijke verbanden en omgevingskenmerken in relatie tot een maatschappelijke relevantie (situationeel)</p> <p>15. Kunnen afleiden van ruimtelijke vraagstukken uit praktijksituaties, door onder meer de materiële werkelijkheid met de institutionele en maatschappelijke werkelijkheid te verbinden (vraagstukgericht)</p> <p>16. Op creatieve en intelligente wijze kunnen doordenken, ontwerpen, onderbouwen en uitdragen van mogelijke oplossingen, aanpakken en strategieën voor ruimtelijke vraagstukken (oplossingsgericht)</p> <p>17. Kunnen doordenken, ontwerpen, onderbouwen en uitdragen van een realistisch besluitvormings- en uitvoeringstraject voor mogelijke oplossingen voor ruimtelijke vraagstukken, geplaatst in een politiek-bestuurlijke context (actiegericht)</p> <p>18. Het kunnen voorzien en uitleggen van de mogelijke consequenties van een besluitvorming- en uitvoeringstraject voor planologische vraagstukken (gevolgdenken)</p> <p>19. Het kunnen communiceren over planologische situaties, de daaruit afgeleide vraagstukken, de daarop gerichte besluitvorming, de daarvoor voorgestelde acties en de mogelijk daaruit voortvloeiende consequenties, het kunnen delen van informatie en het kunnen optreden als mediator tussen verschillende partijen (communicatiegericht).</p> <p>20. Zowel praktisch en pragmatisch kunnen denken en doen, als ook conceptueel kunnen denken, formuleren en communiceren (empirische en conceptuele oriëntatie)</p> <p>21. Onder begeleiding doen van onderzoek naar ruimtelijke en/of omgevingsvraagstukken, de daarvoor ontworpen oplossingen, strategieën en plannen van aanpak, processen van besluitvorming, de daaruit voortvloeiende acties en handelingen, en mogelijke consequenties van deze acties en handelingen (onderzoeksooriëntatie).</p> <p>22. Het kunnen toepassen van methoden van sociaal en ruimtelijk onderzoek (methodologische oriëntatie).</p> <p>23. Met analyse, ontwerp en communicatie bijdragen aan leefbaarheid, duurzame ontwikkeling, 'capacity building' en 'resilience' (maatschappelijke relevantie)</p>
<i>Oordeelsvorming</i>	<p>24. Kritisch reflecteren op ruimtelijke vraagstukken als abstracties van de pluriforme en multipliciete werkelijkheid (deductief en inductief)</p> <p>25. De pluriforme en multipliciete werkelijkheid vanuit verschillende perspectieven te zien en te begrijpen, inclusief het veranderlijke en unieke perspectief dat elke actor op de werkelijkheid construeert, en daarover kritisch te reflecteren (inlevingsvermogen)</p> <p>26. Constructief-kritische feedback kunnen geven op analyses, syntheses, ontwerpen en oplossingen van ruimtelijke vraagstukken (respons)</p> <p>27. Toepassen van evaluatietechnieken voor vraagstukken en de daarop gerichte aanpakken, om de mogelijke (ex ante) dan wel de uiteindelijke (ex post) consequenties van alternatieve keuzes te kunnen beoordelen,</p>

	<p>in zowel kwantitatieve als kwalitatieve termen (evaluatie).</p> <p>28. Reflectie op rationale, ethische, esthetische, normatieve en emotionele aspecten van ruimtelijke vraagstukken, oplossingen, acties en handelingen en de daaruit mogelijk voortvloeiende consequenties.</p> <p>29. Oordelen over de relevantie en toepasbaarheid van wetenschappelijke kennis bij het begrijpen en aanpakken van planologische vraagstukken</p>
<i>Communicatie</i>	<p>30. In interdisciplinair teamverband kunnen samenwerken voor het analyseren van, en het ontwerpen van strategieën voor de aanpak van complexe ruimtelijke vraagstukken (samenwerking)</p> <p>31. Een duidelijk eigen visie te ontwikkelen en deze op overtuigende wijze te verwoorden (visie)</p> <p>32. Conceptueel denken en voorstellen doen voor strategisch handelen (abstractie)</p> <p>33. In interactie met uiteenlopende actoren (bijvoorbeeld stakeholders, bestuurders, burgers, opdrachtgevers en informanten) luisterend, assertief, tactvol, gefundeerd, gemotiveerd en met respect kunnen delen, uitnodigen, informeren, adviseren, coördineren, confronteren en verbinden (interactie)</p> <p>34. Door argumentatief communiceren deelnemen aan wetenschappelijke en inhoudelijke discussies en debatten (argumentatie)</p> <p>35. Door middel van o.a. beeld, geschreven teksten en mondelinge presentaties voorstellen, analyses, ontwerpen, strategieën e.d. op een overtuigende en onderbouwde wijze kunnen uitdragen (presentatie).</p>
<i>Leervaardigheid</i>	<p>36. Is kritisch, en is in staat tot zelfreflectie.</p> <p>37. Is in staat gericht relevante informatie af te leiden uit een grote hoeveelheid aan bronnen met een grote diversiteit aan bedoelingen.</p> <p>38. Openstaan voor, het kunnen volgen van en het kunnen plaatsen van actuele ontwikkelingen en nieuwe informatie, en kan deze informatie vervolgens toepassen.</p> <p>39. Innovaties hanteren en erkennen, en over disciplinegrenzen heen te kijken.</p> <p>40. Analytisch en associatief sterk zijn, creatief / vindingrijk en resultaatgericht.</p>
<i>Wetenschappelijke houding</i>	<p>41. Verrichten van analyse en synthese, vanuit een object-oriëntatie en een te kennen werkelijkheid (realisme)</p> <p>42. Vormgeven van interactie en consensus, vanuit een intersubjectieve oriëntatie en een werkelijkheid gebaseerd op afspraken (relativisme)</p> <p>43. Aanwenden van associatief vermogen en creativiteit, vanuit een situationele oriëntatie en een contingent werkelijkheidsperspectief (relationalisme)</p> <p>44. Projectief en prospectief denken, vanuit een situatie 'to become' en een oriëntatie op alternatieven, op een toekomstige en/of wenselijke werkelijkheid (idealisme), in combinatie met 1, 2 en 3</p> <p>45. Ontvouwen van argumentatieve motivatie en 'framing' door conceptuele en theoretische ontwikkeling, mede gebaseerd op 'evidence based' onderzoek.</p>



## Bijlage 4: Overzicht van de programma's

### Bacheloropleiding Sociale Geografie en Planologie

Studieprogramma 2012-2013

	Semester	Vaknaam	EC
Jaar 1	1-a	Denken over Geografie en Planologie	5
		Economische geografie 1: grote theorieën & actuele thema's	5
		Culturele geografie	5
	1-b	Population dynamics	5
		Inleiding wetenschappelijk onderzoek	5
		Ruimtelijke planning 2: the urban challenge	5
	2-a	Fysische geografie van de wereld	5
		Statistiek 1	5
		Ruimtelijke informatiekunde 1: data & cartografie	5
	2-b	Regio in kwestie: China	5
		Geografie & planologie van Nederland	5
		Economie	5
Jaar 2	1-a	Economische geografie 2: globalisering van de regio	5
		Ruimtelijke informatiekunde 2: geografische informatie systemen	5
		Migration	5
	1-b	Ruimtelijke planning 3: governance dynamiek	5
		Gebonden keuze: - Economische geografie 3: ruimtelijke innovatie en evolutie - Vastgoedkunde	5
		People and place	5
	2-a	Methoden van wetenschappelijk onderzoek	5
		Ruimtelijke planning 4: culturen van planning	5
		Toerisme	5
	2-b	Statistiek 2	5
		Bodem en landschap van Nederland	5
		Plattelandsgeografie	5
Jaar 3	1-a + 1-b	Minor of 6 keuzevakken van 5 EC	30
	2-a	Philosophies of social science, human geography and planning	5
		Geografie & planologie van Europa	5
		Bachelorproject SG&P (start - totaal 15 EC)	5
	2-b	Veldwerk buitenland	5
		Bachelorproject SG&P	5
Bachelorproject SG&P		5	

### Bacheloropleiding Technische Planologie

Onderwijsprogramma bachelor Technische Planologie 2012-2013

	Semester	Vaknaam	EC
Jaar 1	1-a	Ruimtelijk ontwerpen 1: regionale strategieën	5
		Economische geografie 1: grote theorieën & actuele thema's	5
		Ruimtelijke planning 1: structuren en functies	5
	1-b	Inleiding wetenschappelijk onderzoek	5
		Population dynamics	5
		Ruimtelijke planning 2: the urban challenge	5
	2-a	Fysische geografie van de wereld	5
		Statistiek 1	5

	Semester	Vaknaam	EC
		Ruimtelijke informatiekunde 1: data & cartografie	5
	2-b	Ruimtelijk ontwerpen 2: bouwen	5
		Ruimtelijk ontwerpen 3: ontwerpatelier	5
		Ruimtelijk ontwerpen 4: innovatief denken	5
Jaar 2	1-a	Mobiliteit & verkeer	5
		Ruimtelijke informatiekunde 2: geografische informatie systemen	5
		Economische geografie 2: globalisering van de regio	5
	1-b	Ruimtelijke planning 3: governance dynamiek	5
		Ruimtelijk ontwerpen 5: stedenbouw	5
		Watertechniek	5
	2-a	Methoden van wetenschappelijk onderzoek	5
		Ruimtelijke planning 4: culturen van planning	5
		Planning & infrastructuur	5
	2-b	Statistiek 2	5
Bodem en landschap van Nederland		5	
Planning & water		5	
Jaar 3	1-a/1-b	Minor of 6 keuzevakken van 5 EC	30
	2-a	Philosophies of social science, human geography and planning	5
		Bachelorproject TP (start – totaal 15 EC)	5
	2-a/2-b	Milieutechniek	5
	2-b	Planning & milieu	5
		Bachelorproject TP	5
Bachelorproject TP		5	

#### Leerlijnen en bijbehorende vakken in het curriculum Technische Planologie

Leerlijn	Doel	Vakken
Ruimtelijk Ontwerpen	Studenten leren wat ontwerpen inhoudt. Vanuit het bedenken en uitvoeren van oplossingen voor concrete ruimtelijke problemen wordt 'het ontwerp' centraal gesteld.	<ul style="list-style-type: none"> <li>- Ruimtelijk ontwerpen 1: regionale strategieën</li> <li>- Ruimtelijk ontwerpen 2: bouwen</li> <li>- Ruimtelijk ontwerpen 3: ontwerpatelier</li> <li>- Ruimtelijk ontwerpen 4: innovatief denken</li> <li>- Ruimtelijk ontwerpen 5: stedenbouw</li> </ul>
Ruimtelijke Planning	Studenten leren de basis en de verdieping van het planologisch denken.	<ul style="list-style-type: none"> <li>- Ruimtelijke planning 1: structuren en functies</li> <li>- Ruimtelijke planning 2: the urban challenge</li> <li>- Ruimtelijke planning 3: governance dynamiek</li> <li>- Ruimtelijke planning 4: culturen van planning</li> </ul>
Water, Infrastructuur en Milieu (WIM)	Studenten verwerven enerzijds technisch-inhoudelijke kennis over water, infrastructuur en milieu. Anderzijds, in de planologische vervolgvakken, staat de institutionele context van ruimtelijke vraagstukken (en het ontwerpen van oplossingsstrategieën binnen deze context) centraal.	<ul style="list-style-type: none"> <li>- Mobiliteit en verkeer</li> <li>- Planning &amp; infrastructuur</li> <li>- Watertechniek</li> <li>- Planning &amp; water</li> <li>- Milieutechniek</li> <li>- Planning &amp; milieu</li> </ul>

Leerlijn	Doel	Vakken
Onderzoek	Studenten leren onderzoeksvaardigheden en technieken. Na afronding van hun opleiding kunnen zij onder begeleiding een wetenschappelijk onderzoek uitvoeren.	<ul style="list-style-type: none"> <li>- Inleiding wetenschappelijk onderzoek</li> <li>- Statistiek 1</li> <li>- Ruimtelijke informatiekunde 1: data en cartografie</li> <li>- Ruimtelijke informatiekunde 2: geografische informatiesystemen</li> <li>- Methoden van wetenschappelijk onderzoek</li> <li>- Statistiek 2</li> <li>- Philosophies of social science, human geography and planning</li> </ul>
Algemene en geografische basisvakken	Studenten verwerven algemene en geografische basiskennis.	<ul style="list-style-type: none"> <li>- Economische geografie 1: grote theorieën &amp; actuele thema's</li> <li>- Population dynamics</li> <li>- Fysische geografie van de wereld</li> <li>- Economische geografie 2: globalisering van de regio</li> </ul>



## Bijlage 5: Kwantitatieve gegevens over de opleidingen

### Instroom-, doorstroom- en uitstroomgegevens

#### Bacheloropleiding Sociale Geografie en Planologie

#### Instroomgegevens VSNU propedeuse bacheloropleiding SG&P

Jaar	Instroom (absoluut)	Instroom naar vooropleiding (absoluut)					Instroom naar geslacht (%)	
		VWO	HBO prop	HBO*	Buitenland	Overig	M	V
02/03	51	46	4	0	0	1	73	27
03/04	90	69	3	15	0	3	74	26
04/05	94	67	5	17	2	3	68	32
05/06	137	81	7	42	2	5	77	23
06/07	142	73	8	55	2	4	80	20
07/08	114	73	3	33	1	4	76	24
08/09	96	51	4	34	5	2	74	26
09/10	115	61	5	44	1	4	66	34
10/11	153	94	3	53	2	1	73	27
11/12	148	100	3	41	3	1	66	34

Bron: VNSU, 1cHO-bestand, tabellen B1 en B81

\* HBO is inclusief de studenten die een schakelprogramma volgen.

#### Overzicht uitval bacheloropleiding SG&P (VWO-instroom)

Jaar	Omvang cohort (absoluut)	Uitval (cumulatief %)			Selectiviteit van 1ste jaar (%)
		Na 1 jaar	Na 2 jaar	Na 3 jaar	
02/03	46	24	28	30	79
03/04	69	10	14	14	70
04/05	67	12	15	19	62
05/06	81	7	16	21	35
06/07	73	12	18	22	56
07/08	73	15	21	22	69
08/09	52	19	31	35	56
09/10	61	15	20	23*	64*
10/11	94	17	20*		
11/12	100	23*			

Bron: VNSU, 1cHO-bestand, tabel B2; \* = voorlopige cijfers op peildatum 1-oktober.

#### Bachelorrendement van herenschrijvers bacheloropleiding SG&P (VWO-instroom)

Jaar	Herenschrijvers na 1-ste jaar (absoluut)	% totale cohort	Bachelor-rendement (cumulatief %)			
			Na 3 jaar	Na 4 jaar	Na 5 jaar	Na 6 jaar
02/03	35	76	9	37	63	74
03/04	62	90	26	47	76	81
04/05	59	88	14	39	56	75
05/06	75	93	16	49	65	76
06/07	64	88	22	50	73	80
07/08	63	86	16	54	78	
08/09	42	81	26	67		
09/10	52	85	31			
10/11	78	83				
11/12	77	77				

Bron: VNSU, 1cHO-bestand, tabel B51.

Bachelorrendement van herinschrijvers bacheloropleiding SG&P (totale-instroom)

Jaar	Herinschrijvers na 1-ste jaar (absoluut)	% totale cohort	Bachelor-rendement (cumulatief %)			
			Na 3 jaar	Na 4 jaar	Na 5 jaar	Na 6 jaar
02/03	40	78	10	43	68	78
03/04	78	87	21	38	63	68
04/05	81	86	12	33	48	62
05/06	110	80	12	37	53	60
06/07	120	85	17	35	48	53
07/08	86	75	14	45	63	
08/09	70	73	17	47		
09/10	84	73	24			
10/11	106	69				
11/12	86	58				

Bron: VNSU, 1cHO-bestand, tabel B51 (2).

*Bacheloropleiding Technische Planologie*

Instroomgegevens VSNU propedeuse bacheloropleiding Technische Planologie.

Jaar	Instroom (absoluut)	Instroom naar vooropleiding (absoluut)					Instroom naar geslacht (%)	
		VWO	HBO prop	HBO*	Buitenland	Overig	M	V
02/03	22	21	1	0	0	0	91	9
03/04	62	25	1	36	0	0	87	13
04/05	43	28	2	11	1	1	86	14
05/06	31	22	1	7	0	1	81	19
06/07	39	27	0	11	0	1	74	26
07/08	33	16	2	15	0	0	82	18
08/09	37	28	1	8	0	0	81	19
09/10	43	27	2	13	1	0	74	26
10/11	51	37	1	13	0	0	84	16
11/12	53	35	3	14	1	0	91	9

Bron: VNSU, 1cHO-bestand, tabel B1 en B8.1 ('voorkomen 1')

\* HBO is inclusief de studenten die een schakelprogramma volgen

Overzicht vertrek bachelorstudenten (VWO-instroom) bacheloropleiding Technische Planologie en selectiviteit eerste jaar

Jaar	Omvang cohort (absoluut)	Uitval (cumulatief %)			Selectiviteit van 1ste jaar (%)
		Na 1 jaar	Na 2 jaar	Na 3 jaar	
02/03	21	5	10	15	100
03/04	25	12	12	12	100
04/05	28	14	18	18	80
05/06	22	14	27	36	38
06/07	27	11	11	19	60
07/08	16	6	13	13	50
08/09	28	21	21	21	100
09/10	27	19	19	*22	*83
10/11	37	30	*38		
11/12	35	*20			

Bron: VNSU, 1cHO-bestand, tabel B2. \* Voorlopige cijfers op peildatum 1-oktober

Percentage studenten dat in het eerste jaar 60 EC, 40-55 EC en 0-35 EC heeft behaald gedurende de jaren 2005-2006 t/m 2011-2012 (berekend over het aantal studenten met aftrek van de stoppers)

Cohort	05-06	06-07	07-08	08-09	09-10	10-11	11-12	
<b>N =</b>				33	36	39	40	
<b>Gestopt</b>				4	6	7	4	
<b>TP 60 EC</b>	33%	50%	50%	27,6%	26,7%	37,5%	22,2%	
<b>TP 40-55 EC</b>				48,3%	53,3%	46,9%	63,9%	
<b>TP 0-35 EC</b>				24,1%	20,0%	15,6%	13,9%	BSA sinds 10-11

Bron: Bureau Onderwijs FRW

Bachelorrendement van herinschrijvers bacheloropleiding TP (VWO-instroom)

Jaar	Herinschrijvers na 1-ste jaar (absoluut)	% totale cohort	Bachelor-rendement (cumulatief %)			
			Na 3 jaar	Na 4 jaar	Na 5 jaar	Na 6 jaar
02/03	20	95	25	40	60	70
03/04	22	88	5	27	64	77
04/05	24	86	21	38	71	88
05/06	19	86	16	47	63	63
06/07	24	89	25	54	83	92
07/08	15	94	13	67	73	
08/09	22	79	23	64		
09/10	22	81	9			
10/11	26	70				
11/12	28	80				

Bron: VNSU, 1cHO-bestand, tabel B51

Bachelorrendement van herinschrijvers bacheloropleiding TP (Totale-instroom)

Jaar	Herinschrijvers na 1-ste jaar (absoluut)	% totale cohort	Bachelor-rendement (cumulatief %)			
			Na 3 jaar	Na 4 jaar	Na 5 jaar	Na 6 jaar
02/03	21	95	24	38	57	71
03/04	54	87	2	13	28	33
04/05	35	81	14	29	51	63
05/06	27	87	11	33	48	48
06/07	34	87	21	41	62	68
07/08	26	79	8	46	50	
08/09	29	78	17	52		
09/10	30	70	10			
10/11	34	67				
11/12	32	60				

Bron: VNSU, 1cHO-bestand, tabel B51(2)

Aantal bachelorbullen per studiejaar bacheloropleiding TP

Jaar	Bachelorbullen
03/04	3
04/05	17
05/06	15
06/07	27
07/08	32
08/09	27

09/10	23
10/11	30
11/12	21

\* Bron: Onderwijs administratie RUG-FRW

\*\* Bron: VNSU, 1cHO-bestand

## Gerealiseerde docent-studentratio

### *Bacheloropleiding Sociale Geografie en Planologie*

Student-staf ratio

<b>Ratio</b>	48.5
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### *Bacheloropleiding Technische Planologie*

Student-staf ratio

<b>Ratio</b>	32.7
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## Gemiddeld aantal contacturen per fase van de studie

### *Bacheloropleiding Sociale Geografie en Planologie*

Contacturen per week bachelor SG&P studiejaar 2011-2012

	Semester 1a	Semester 1b	Semester 2a	Semester 2b	Gemiddeld
<b>Jaar 1</b>	13,0	10,8	11,8	14,0	12,4
<b>Jaar 2</b>	10,8	12,0	9,5	15,5	12,0
<b>Jaar 3</b>	12,4	12,4	9,9	12,5	11,8

Bron: Bureau Onderwijs

Contacturen per week, samengevat per jaar; 2011-2012 (contacturen per week, inclusief tentamenweken)

Academic year	1	2	3
<b>Contact hours</b>	12,4	12,0	11,8

Bron: Bureau Onderwijs

### *Bacheloropleiding Technische Planologie*

Contacturen per week bachelor TP studiejaar 2011-2012 (inclusief tentamenperiode)

	Semester 1a	Semester 1b	Semester 2a	Semester 2b	Gemiddeld
<b>Jaar 1</b>	15,2	15,4	12,0	15,4	14,5
<b>Jaar 2</b>	11,2	10,3	9,2	14,6	11,3
<b>Jaar 3</b>	13,0	13,0	6,4	4,9	10,1

Bron: Bureau Onderwijs FRW, zie bijlage 8

Contacturen per week, samengevat per jaar; 2011-2012 (contacturen per week, inclusief tentamenweken)

Academic year	1	2	3
<b>Contact hours</b>	14,5	11,3	10,1

Bron: Bureau Onderwijs



## Bijlage 6: Bezoekprogramma

8 September			
18.00	20.00	Startvergadering (scripties + kritische reflecties)	
9 September			
09.00	10.00	Interne vergadering (lezen extra documentatie)	
10.00	11.00	Interview met het management	<ul style="list-style-type: none"> <li>- Dr. Peter Groote</li> <li>- Prof. dr. Inge Hutter, decaan</li> <li>- Myrthe Leijstra</li> <li>- Prof. dr. ir. Paul Ike</li> <li>- Dr. Sierdjan Koster</li> <li>- Prof. dr. Johan Woltjer</li> </ul>
11.00	11.15	Pauze	
11.15	12.00	Studenten bacheloropleiding Sociale Geografie en Planologie	<ul style="list-style-type: none"> <li>- Rixt Bos</li> <li>- Wieke Ijbema</li> <li>- Margo Enthoven</li> <li>- Jorian Wals</li> <li>- Roos van Schie</li> <li>- Dorien Cramer</li> </ul>
12.00	12.45	Docenten bacheloropleiding Sociale Geografie en Planologie	<ul style="list-style-type: none"> <li>- Prof. dr. Dirk Strijker</li> <li>- Dr. Louise Meijering</li> <li>- Dr. ir. Erik Meijles</li> <li>- Dr. Ajay Bailey</li> <li>- Dr. Justin Beaumont</li> <li>- Dr. Aleid Brouwer</li> </ul>
12.45	13.30	Lunch en interne vergadering	
13.30	14.15	Studenten bacheloropleiding Technische Planologie	<ul style="list-style-type: none"> <li>- Hessel Engbrenghof</li> <li>- Anne van der Veen</li> <li>- Maurits Jongebreur</li> <li>- Bart Bouwman</li> <li>- Gijs Elting</li> <li>- Lisanne de Laat</li> </ul>
14.15	15.00	Docenten bacheloropleiding Technische Planologie	<ul style="list-style-type: none"> <li>- Prof. dr. Johan Woltjer</li> <li>- Dr. ir. Terry van Dijk</li> <li>- Dr. Chris Zuidema</li> <li>- Dr. Femke Niekerk</li> <li>- Prof. dr. Gert de Roo</li> <li>- Dr. ir. Erik Meijles</li> </ul>
15.00	15.45	Studenten masteropleiding <i>Cultural Geography</i>	<ul style="list-style-type: none"> <li>- Rogier Monderen</li> <li>- Lise Janmaat</li> <li>- Aniélla van den Heuvel</li> <li>- Meike Kompaan</li> </ul>
15.45	16.00	Pauze	
16.00	16.45	Docenten masteropleiding <i>Cultural Geography</i>	<ul style="list-style-type: none"> <li>- Prof. dr. Paulus Huigen</li> <li>- Prof. dr. Frank Vanclay</li> <li>- Dr. Bettina van Hoven</li> <li>- Dr. Peter Groote</li> </ul>

			- Dr. Tialda Haartsen
16.00	17.30	Studenten masteropleiding <i>Economic Geography</i>	- Mimoent Benali - Rienk de Vos - Jeroen Drewes - Luuk Stelder
17.30	18.15	Docenten masteropleiding <i>Economic Geography</i>	- Dr. Aleid Brouwer - Prof. dr. Jouke van Dijk - Dr. Sierdjan Koster - Prof. dr. Philip McCann - Drs. Paul van Steen
18.15	18.30	Interne vergadering	
<b>10 September</b>			
9.00	9:30	Interne vergadering	
9.30	10.15	Studenten masteropleiding <i>Population Studies</i>	- Fianne Naber - Simone Soeters - Juana Covaleda - Maarten Dijkstra
10.15	11.00	Docenten masteropleiding <i>Population Studies</i>	- Dr. Ajay Bailey - Prof. dr. Leo van Wissen - Prof. dr. Claartje Mulder - Prof. dr. ir. Hinke Haisma - Dr. Eva Kibele - Dr. Fanny Janssen
11.00	11.15	Pauze	
11.15	12.00	Studenten masteropleiding <i>Real Estate Studies</i>	- Anne Asjes - Wolter Odding - Mike Huls - Guido Wierink
12.00	12.45	Docenten masteropleiding <i>Real Estate Studies</i>	- Prof. dr. ir. Arno van der Vlist - Dr. Henk Brouwer - Dr. Frans Sijtsma - Prof. dr. Ed Nozeman
12.45	13.30	Lunch interne vergadering	
13.30	14.15	Studenten masteropleiding <i>Environmental and Infrastructure Planning</i>	- Mariska Everts - Loes Kerkdijk - Koen Castelein - Hendrik Menker - Lorenzo Mandias - Rob Reintsema
14.15	15.00	Docenten masteropleiding <i>Environmental and Infrastructure Planning</i>	- Ward Rauws, MSc - Dr. Justin Beaumont - Prof dr. Jos Arts - Dr. Margo van den Brink - Drs. Chris Zuidema - Prof. dr. Johan Woltjer

15.00	15.45	Studenten masteropleiding <i>Socio-Spatial Planning</i>	- Frank Brander - Caspar Vroege - Frank Valeton - Jeroen Venema - Nick van der Voort
15.45	16.00	Pauze	
16.00	16.45	Docenten masteropleiding <i>Socio-Spatial Planning</i>	- Prof. dr. Gert de Roo - Dr. ir. Terry van Dijk - Dr. Justin Beaumont - Dr. Femke Niekerk - Prof. dr. Johan Woltjer
16.45	17.30	Opleidingscommissie (bacheloropleidingen Sociale Geografie en Planologie, Technische Planologie)	- Dr. Wim Meester - Dr. ir. Gerd Weitkamp - Wouter Gaastra - Prof. dr. Gert de Roo - Dr. ir. Terry van Dijk - Tobias Grond
17.30	18.30	Alumni	- Saskia Zwiers, MSc - Dennis Schoenmaker, MSc - Gintare Morkute, MSc - Laura Been, MSc - Freck Kranen, MSc - Rolf Meerbach, MSc
18.30	18.45	Interne vergadering	
<b>11 September</b>			
09.00	09.30	Interne vergadering	
09.30	10.15	Opleidingscommissie (masteropleidingen <i>Cultural Geography, Economic Geography, Real Estate Studies</i> )	- Dr. ir. Erik Meijles - Aniëlla van den Heuvel - Drs. Paul van Steen - Dr. Aleid Brouwer
10.15	11.00	Opleidingscommissie (masteropleidingen <i>Population Studies, Socio-Spatial Planning, Environmental and Infrastructure Planning</i> )	- Prof. dr. Clara Mulder - Dr. Eva Kibele - Fianne Naber - Prof. dr. Gert de Roo - Ward Rauws, MSc - Jimme Zoete
11.00	11.15	Pauze	
11.15	12.30	Examencommissie + studieadviseur	Prof. dr. Clara Mulder, voorzitter Prof. dr. Dirk Strijker Dr. Henk Brouwer Dr. Chris Zuidema Dr. Ellen Jansen Drs. Niels Rambags, studieadviseur
12.30	13.15	Pauze	
13.15	14.15	Inloopspreekuur	
14.15	15.00	Interne vergadering	

15.00	16.00	Interview met het management	<ul style="list-style-type: none"> <li>- Dr. Peter Groote</li> <li>- Prof. dr. Inge Hutter, decaan</li> <li>- Myrthe Leijstra</li> <li>- Prof. dr. ir. Paul Ike</li> <li>- Dr. Sierdjan Koster</li> <li>- Prof. dr. Johan Woltjer</li> </ul>
16.00	16.30	Interne vergadering	
16.30	16.45	Presentatie voorlopige bevindingen	

## Bijlage 7: Bestudeerde afstudeerscripties en documenten

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Voor het bezoek heeft de commissie de afstudeerscripties bestudeerd van de studenten met de volgende studentnummers:

### *Bacheloropleiding Sociale Geografie en Planologie*

1655930	1482661	1767496
1702025	1785702	1566490
1554131	1864971	1885480
1648691	1664751	1701568

### *Bacheloropleiding Technische Planologie*

1634208	1628380	1713337
1658522	1552376	1874152
1767534	1619209	1773801
1779141	1868322	1717057

Tijdens het bezoek heeft de commissie onder meer de volgende documenten bestudeerd (deels als *hard copies* en deels via de elektronische leeromgeving):

- Het domein-specifieke referentiekader en de beoogde eindkwalificaties van de opleiding;
- Een overzicht van het onderwijsprogramma;
- De vakbeschrijvingen;
- Onderwijs- en examenreglementen;
- Een overzicht van het personeel;
- Een overzicht van de contacten die de opleiding met het werkveld heeft;
- Een rapport over de opleidingsspecifieke kwaliteitszorg;
- Rapporten met consultaties in relevante commissies/organen;
- Toetsvragen met bijbehorende beoordelingscriteria en vereisten;
- Studieboeken en ander leermateriaal;
- Een samenvatting en analyse van de recente evaluatie resultaten en relevante management informatie;
- Documentatie over studenttevredenheid.



## Bijlage 8: Onafhankelijkheidsverklaringen

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### ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

H.E.L. Ottens

PRIVÉ ADRES:

Waldeck Pyramontskade 9

3583 TW Utrecht

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Sociale Geografie en Planologie

AANGEVRAAGD DOOR DE INSTELLING:

zie bijlage

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE ZOULDEN KUNNEN BEÏNVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

*Utrecht*

DATUM:

*22 april 2013*

HANDTEKENING:



**ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING**  
INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

*H. van der Woude*

PRIVÉ ADRES:

*J.M. Molenaarplein 6*  
*2102 CE Heerhooft*

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE  
OPLEIDING:

*Sociale Geografie en Planologie*

AANGEVRAAGD DOOR DE INSTELLING:

*Zie bijlage*

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET  
BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON,  
ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN  
VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN  
DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN  
BEÏNVLOEDEN.

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

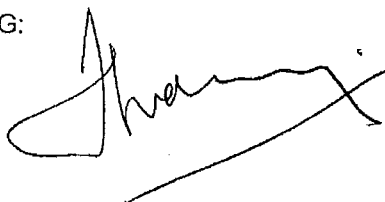
PLAATS:

*Heemstede*

DATUM:

*20.4.2013*

HANDTEKENING:



**ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING**

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

H. van den Bosch

PRIVÉ ADRES:

Walem 356342 PA Walem

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Sociale Geografie en Planologie

AANGEVRAAGD DOOR DE INSTELLING:

Zie bijlage

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEINVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

*Walem*

DATUM:

*19 april 2013*

HANDTEKENING:

A handwritten signature in black ink, appearing to read 'J. Meunier', is written over a horizontal line.

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Wim Zonneveld

PRIVÉ ADRES:

Buiksloterdijk 224  
1024 ZG Amsterdam

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Sociale geografie en planologie

AANGEVRAAGD DOOR DE INSTELLING:

zie bijlage

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: Utrecht

DATUM: 22 april 2019

HANDTEKENING:

A handwritten signature in black ink, written over a horizontal line. The signature is stylized and appears to be 'J. van der...'.

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Robert Hassink

PRIVÉ ADRES:

Klinkerwisch 60

D-24107 Krol

Duitsland

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Sociale Geografie en Planologie

AANGEVRAAGD DOOR DE INSTELLING:

QANU

Utrecht, Nijmegen  
Groningen,  
Uv Amsterdam

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEINVLOEDEN;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: *Utrecht*

DATUM: *22-4-13*

HANDTEKENING:





**ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING**

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Madelon k.m. Post

PRIVÉ ADRES: Roerstraat 62h  
1078 LR Amsterdam

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Sociale geografie en Planologie

AANGEVRAAGD DOOR DE INSTELLING:

Radboud Universiteit Nijmegen, Rijksuniversiteit  
Groningen, Universiteit Utrecht

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: Amsterdam

DATUM: 21-04-2013

HANDTEKENING:

Quag



**ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING**  
INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Gwendolyn Harrell Kleeks

PRIVÉ ADRES:

Utenwaerdelaan 5  
2343 AP Oegstgeest

IS ALS ~~DESKUNDIGE~~ / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Bachelor Sociale Geografie en Planologie,  
Bachelor Technische Planologie,  
Master Culturele Geografie,  
Master Economische Geografie

AANGEVRAAGD DOOR DE INSTELLING:

Rijksuniversiteit Groningen

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden kunnen beïnvloeden;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

Oegstgeest

DATUM:

8-9-2013

HANDTEKENING:

Q139



## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Gwendolyn Harrold Klerks

PRIVÉ ADRES:

Utenwaerdelaan 5  
2343 AP Oegstgeest

IS ALS ~~BEKUNDIGE~~ / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Master Environmental and Infrastructure Planning  
Master Population Studies  
Master Sociale Planologie  
Master Vastgoedkunde

AANGEVRAAGD DOOR DE INSTELLING:

Rijksuniversiteit Groningen

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;



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REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN. :

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

Oegstgeest

DATUM:

8-9-2013

HANDTEKENING:

~~Golkedus~~