Urban Management and Development

Institute for Housing and
Urban Development Studies,
Erasmus University Rotterdam

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Contents

This report was finalized on 10 Februari 2012

Report on the master's programme Urban Management and Development of the Institute for Housing and Urban Development Studies, Erasmus University Rotterdam

This report takes the NVAO's Assessment Framework for Limited Programme Assessments as a starting point.

Administrative data regarding the programme

Master's programme Urban Management and Development

Name of the programme:	Urban Management and Development
CROHO number:	75011
Level of the programme:	master
Orientation of the programme:	academic
Number of credits:	71 EC
Specialisations or tracks:	The programme offers the following specialisations:

- Urban and Regional Development Strategies;
- Urban Social Development;
- Urban Environmental Management;
- Urban Infrastructure Management and Energy;
- Managing Urban Governance;
- Innovations in Urban Finance;
- Housing Development Strategies;
- Land Development Strategies.

Location(s):	Rotterdam
Mode(s) of study:	full-time
Expiration of accreditation:	27-02-2013

The visit of the assessment committee Urban Management and Development to the Institute for Housing and Urban Development Studies, Erasmus University Rotterdam took place on 24 and 25 November 2011.

Administrative data regarding the institution

Name of the institution:	Institute for Housing and Urban Development Studies, Erasmus University Rotterdam (EUR)
Status of the institution:	publicly funded institution
Result institutional assessment:	pending

Quantitative data regarding the programme

The required quantitative data regarding the programme are included in Appendix 6.

Composition of the assessment committee

The committee that assessed the master's programme Urban Management and Development consisted of:

- Prof. D. (David) Byrne (chair), Professor of Applied Social Sciences, Durham University;
- Prof. V. (Volker) Kreibich, emeritus Professor of Spatial Planning in Developing Countries, Dortmund University;
- Prof. F.G. (Frank) van Oort, Professor of Urban Economics, University of Utrecht;
- Dr. R.V. (Richard) Sliuzas, Associate Professor of Urban and Regional Planning and Geo-information Management, University of Twente;
- N. (Nadine) van Dijk Bsc, student member, graduate of the programme in Development Sociology, Radboud University.

Appendix 1 contains the CV's of the members of the committee.

The committee was supported by Dr. Floor Meijer, QANU staff member, who acted as secretary.

All members of the committee and the secretary signed a declaration of independence as required by the NVAO protocol to ensure that the committee members judge without bias, personal preference or personal interest, and the judgement is made without undue influence from the institute, the programme or other stakeholders (see Appendix 8).

Working method of the assessment committee

Preparations for the site visit

Upon receiving the self-evaluation report of the master's programme Urban Management and Development (UMD) on 14 October 2011, QANU checked the self-evaluation report to ensure that it could serve as the starting point for the assessment. It was found to fulfill the criteria of relevance and completeness. Simultaneously, the UMD programme management sent copies of the self-evaluation report to the members of the assessment committee.

In addition to the self-evaluation report, the members of the committee were each given four recent theses produced by students of the programme. One of QANU's staff members made a pre-selection from the list of theses in the self-evaluation report, which was then approved by the chairman, Prof. David Byrne. The theses studied by the committee covered the full range of marks: every committee member received at least one thesis with a low mark, one with an intermediate mark and one with a high mark. The committee members used QANU's checklist for the assessment of theses to ensure that their assessments were comparable and covered the relevant aspects.

Before the site visit, the project leader met with representatives of the UMD programme to discuss and agree on the programme for the site visit and the associated practical arrangements. As the programme included an office hour, both staff members and students were informed about the opportunity to speak to the committee confidentially during the site visit.

The site visit

The site visit took place on 24 and 25 November 2011. It started with a preparatory meeting, in which the committee members discussed the self-evaluation report and the theses they had received prior to the site visit. The committee also discussed and agreed on the questions and issues to be raised in the interviews with representatives of the programme and other stakeholders.

The committee conducted interviews with the management of the institute (accompanied by the Dean of the Faculty of Social Sciences of the EUR), students, lecturers, graduates, members of the Academic Board (the IHS's equivalent of the Education Committee) and the Board of Examiners. In addition, the members of the committee studied additional materials made available by the programme, including learning materials, written exams, assignments and other assessments. In addition, it explored the BlackBoard environment of the programme. The programme of the site visit is included in Appendix 2

After the concluding interview with the management, the committee held an internal meeting in which it discussed its findings, phrased its conclusions and gave its assessment of the themes and standards making up the assessment framework. Finally, the chairman of the committee presented the committee's preliminary findings to staff and students of the UMD programme.

After the site visit

Following the site visit, the secretary of the committee produced a draft version of the report and presented it to the members of the assessment committee. Then the secretary processed all corrections, remarks and suggestions for improvement provided by the committee members to produce the preliminary report. QANU's secretariat sent this version to the EUR Board and the IHS, inviting them to check it for factual errors, inaccuracies and inconsistencies. The secretary forwarded the comments and suggestions provided by the Board and Institute to the chairman of the committee, and, where necessary, to the other committee members. The committee decided whether the comments and suggestions were to be incorporated in the report or ignored. On the basis of the committee's decisions, the secretary compiled the final version of the programme report.

Explanation of the definitions used for the assessment

In accordance with the NVAO's Assessment Framework for Limited Programme Assessments, 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 surpasses the current generic quality standards well across its entire spectrum and is regarded as an (inter) national example.

The default assessment is 'satisfactory', i.e. the programme complies adequately with the criteria.

Summary judgement regarding the quality of the master's programme Urban Management and Development

Institute for Housing and Urban Development Studies (IHS) master's programme in Urban Management and Development (UMD) at Erasmus University Rotterdam (EUR). The judgement of the assessment committee is based on information provided in the self-evaluation report, a sample of theses, additional documentation provided during the site visit and interviews conducted with staff, students and graduates of the programme. During its assessment, the committee noted positive aspects as well as ones which could be improved. Taking these aspects into consideration, the committee decided that the programme in UMD fulfils the requirements set by the NVAO for accreditation.

Standard 1: Intended learning outcomes
The UMD programme mainly focuses on urban societies in developing and transitional countries. The overall goal of the programme is to cultivate the human capital of cities by training mid-career professionals and young graduates with a bachelor's degree to become competent urban managers. In order to prepare graduates for working in a complex, multidisciplinary and multi-actor environment, the programme aims to develop both the academic and the practical skills of participants. Students learn not only to analyse complex problems but also to translate their analysis into practical policies and strategies. The intended learning outcomes of the programme have been designed to match this aim; they specifically address both academic and practical knowledge and skills.

The committee studied the aims and learning outcomes in relation to the domain-specific framework of urban management and development and concludes that the programme has a clear vision of its objectives and position within this small and rather loosely demarcated field. Furthermore, the committee agrees that the programme meets a genuine societal need for academically trained urban managers by combining academic and applied knowledge. As a former applied school that is now firmly rooted in academia, the IHS seems perfectly suited to deliver these professionals. Overall, the intended learning outcomes correspond with general, internationally accepted descriptions of a master's programme and thus fulfil the descriptions of UMD as a university-level programme.

The committee assesses this standard as good.

Standard 2: Teaching-learning environment

The UMD master's programme consists of three main building blocks: 1) the core period, which covers the basic principles of urban management, 2) the specialisation period, which offers students a range of specialisation topics to choose from, and 3) the thesis period, in which students execute individual research projects. The recently revised Research Methods and Techniques course runs through these periods and ensures that students gain the theoretical knowledge required for starting up and carrying out their thesis research.

In order to assess whether the curriculum leads to realisation of the learning outcomes, the committee reviewed the structure and content of individual courses and the curriculum as a whole. All in all, it was satisfied by its findings. Core courses and specialisations deal with relevant subjects and are supported by an appropriate selection of literature that consists of both scientific research and policy documents. All courses are centred on the concept of participatory learning, which seems highly appropriate to the committee. The committee fully

supports the recent expansion and revision of the RMT course as it feels that it is essential for a master's programme to put a strong emphasis on the academic basics.

After studying the curriculum, the committee found that time pressure is one of the most important challenges of the UMD programme. The aim of delivering fully equipped urban managers within a one-year period leads to a rather overloaded programme. Particularly the period for thesis preparation seems short to the committee. On the other hand, the committee fully understands the programme management's reasons for not expanding the programme to 1.5 or 2 years. From the information gathered during the assessment, the committee established that the study load is feasible and completion rates are good. This has mainly to do with the fact that both students and staff are highly motivated, and student progress is meticulously monitored via an extensive system of guidance.

Although the committee identified some issues concerning the student body and academic staff, it simultaneously concluded that the programme management is well aware of these difficulties and is continuously trying to improve matters. One of the obvious issues that the programme is dealing with is the diversifying student population. The recent influx of young self-paying students at bachelor's level has caused some tension, mainly because the programme is better suited for mid-career professionals than for graduates without professional experience. In response, the programme management has taken measures to limit the further influx of such students. A similarly pressing issue for the programme management is the high workload experienced by its academic core staff, who as a consequence have little time available for research. The committee fully supports initiatives to give core staff members time and resources to finish their PhD. At the same time, it feels that efforts should also be made to guarantee that staff members continue their research activities after obtaining a PhD. Concerning the composition of the staff, the committee has established that the mix of specialties present seems to work well. Students generally appreciate that staff members have both academic and applied experience.

The committee was quite impressed by the facilities of the programme. It found the overall atmosphere of the location friendly and welcoming and was very pleased to find excellent library services on site. All in all, the committee is of the opinion that the homely ambience, personalized relations between staff members and students, and the intensive system of student guidance greatly contribute to the overall quality of the teaching-learning environment. Also, the committee established that curriculum development is a continuous process at IHS. Recent years have seen a steady improvement in the programme and the committee expects this trend to continue in the future.

The committee assesses this standard as good.

Standard 3: Assessment and achieved learning outcomes

The committee established that the programme has adopted an appropriate mix of evaluations, tests and examinations in order to assess whether the intended learning outcomes are achieved. Furthermore, the programme management has implemented different instruments to guarantee the quality of the examinations. Students are given the opportunity to rate the quality of the assessment and have sufficient possibilities to submit complaints.

In the opinion of the committee there are some instruments that could be used to further refine the assessment system. One of them is to make test results completely anonymous in

order to invalidate all possible complaints of bias and/or discrimination in the assessment process. To overcome the problem of free riding in group work, the committee recommends adopting a peer review process.

After reviewing a relevant sample of the theses, the committee concluded that students of the programme generally achieve the intended learning outcomes. The committee did, however, notice a certain imbalance between practical and academic skills. To resolve this issue, the revision of the RMT course might well prove an essential first step. The recent change in organization of the delivery of the RMT course is a step in the right direction but the committee recommends that the impact of this is assessed carefully in relation to impact and consideration is given to whether further strengthening of RMT course content is appropriate.

An additional measure that the committee would like to recommend is to reconsider the structure of the thesis period. In the current set-up, many issues seem to originate during the period of fieldwork, which is usually carried out without staff supervision and for which there is normally no extra funding available. The committee feels that it might be useful to investigate opportunities to include a fieldwork cost component in the course funding requirements to enlarge the scope for data acquisition and staff supervision. In any case, further regulation of this part of the thesis process could potentially lighten the pressure on students and improve results.

The committee assesses this standard as satisfactory.

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

Standard 1: Intended learning outcomes	good
Standard 2: Teaching-learning environment	good
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: 10 February 2012

Prof. David Byrne   Dr. Floor Meijer

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

Structure and organisation of the institute

The Institute for Housing and Urban Development Studies (IHS) was formally established in 1958 in order to share the experiences of the reconstruction of the city of Rotterdam with developing countries. While IHS has maintained its focus on developing countries, nowadays it also caters to cities in emerging economies. It offers education, research and advisory projects in the field of urban management and development.

On 1 January 2004, IHS became a part of the Erasmus University Rotterdam (EUR). The Deans of the Erasmus School of Economics and of the Faculty of Social Sciences took on a supervisory role, guiding and monitoring its performance. The master's programme in Urban Management and Development (UMD) is part of the quality assurance system of the EUR, which means that educational experts of this university monitor its quality and support processes of improvement.

The UMD programme originated from the master's programme in Urban Management, which was established by the Erasmus School of Economics and IHS in 1992. At a later stage, IHS also set up master's programmes in Urban Environment and Housing. In 2004, these three masters were merged into UMD. Currently, the UMD is run by the IHS in partnership with:

- The Faculty of Social Sciences, EUR
- The Erasmus School of Economics, EUR
- Lund University, Sweden
- The Lincoln Institute of Land Policies, USA

These partners are represented on the Examination Committee and Academic Board and provide co-coordinators of specialisations and courses, lecturers in the programme and thesis supervisors/second readers. They offer important input and benchmarks for the programme. Gadja Mada University in Indonesia is a special partner, as the UMD is part of a double degree, composed of a one-year master's in Urban and Regional Planning at Gadja Mada University and the UMD programme at IHS. Annually, 10 to 15 double degree students take part in UMD.

Alongside research conducted by its own staff, IHS runs joint research programmes on urban competitiveness with the School of Economics and on governance and social development with the Faculty of Social Sciences of the EUR. Characteristic for the Institute is its combination of applied research and advisory work, its multidisciplinary and international staff.

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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.

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1.1. Findings
This standard deals with the mission of the programme (§1.1.1.), the domain specific framework of the field of urban management and development (§1.1.2.), the educational objectives (§1.1.3.), the level (§1.1.4.) and benchmarking of the programme (§1.1.5.).

1.1.1 Mission of the programme
The self-evaluation report states that modern cities face increasingly complex challenges relating to social, economic, physical and environmental concerns. Many cities, especially those in developing countries, lack adequate capacity and resources to cope with these changes and use them to their advantage. One of today's pressing issues is how to make better use of available resources and the multitude of urban actors to manage and develop cities in a sustainable way.

It is the mission of the UMD programme to improve the management capacity of cities by educating their human resources: civil servants, university lecturers, staff of non-governmental development organisations and private sector employees. The programme aims to deliver graduates who, as urban managers, are able to operate proficiently in a complex, multidisciplinary and multi-actor environment.

Students of the programme are mainly mid-career professionals from developing and transitional countries, who have had at least three years of working experience in urban management and development or related fields. In recent years, the programme management has decided to also admit less experienced students who have recently completed an academic bachelor in one of the related disciplines. The student body and admission procedures are discussed in more detail in §2.1.7.

1.1.2 Domain specific framework
The self-evaluation report describes UMD as an interdisciplinary field of study concerned with processes of urban change. Whilst the term 'development' refers to long-term processes of urban transformation that take place under the influence of enduring processes such as industrialisation and globalisation, the term 'management' refers to those processes of change that are induced by policy interventions.

According to the self-evaluation report, the concept of urban management has evolved over time. When it was first framed in the 1970s, it was seen as a type of brokerage between those holding resources (the government) and those in need of resources (the city dwellers). More recently, definitions of urban management have come to reflect the complexity of urban societies. At present, many authors argue for a holistic approach that recognizes the multidimensional nature of the city and the multi-actor institutional environment.

In short, the domain of urban management aims to combine:

- Knowledge and understanding of the complex, multidimensional nature of the city with
- The build-up of institutional capacity to intervene in the development of the city.

The academic field of UMD has urban areas, societies and institutions as its main subjects of study. Given the holistic nature of the domain, it is an interdisciplinary field, which applies scientific knowledge of disciplines such as urban land use and planning, urban economics, urban sociology and environmental science to relevant urban questions. For institutional capacity and intervening in urban development, it draws from the knowledge of urban governance, including urban finance.

According to the self-evaluation report, IHS aims to offer a truly integrated programme in which the contributing disciplines and fields of study are treated with equal importance. In this respect the programme uses the principles of sustainable development – i.e. economic growth, social equality and environmental soundness – as guidance. Since most students at IHS are from developing countries, the educational programme also borrows from the interdisciplinary field of development studies.

A more elaborate description of the domain specific framework, derived from the self-evaluation report, can be found in Appendix 3.

1.1.3 Educational objectives of the programme

The self-evaluation report argues that the educational objectives of the programme logically follow from the mission and the domain specific framework. In order to work as urban managers, graduates have to possess the scientific knowledge and academic research skills required for analysing complex situations. Furthermore, they need to be able to function in a multi-actor environment where analyses have to be translated into adequate urban strategies and policies. This requires high-level professional expertise, such as management, planning and communication skills.

The programme management has translated these basic requirements into a set of intended learning outcomes. By the end of the course, students have to be able to:

1. Analyse trends and theories in urban development
   1.1. Understand global intersectoral theories and practical trends in urban development
   1.2. Understand sector theories and trends in urban development
   1.3. Understand the impact of external development, such as globalisation and development policies, on urban development
   1.4. Critically appraise the theories and trends in urban development
   1.5. Assess the relevance of the theories in the local context

2. Evaluate theories and approaches in urban management
   2.1. Understand disciplinary and interdisciplinary theories on urban management
   2.2. Analyse the roles of actors and their networks in urban management
   2.3. Critically evaluate theories and approaches in urban management
   2.4. Assess the relevance of these theories and approaches for the local context, including the actors and their networks
   2.5. Argue the choice for applying a certain theory or approach in the local context

3. Analyse urban problems using applied research, assess development potential and propose strategies and policies based on applied research

3.1. Understand different methods to analyse urban problems

3.2. Understand the role of applied research in analysing urban problems

3.3. Argue the choice for a certain theoretical approach to analyse urban problems

3.4. Apply research methods and techniques in an applied research design

3.5. Use research results to analyse problems in urban management and development

3.6. Develop policies, strategies and actions based on problem analysis and applied research

3.7. Develop a creative attitude (critical, able to collect academic knowledge and transpose it into practice)

4. Apply skills to function as an urban manager in a multi actor and multidisciplinary environment

4.1. Able to work in teams

4.2. Communication, presentation and negotiation skills

4.3. Policy and network analysis skills

4.4. Obtain more skills based on latest insights in multi-actor, multidisciplinary approach (innovative attitude)

During the site visit the committee found that students and alumni are generally enthusiastic about the competence-based objectives of the programme. They feel that these respond to a societal need for urban managers who are able to operate on an academic level, but at the same time are firmly grounded in practice.

1.1.4 Level

The self-evaluation report describes the UMD programme as a research-driven programme that is firmly rooted in the international academic practice of EUR, Lund University and the Lincoln Institute of Land Policies and aims to provide students with a solid scientific foundation. It furthermore affirms that the intended learning outcomes have been designed to match the Dublin Descriptors. This indicates that the programme conforms to the accepted international academic level. An overview of the specific Dublin Descriptors covered by the intended learning outcomes is included in Appendix 4.

In addition to this academic side, the UMD programme also has a very distinct applied side. This has much to do with the history of the IHS, which is briefly touched upon in the self-evaluation report. As a formerly applied school that has only recently become embedded in academia, IHS has considerable experience in the field of applied research.

During the site visit, the committee inquired whether staff members ever experience any friction in their objective to integrate skills and techniques intended for practice with theoretical knowledge. In response, it was stated that the suspected gap between fundamental and applied research is not experienced in daily practice as problematic, mainly because staff members themselves move about freely in both the academic and the professional world. They not only have experience in academic research but also do consultancy work. This combination allows them to forge an effective connection between applied and fundamental science in the classroom.

1.1.5 Benchmarking

The self-evaluation report states that, worldwide, there are only a few comparable programmes to the IHS master's programme in UMD. They include the master's in Urban Management of TU Berlin; the master's in Regional Development Planning and Management (SPRING – Spatial Planning for Regions in Growing Economies) of TU Dortmund; the master's in Sustainable Urban Management of Malmö University; the master's in Urban and

Regional Studies of Birmingham University; the master's in Urbanism and Strategic Planning of Catholic University Leuven.

Although an official benchmark study has not been conducted, the programme management is aware of the end qualifications and contents of the few programmes comparable to UMD. According to the self-evaluation report, the common features of these master's programmes include:

- Their international scope and multidisciplinary understanding of urban issues;
- Their focus on analysing urban problems;
- To a large extent their aim to provide students with the necessary tools and end qualifications to be able to plan strategically and conduct policy analysis in particular contexts;
- Their focus on preparing students in research methods and techniques;
- Their efforts to link theory and practice.

Generally, all these programmes combine various teaching methodologies, including fieldwork and visits as well as planning and/or design workshops in multidisciplinary environments. The duration of the different programmes ranges between one and two years. Commonly, the programmes are structured in a core period course and optional courses in particular areas of specialisation. At least one-third of the total length of these programmes is devoted to thesis work.

1.2 Considerations

1.2.1 Aim of the programme

After studying the documentation provided by the programme management and conducting interviews with representatives of the programme, the committee has a clear view of the programme's objectives. It fully agrees with the assertion that - due to the fact that urban environments have of late become societies in their own right - managing a city has become a real profession that requires an academic level of the people in charge. By supplying urban managers with both academic knowledge and practical skills, the UMD programme clearly meets the demands of the labour market and society at large.

Furthermore, the committee is impressed by the fact that the programme management has managed to formulate its objectives in such an unambiguous way. The committee is well aware that the starting point of this programme could be characterized as 'somewhat uncertain': urban management is a small and relatively young field which is located on an intersection of much bigger and more pronounced disciplines. Self-definition could therefore have turned out to be an arduous affair. The UMD programme has, however, been surprisingly successful in carving out a niche within an extensively heterogeneous field.

From the domain-specific framework of reference, as specified in the self-evaluation report (cf. Appendix 3), the committee has established that the Institute is well aware of current developments and relevant questions within the field of urban management and development. Although an official benchmarking study has not been conducted, mainly because of the obvious problems involved in benchmarking a very limited field with only a small number of representative programmes, the IHS seems well aware of its own position within the field and has made well-motivated decisions with respect to the profile of the programme.

1.2.2 Intended learning outcomes

With reference to the intended learning outcomes (cf. Appendix 4), the committee concludes that they are clearly related to and derived from the domain-specific framework and the aim of the programme. The end qualifications are well described and contain all appropriate elements for a programme that is both applied and academic in character. On the one hand, references to the Dublin Descriptors demonstrate that the programme is firmly anchored within the academic context of the EUR and that the end qualifications match the international academic standard. On the other, the clearly advocated emphasis on applied research and management skills shows that the programme is oriented to the practice of urban management and thus meets demands from the professional field.

1.3 Conclusion

All in all, the committee has established that the programme's aim and learning objectives could be seen as evidence of its good sense of direction. The formulation of the intended learning outcomes testifies to its ability to succesfully navigate the rocky shores of both applied and academic science. The consequential hybrid character of the programme is considered most appropriate for a field such as UMD. The committee therefore assesses the first standard as 'good'.

Master's programme Urban Management and Development: the committee assesses Standard 1 as **good.**

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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.

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2.1 Findings

This standard firstly covers the coherence and structure of the curriculum (§2.1.1.) and the changes that have recently been made in the curriculum (§2.1.2.). Subsequent paragraphs discuss the study load (§2.1.3.), didactical concept (§2.1.4.) and system of student guidance (§2.1.5.). Finally, the composition of the academic staff (§2.1.6.), the student body (§2.1.7.) and the facilities (§2.1.8.) are dealt with.

2.1.1 The curriculum

The self-evaluation report indicates that the master's programme in UMD has a study load of 71 EC, with the credits of individual courses ranging from 2 to 9 EC. The programme runs from October to September and can be completed in 12 months. It starts with a two-week introduction aimed at familiarizing students with the new living and learning environment and the concept of urban management itself. The main programme starts right after the introduction and consists of three distinct periods: 1) the core period (20 EC), 2) the specialisation period (22 EC) and 3) the thesis period (20 EC). Throughout these three main periods, Research Methods and Techniques (RMT, 9 EC) modules are delivered to build up the knowledge required to write a research proposal, conduct fieldwork, analyse data and write the final thesis report.

According to the self-evaluation report, the curriculum is cumulative in design: the focus of the master's programme gradually shifts from understanding concepts to applying them and finally moves on to cognitive knowledge by creating one's own analytical framework in analysing an urban problem. During the first phase of the core period, students are provided with the main building blocks of urban management and development. Also, they are asked to apply these concepts (e.g. within a simulation game called 'action planning exercise'). This learning methodology enables mid-career professionals to link theory to their working environment. Subsequently, students are expected to critically analyse concepts of urban management in terms of governance, economics, social studies and environmental management.

The knowledge, skills and attitudes of the core period are developed further in the specialisation period, when students learn to evaluate urban management and development processes within their particular field of specialisation and to evaluate the relevance of different theories in explaining urban management and development processes. Students should be able by now to apply the theories of the core period as well as the specific theories offered in the specialisation period. The thesis tests the highest level of learning, i.e. whether students are able to create their own research framework based on theories of urban development and management. It also examines the students' ability to apply research skills in analysing complex urban problems. Both the writing of the thesis and the defence exemplify their communication skills.

Detailed information on the structure of the curriculum and the contribution of different courses to the achievement of the intended learning outcomes is shown in the tables provided in Appendix 5. The main elements of the programme are discussed below.

The core period (20 EC)
The self-evaluation report indicates that the core period runs for a total of 15 weeks, and seven courses are delivered in 3 blocks (Blocks 1, 2 and 3). In general, the last week (half-week) of each block is used for evaluations and/or assessment. The core period represents the start of the academic programme. It aims to enable students to analyse urban management and development from a multidisciplinary perspective, by building up a foundation based on the relevant main scientific disciplines, i.e. urban theory, planning and governance, economics, urban sociology and environmental management.

The seven different courses that make up the core period have been designed to match the wide range of students' educational and professional backgrounds. Their intention is to bridge the knowledge gap that students might have in one or more of the main disciplines encompassing the academic domain of urban management. The self-evaluation report states that all courses of the core period are therefore compulsory for all students. During the site visit, the committee learned that students never ask for exemptions, although appropriate regulations are in place.

The self-evaluation report indicates that core period courses contribute mainly to intended learning outcomes 1 and 2 of the programme (cf. Appendix 5) by incrementally building up the students' capacity to analyse and evaluate theories, trends and approaches in urban management and development. An action-planning workshop is introduced in Block 1 to initiate the process of analysing urban problems and assessing development potentials (intended learning outcome 3) and to encourage students to apply urban management skills in a multi-actor and multidisciplinary environment (intended learning outcome 4).

After reviewing the content and material of the core courses, the committee concludes that they deal with relevant subjects and are supported by an appropriate selection of literature, of both academic and applied origin.

The specialisation period (22 EC)
The specialisation period directly follows the core period and also consists of 3 blocks (Blocks 4, 5 and 6). It offers eight distinct specialisations, i.e. housing development strategies; land development strategies; urban environmental management; urban infrastructure management and energy; urban social development; urban and regional development strategies; innovations in urban finance; management of urban governance.

During the specialisation period, students are confronted with a multidisciplinary approach to their area of specialisation. This is achieved by combining lectures and participatory learning methodologies, such as workshops, simulation games, seminars and group work. Because interactive learning is an important characteristic of this phase of the programme, the group size of specialisation courses is limited to 25 students. In the different courses, students learn to discuss theories and apply them within their area of specialisation.

Throughout this period, students attend two courses within their chosen area of specialisation (12 EC) and one course from another specialisation (6 EC). This enables them to align their specialisation with their thesis topic and interests. Students also select two (4 EC) out of a total of five different 'ateliers', which last for two weeks and take place at the end of Blocks 4 and 5. The main objective of these ateliers is to enhance and explicate the interdisciplinary,

multi-actor and practice-oriented application of the knowledge gained during the core period and specialisation courses. During ateliers, students from different specialisations join in a multidisciplinary workshop setting dedicated to a specific topic, which is used as a starting point from which to explore different issues and problems in urban management, planning and development.

A first category of ateliers, the so-called 'city atelier', looks at case studies of cities and is taught in partnership with projects and programmes in which the institute is involved. A recently introduced second category, the 'thematic atelier', deals with topics related to the research areas of staff members of IHS. These focus on cross-cutting issues that students often include in their thesis work as part of their theoretical framework, such as public participation in the development process.

The self-evaluation report maintains that the specialisation courses and ateliers contribute to a wide range of intended learning outcomes. Detailed information on the different contributions of the various courses is shown in the tables provided in Appendix 5.

During the site visit, the committee learned that the specialisations are not set in stone. Over the years, new specialisations have been added to address contemporary issues. The committee appreciates that specialisation courses, and ateliers especially, are research-driven. Practice has revealed, however, that not all courses are consistent with the interests of students. During the site visit, the committee learned that this year there is one course that has not managed to attract a single student. Aligning the interests of students and staff remains a challenge for the programme management. During the meetings with students, the committee also learned that some students feel the specialisation period should start earlier on in the programme, because this is the main reason for them to come to IHS. This is a topic which the committee feels it cannot make recommendations on. Rather, it advises the programme management to consider it.

Research Methods and Techniques (9 EC)
The Research Methods and Techniques course (RMT) represents an important component of the programme as it enables students to consolidate their studies by mastering the different tools needed for applied research. The course consists of five modules delivered throughout the core, specialisation and thesis periods. Additionally, an online course on the basics of statistics is provided during RMT1 and 2. The core period includes two RMT modules (RMT1: Research formulation; RMT2: Research approaches and strategies); the specialisation period has another two RMT modules (RMT3: Research methodologies; RMT4: Research instruments); and the thesis period includes the last module (RMT5: Data analysis and reporting). Each RMT module takes the form of lectures and workshops, ending with a colloquium.

Until the present year (2011), RMT was delivered in one month at the end of the core period. Student evaluations, however, indicated that students preferred the course to be spread across the master's programme. Since staff members agreed that an integrated approach would allow supervisors to keep better track of thesis progress, while students would benefit from the opportunity to concentrate solely on their thesis at various phases of the programme, it was decided to spread the RMT course across the year starting in 2011-2012. During the site visit, students and lecturers affirmed that the new set-up of the course seems to work out rather well, though a critical comparative evaluation should be made at the end of the current course.

Thesis period (20 EC)

The programme of the master's programme in UMD ends with the thesis period. Throughout this period, students finalize their research design, implement it during fieldwork, analyse primary and secondary data collected at their research sites, and write up the thesis, which has to be defended publically.

Even though the thesis period officially only starts once the specialisation period is complete, the work related to the thesis actually commences in the core period, when the first RMT courses are delivered. This is when students start their literature review, compose a problem statement in order to define research objectives and questions, and begin writing a thesis proposal. Guided by their thesis supervisor, students work on their proposals throughout the specialisation period. During the thesis period itself, students spend three months collecting and analysing data (including 4 weeks of generally unsupervised field work) and writing their thesis.

2.1.2 Structure and development of the curriculum

The self-evaluation report stresses that curriculum development is a continuous process receiving a lot of attention from the programme management. Both staff members and students play a big part in identifying possibilities for improvement. Recent changes in the curriculum were the introduction of ateliers and the breakdown of the RMT course into smaller blocks. Also, to counter imbalances in the curriculum, the specialisation courses were changed from 3 to 6 EC, and the core and specialisation periods were given a similar study load.

The self-evaluation report concedes that some major challenges remain, time pressure being the first and foremost among them. One year is undoubtedly a short period to become acquainted with multidisciplinary theories and analytical skills. In the current set-up, the programme deals with a lot of subjects in a relatively short time frame. During the site visit, staff members pointed out that, because the city is rapidly becoming a society in its own right, there are many topics that cannot simply be dismissed in a programme dealing with urban management. Time management was also one of the issues brought up by the students during the site visit. Not having enough time to internalize the subject matter was mentioned as the most negative aspect of the programme.

During the site visit, the committee found that especially the RMT course and the thesis seem to suffer from the density of the programming. Students indicated that the relatively short thesis period is commonly experienced as quite stressful, not least because it incorporates a 4-week period of field work for which students usually return to their home country. To ease these problems, each student is given a mentor who offers support from the start of the programme. The recent revision of the RMT course also helps students to start preparing for the thesis at an early stage.

However, not all students seem pleased with the content of the RMT course. Because of temporal constraints, this remains somewhat limited. From interviews with the students, the committee learned that students who recently completed a bachelor's degree in one of the social sciences – and therefore had already received basic training in the research methods of the field – feel that the RMT course does not meet their academic expectations. To them, a one-day session on e.g. interviewing, as offered in the RMT course, seems insufficient to fully master this technique.

During the site visit, the committee also learned that in the past, there was quite some discussion on the possibility of extending the programme, to introduce more breathing space

into the curriculum. In the end, however, it was decided that a limited programme better suits the interests and original goals of a master's programme, since it potentially attracts more students from the developing world. Especially for mid-career professionals with family responsibilities at home, a longer stay in the Netherlands would pose problems.

2.1.3 Study load
The self-evaluation report indicates that the curriculum has a study load of 71 EC and has to be completed within 12 months. This leads to an average study load of 42 hours per week, although some components of the curriculum (the 'Action Planning Workshop' and the 'Ateliers') assume a 56-hour working week.

In the previous section it was made clear that perceived time management issues are a major driver for curriculum change. When previous student evaluations indicated that the workload of the programme was considered too high due to an overload of exams and a somewhat fragmented study programme (short courses with many exams), the programme management made the necessary changes to the curriculum. A challenge that the management is planning to deal with in the near future is to better align the study load of different specialisations. As different specialisations apply different training methodologies, students sense variations in study load which do not exist on paper.

Although time pressure remains a lasting concern, the committee established that students do not generally perceive the study load as insurmountable. The curriculum may be demanding and leave little room for reflection, but it does not lead to students dropping out of the programme. According to the lecturers, students are able to cope with the demands because they are highly motivated and strongly interested in the issues dealt with in the courses.

2.1.4 Didactical concept
In response to feedback provided by the interim evaluation of 2010, the programme management has recently explicated its didactical concept. Central to this concept is participant-centred learning, i.e. the use of the experience and diversity of students as a resource. The self-evaluation report mentions the following components:

- a comparative orientation within all courses;
- multidisciplinarity;
- a focus on 'real world' urban challenges and opportunities;
- a policy/practice orientation;
- diversity in teaching methods;
- small classes during specialisations;
- strong and personal guidance;
- the importance of group work.

The self-evaluation report states that the didactical concept is described in the lecturers' and course handbooks, and guides the composition of course descriptions.

During the site visit, the committee learned that students particularly appreciate the concept of participant-centred learning. The fact that UMD facilitates an international exchange between people from all over the world and invites students to share experiences and insights was mentioned as the most positive aspect of the courses. Students feel that their objectives and interests are genuinely taken into account by the programme. From the interviews with the staff members, the committee established that lecturers use innovative and apparently highly efficient teaching techniques to get students involved in the discussion.

2.1.5 Tutoring and guidance

According to the self-evaluation report, the IHS strives for an atmosphere of openness and collegiality, based on respect for the culture and particular needs and contributions of the student body. This approach is nurtured by the support staff, which keeps track of students' lives and performance in coordination with the programme management, to make sure that the students' study experience at IHS is as smooth as possible. The personalized nature of staff members' relationship with students is considered a special characteristic of IHS. It is underpinned by the low student/teacher ratio: 4 students per one academic staff and 5 students per non-academic staff.

As the study load of the master is relatively high, students are closely monitored and facilitated throughout the programme. From the outset of the programme, they are divided into different mentor groups with the intention of keeping track of their adaptation to the programme in particular and their new learning and living environment in general. These mentor groups also help in selecting a specialisation at the end of Block 1. Furthermore, the course and specialisation coordinator closely monitors progress, as do individual teachers, who exercise an open door policy. The thesis supervisor, who is easily accessible to the student, carefully monitors progress throughout the thesis period.

2.1.6 Academic staff

The academic staff of the UMD programme currently consists of 46 lecturers. This group can be subdivided into two main categories: 1) the core staff of the IHS itself and 2) fully integrated delegates of partner organisations. At present, there are 17 core staff members and 29 external lecturers, mainly from the Faculty of Social Sciences and the School of Economics of the EUR, Lund University, and the Lincoln Institute of Land Policy. A third category of lecturers, which is not included in the above figures, consists of guest lecturers from both the academic and the professional field, who are brought in for just one lecture and do not participate in the grading process.

By working with partners, the institute aims to control the quality of its curriculum and exams and to cover more specialties. During the site visit, the committee established that external lecturers are very actively involved in the teaching process, by contributing to the coordination, lecturing and grading of both core and specialisation courses and the supervision of theses. As a whole, the academic staff of IHS reflects the multidisciplinary approach that the institute advocates, as well as - to some extent - its multi-ethnic orientation.

The self-evaluation report provides information on the academic level of the teaching staff. At present, 32 academic staff members (70%) have a PhD. Eleven of them are professors. This leaves a substantial group of 14 staff members (30%) without a PhD. The majority, 10 in total, belong to the core staff of the IHS, which historically was an applied and not an academic institute. The main experience of its staff therefore lies in consultancy/advisory work rather than in scientific research. Academic experience was mainly brought into the mix by the external staff members who joined the IHS after its incorporation in EUR in 2004. During the site visit, the committee learned that staff members of the Faculty of Social Sciences and the School of Economics see involvement with the IHS as a welcome opportunity to step out of the proverbial ivory tower and engage in an environment where theory and practice closely interact.

To emphasize the institute's on-going commitment to invest in its academic level, the self-evaluation report notes that the percentage of lecturers with a PhD or professorship has increased during the past five years. At present, five members of the core staff have been

given time and resources to complete their PhD. During the site visit, the committee established that two out of these five lecturers hope to finish their PhD within the year.

A persistent problem within the IHS is the high work pressure experienced by its staff, which is caused by the various pressures associated with multi-tasking (i.e. conducting research, education, advisory work and acquisition). The diversifying student body (which is discussed in §2.1.7) further adds to the work pressure, since bachelor students need more guidance than mid-career participants. In order to address this problem, the programme management has prepared new job descriptions and started up a management process to increase focus. Furthermore, the Academic Board decided on a more stringent intake of students, especially of those with no professional work experience. This reduces the number of students and increases the quality, thus easing the workload in terms of personalized guidance.

As a consequence of the high work pressure, staff members have limited time available for research. To tackle this problem, the IHS's new academic director recently prepared a research policy which states that core staff and partners can prepare proposals for funding from the IHS. During the site visit, the academic staff indicated that formerly most of the research budget was spent outside of the IHS, which meant that funds for the research of core staff members were limited. The committee established that staff members consider the recent measures an improvement, but would prefer them to be even more extensive. The self-evaluation asserts that, despite the limited time available for research, research output has increased over the years. To underpin the position that the IHS is research-driven, it refers to the recently implemented thematic ateliers, which were intended to forge a closer link between the master's course and on-going research.

When asked about the quality of the lecturers, the students interviewed during the site visit expressed their contentment with the mix of specialties present within the institute. Most students seemed especially pleased by the fact that lecturers have worked all over the globe and bring real-world experience to the classrooms. The fact that a large part of the IHS core staff does not currently have a PhD is generally not seen as a problem by students.

2.1.7 Student body
Students of the master's programme tend to come from 25 to 30 different countries, mainly from Asia and Africa, slightly fewer from Latin America. China and Indonesia are particularly large sources of students, the latter mostly because of the partnership with Gadja Mada University. In recent years, the programme has also attracted some students from Europe and the USA, mainly students at the bachelor or master level who are interested in working in developing countries. As a criterion for admission, the IHS asks for a relevant bachelor's degree from a reputable institution. Relevant disciplines include economics, social science, (urban) planning, architecture and engineering. A strong motivation is a further prerequisite for selection.

The self-evaluation report puts the annual influx of students in the UMD programme at 70 to 90, with a peak of 93 students in the year 2010/11 (UMD7). In the present academic year (UMD8), this number has fallen to 67, mainly due to a sharp reduction in fellowships and higher entry requirements.

From the self-evaluation report, the committee learned that some important shifts in the student body have occurred over the past years. While the programme initially targeted only mid-career professionals from developing countries with 3 to 10 years of working experience, recently the management decided also to admit excellent bachelor's degree graduates. It was felt that these students could promote the academic level of discussion within the classroom.

Since 2008 a quarter of the intake consists of students who recently obtained their bachelor's degree. This shift has simultaneously caused a change in the funding of the IHS. While the majority of the original target group relies on scholarships, most 'new' applicants are self-supporting. This has certain obvious advantages at a time when grant money is dwindling. Following this decision, the number of self-supported students increased from 3 in 2007/08 to 35 in 2010/11. The total number of applications increased four-fold.

Simultaneously, there has been a gradual drop in the number of students graduating within 12 months. According to the self-evaluation report, this is primarily a backlash effect of the addition of recent graduates with no working experience. To counter this trend, entry requirements have become stricter, with higher scores for English fluency (minimum IELTS 6.5; TOEFL 575/232/95), a higher GPA for self-supported students, and a more stringent check of the motivational statement. With the exception of English fluency, these entry requirements will formally take effect in 2012/13, but as the number of recent graduates has a maximum of 25%, the institute has been able to increase the quality standards this year. As a result, the number of self-supported students did not increase from 2010/11 to 2011/12, despite a doubling in applications this year. During the site visit, the committee learned that, when forced to choose between quantity and quality, the institute opts for the latter. From 2013/14 onward, a minimum academic performance will be introduced. Mid-career professionals will need an average of at least 7.0, applicants at bachelor's level will need an average of at least 8.0.

A specific issue that was addressed by the self-evaluation report and the committee's enquiries is that self-supported students mainly come from China. In 2010-2011, 22 of a total of 93 students were Chinese. From the interviews with students and teachers, the committee established that this caused some tensions, as students of the same nationality tend to cluster together. The Chinese especially were found not to integrate within the group, partly because of language issues and partly because of cultural ones. Since the didactic concept of the UMD programme is very participatory, the weak class involvement of this group is considered a particular problem. In response to this issue, the Academic Board has recently set the maximum number of students from one country at 20. The marketing department was asked to diversify its marketing for self-supported students to more countries. In 2011/12, the number of Chinese dropped to 17, out of about 60 qualified Chinese applicants. The 35 self-supported students were now drawn from 16 different countries.

During the interviews, lecturers indicated that the variations in age, background and experience within the student population require an adapted teaching technique. By stimulating classroom discussions, students are encouraged to learn from each other. To overcome the widely varying levels of experience, lecturers try to forge a strategic link between 'junior' and 'senior' students.

2.1.8 Facilities
All UMD courses are housed in one building, which contains classrooms, an in-house library, a computer room, staff offices and a bar/leisure area. According to the self-evaluation report, extra space can be used from the EUR if need be. Besides material facilities, the IHS also provides its students with a wide range of both academic and non-academic extracurricular activities, such as guest lectures, excursions, cultural evenings and sport events. Below, the key facilities and services are discussed in more detail.

Classrooms, computer room and multifunctional space
The IHS has one main lecture room with the capacity to hold ca. 100 students. Additionally, there are three smaller lecturing rooms. All of them are equipped with a control panel for

lighting, sound and managing computer and beamer connections, a beamer, a projection screen and speakers.

The computer room has 24 computers linked to the Internet service of the EUR, equipped with general software as well as specific software used in the courses, such as SPSS, ARC-GIS and Sim-City. Upon demand, specific language packages can be installed on computers. The self-evaluation report indicates some capacity restrictions with the computer facilities, due to the increasing number of students. This problem has been minimized by providing a soft loan for buying a laptop, and by the fact that the trend of the last few years points to an increase in laptop ownership. During the site visit, students made no mention of overcrowded computer facilities.

The multifunctional space is located at the heart of the institute and provides sitting accommodation for students to study, read, work in groups, eat and socialize. This room also houses specific workshops at distinct times of the programme, e.g. during the Action Planning Exercise.

Library
The in-house library of the IHS is located in the main room of the institute. It includes a specialized collection of books, international journals, and reference material such as project handbooks, local government publications, and other material which is not normally catalogued in libraries (e.g. DVD collection on urban issues). The library is staffed by professional librarians who guide and help students and academic staff to search for literature either in-house, in the EUR or in other libraries outside the EUR.

Student hostel Weenapad
In order to provide housing for its students, the IHS rents accommodation from the Weenapad hostel, located close to the central train station. A member of the support staff of the IHS who lives in the same building manages repairs, problems and special requests of the community living in the building. The self-evaluation report indicates that, in recent years, students have consistently criticised the accommodation in Weenapad. This was mainly caused by a series of break-ins. To solve the problem, a second entrance door was installed, and a guard was temporarily hired. Since 2010, no further break-ins have occurred.

During the site visit, the committee did indeed receive complaints about the safety, quality, location and high costs of the housing facilities at Weenapad. This facility is generally considered less attractive than the general EUR housing facilities near the campus. Furthermore, some students disliked the custom of pairing up people from the same countries within the student accommodation, a practice that supposedly hampers the integration of the group. The programme management efficiently countered this issue by indicating that complaints were even worse when the residents of the Weenapad were not put together according to country of origin and gender. In response to the complaint about the high costs of the accommodation, the programme management indicated that the amount charged to students roughly corresponds with the cost of the housing facilities at the EUR. When asked whether there are reasons other than historic ones to keep the accommodation at Weenapad, the programme management pointed out that Weenapad is very convenient since it provides the option of short-term rentals – something that the IHS needs in order to house students for short refresher courses.

Other facilities
At the beginning of the academic year, students are provided with a handbook that supplies them with basic information about the content and organisation of the UMD programme and the IHS itself. During the site visit, the committee learned that this year there was a considerable delay in the distribution of the handbook because changes to the curriculum necessitated a revision of the text. The committee found that this caused quite some discontent within the student body. Students were quite critical about the flow of information they were presented with. This also applied to the UMD website, which students found to be lacking in general information.

From the interviews the committee furthermore established that some students feel somewhat isolated from other students of the EUR. Since most of their time is spent in an exclusive IHS setting, students do not necessarily meet students from other master's programmes or get to see much of Dutch society. Some students argued that, in this respect, they could benefit from making more use of the general facilities of the EUR, but feel that they had not been given sufficient information about their options.

Extracurricular activities
The IHS offers its students a substantial programme of extracurricular activities. To make sure that there are no conflicts with the academic curriculum, the programme management coordinates all extracurricular activities that are organised by the different departments. Social and cultural activities include field trips to different locations in the Netherlands or a neighbouring country, cultural evenings, karaoke night, sports day, football matches with other faculties of the EUR and an international students day.

Academic staff members regularly invite urban professionals, PhD candidates and urban researchers to deliver guest lectures outside of the normal curriculum. This provides a platform for the guest lecturer and students to interact with each other and share their current work and professional experience. Guest lectures are usually organized on Fridays and last 90 minutes. So-called lunch lectures can be held any day during the week and take place during the lunch break. These also serve as a platform for knowledge-sharing, expression of ideas or discussion on a particular topic or issue related to urban management and development. In many instances such guest lectures are also organized in coordination with the Alumni Relations Office, which generally produces posters and communicates via Internet to promote guest lectures.

Alumni services
Throughout the year, the Marketing and Communications Department, with the support of the Course Bureau, organizes a number of alumni events (e.g. Envision IHS and You, IHS and You Ambassadors Programme, IHS Alumni Day, The World of IHS Alumni International, and two career workshops). These different events allow students to connect with other IHS professionals. As part of the alumni services, the IHS also offers short (2-month) refresher courses designed to feed alumni with new theories and keep them involved in UMD. During the site visit, the committee learned that students and teachers alike regret that these courses are now under threat because of government budget cuts.

2.2 Considerations

2.2.1 Curriculum
After studying the various aspects of the programme's teaching and learning environment, the committee established that the contents and structure of the curriculum enable students to

achieve the intended learning outcomes. The division of the curriculum into a core phase, a specialisation phase and a thesis phase is logical and in line with the cumulative character of the programme. Within the core phase, a proper foundation is laid for the subsequent specialisation phase. The course in research methods and techniques that runs through the curriculum prepares students for conducting their individual thesis research. Course descriptions are clear and provide insight into the individual contributions of curriculum components to the achievement of the intended learning outcomes (cf. Appendix 5). Overall, the committee is very pleased with the content of the curriculum. The courses are academic in orientation but at the same time never lose sight of the intrinsically applied nature of urban management. Whenever possible, the results of the research activities and other projects of staff members are integrated in the courses. Furthermore, the literature that is used is appropriate and up-to-date.

The committee concludes that one of the strongest points is the programme's ability to continuously improve its curriculum. Recent revisions have clearly added to its coherence; especially the partitioning of the RMT course is considered an improvement. The new structure provides students with a series of 'injections' of theory at the appropriate times in the curriculum. This methodological boost should enable them to perform better in the other courses and especially in the thesis process. In the committee's opinion the programme management should consider expanding the RMT course even further, in order to raise the academic level of the thesis work. At the same time, however, additional emphasis on academic methods and techniques should not come at the expense of the practical skills, which students have to master as well.

As a further remark, the committee wishes to stress its appreciation for the fact that the programme management continuously tries to open new windows of opportunity. The recently launched ateliers, intended to introduce students to the research interests of staff members, seem a good example of this practice. Even so, the committee feels that the ateliers might be a somewhat overambitious addition to an already very full programme. It advises the programme management to carefully consider the mutual balance of the ateliers and their position within the curriculum at large.

A similar consideration could prove useful where the fieldwork for the thesis is concerned. In its current form, this part of the curriculum seems a somewhat rushed affair that does not lead to optimal results. Because of the short duration of the thesis period there is little scope for dealing with problems such as unexpected deficiencies in data collection or poor skills in scientific writing. The committee feels that stronger regulation of the field work, for example by making students work in groups under the guidance of a local partner of the IHS (such as Gadja Mada University), might deliver better results. Such a set-up could possibly also encompass the ateliers. Furthermore, the committee believes that it might be useful to investigate opportunities to include a fieldwork cost component in the course funding requirements, in order to enlarge the scope for data acquisition and staff supervision.

As was stressed in previous reviews, the foremost challenge of the curriculum is its density and the high level of intensity that follows from it. The UMD programme sets out to present a comprehensive one-year training programme to a very heterogeneous body of students. Obviously, this is not the easiest of tasks. Nonetheless, the committee feels that, within the limitations of this set-up, the programme management is doing an admirable job. To compensate for the fact that students enter the programme with widely different levels of knowledge and skills, the management has developed an extensive system of student monitoring, in which both mentors and those responsible for delivering different modules

play a part. These two interrelated mechanisms assure that potential problems are identified at an early stage and deficiencies are efficiently dealt with. Because of the dedication of both staff and students, the programme in practice seems to work out remarkably well.

2.2.2 Academic staff

With respect to the academic staff of the programme, the committee is generally content. Staff members are highly motivated and involved and seem to possess excellent pedagogical qualities. The IHS core staff especially is well connected to the professional field and brings extensive experience with applied research into the classrooms. This is clearly appreciated by the students. As a legacy of IHS's non-academic history, a considerable proportion of its core staff does not have a PhD. To ensure that these lecturers do not forfeit their link to the scientific community, the committee recommends that they be actively encouraged to engage in academic debates, attend conferences and publish research results. At the same time, the committee established that there is no lack of academic fervour within the IHS, since the engagement with staff members from the EUR has considerably raised its academic profile. The cooperation with staff members of external partners seems to have in no way compromised the unity within the IHS. The bright young scholars from the EUR and the long-time partners from Lund University and the Lincoln Institute seem just as well integrated and engaged as the original staff members of the IHS.

2.2.3 Student body

Traditionally, the student population of UMD is very diverse, in both academic qualifications and geographical background. The recent decision to admit not only mid-career professionals but also young bachelor graduates adds to this heterogeneity. From the committee's point of view, this changing composition of the student population causes some problems. During its inquiries, the committee picked-up on some tension between the current student population and the intended learning outcomes, which have mainly been tailored to mid-career professionals with a strong background in applied urban management. This is particularly reflected in those end qualifications that refer to 'strategy development' and 'policy-making'. For bachelor students, the committee fears that these qualifications might be somewhat far-fetched. At the same time, alumni who came to the IHS with a strong academic background report disappointment with regards to the opportunities for further academic development. The committee feels that it is fair to conclude that the programme was originally designed for – and to a considerable degree still serves - mid-career professionals. Although the committee is sympathetic towards the financial pressures that have necessitated the shift in admittance policies, it advises the programme management to reflect carefully on the implications of admitting students straight from a bachelor's degree and without much in the way of professional experience.

Having said this, the committee concedes that on a day-to-day basis, lecturers seem to have found a good way of making diversity work within the classroom. For example, by implementing a buddy system and by applying distinctive teaching techniques that promote the exchange of ideas, opinions and experience between recent graduates and mid-career professionals. Although economically speaking it might not be sound, the committee feels that the programme management's recent decision to limit the inflow of young, self-funded students was the right one to make. Considering the set of intended learning outcomes, the committee feels that mid-career professionals should remain the target audience of the programme.

2.2.4 Facilities

The committee was thoroughly impressed by the facilities of the EUR. The floor of the building that it is housed in is well furnished and has a homely, welcoming atmosphere. The committee was particularly satisfied with the library facilities. The in-house library employs two librarians and has contracts with all main publishers, so that students can access almost all major journals. Although the committee concedes that the student housing arrangement at the Weenapad hostel seems less than perfect, it feels that the problems should not be overstated. Overall, the programme management seems committed to getting students the best possible deal. The new student housing at the campus of the EUR that is currently under construction might in the future be a good alternative to the hostel at Weenapad.

2.3 Conclusion

After evaluating the curriculum, study load, staff, student body and facilities, the committee established that the teaching-learning environment of the UMD programme enables students to achieve the intended learning outcomes. The committee wishes to add that it particularly likes the degree of reflexivity demonstrated by the staff as well as its willingness to adapt and develop the programme as it goes forward in the light of experience. The committee therefore assesses this standard as 'good'.

Master's programme Urban Management and Development: the committee assesses Standard 2 as **good.**

3.1 Findings

This standard firstly deals with the assessment system (§3.1.1.) and quality monitoring of the thesis (§3.1.2.). Later paragraphs discuss the study results (§3.1.3.) and position of alumni on the labour market (§3.1.4.).

3.1.1 Assessment system

The self-evaluation report notes that the Admission and Examination Regulations of UMD offer a detailed account of the roles and responsibilities of the Academic Board and the Examination Committee. This document also determines the rules on examinations, grading, thesis supervision and defence. The regulations are regularly updated and improved. The Examination Committee approved the latest revision on 3 October 2011. In addition to the Admission and Examination Regulations, the IHS is at the moment preparing an examination policy and an examination plan. Both documents were still in draft form at the time of the review, but when they are finished, they will provide a comprehensive description of the on-going practices of UMD and as such contribute to a more explicit and visible process of quality control of exams and grading.

The Examination Committee (EC) meets twice a year and is composed of specialisation coordinators from the IHS, EUR, University of Lund and Lincoln Institute. It is chaired by the academic director, with an independent staff member as interim chair. The EC has full responsibility for examinations and grading, which means that it has to formally approve the grades given by module coordinators. It also decides whether or not students receive a diploma and whether they qualify for a distinction. Assessment results for all the courses and for the thesis are counterchecked by the EC. If average course results are considerably higher or lower than the average grade (6.8), they have to be re-graded. The EC also deals with individual complaints of students who disagree with the grading of their work. If the decision of the EC does not satisfy the appellant, he or she can file a second appeal with the Board of Appeal of the EUR. During the site visit, the committee established that thus far no student has made use of this option.

The self-evaluation report states that the assessment methods operated by the UMD programme are in accordance with the objectives of its modules. For each course, the objectives are specified in the module plans and handed out to students. The programme employs a variety of assessment methods: closed book exams, open book exams, essays, class participation evaluation, group assignment reports and presentations. Assessments are cumulative in character, ending with the assessment of the individual thesis, which is an independent research assignment. The self-evaluation report stresses that the system of grading is transparent, based on clear examinations and with well-described feedback mechanisms and complaint procedures. During the site visit, the committee established that, starting from 2011/2012, exam results will – as much as possible – be delivered anonymously, by using student numbers instead of names. This should further enhance the transparency and objectivity of the grading process.

The self-evaluation report indicates that assessments are built up throughout the course, which means that students are not only graded on the basis of the exams and essays that they conclude a course with, but also on in-class performance and group assignments and presentations. The philosophy behind this is that assessments should measure not only the build-up of knowledge but also its application. According to the self-evaluation report there is a downside to this system as continuous assessment puts a heavy burden on both students and staff members. Especially the timely delivery of grades is a persistent problem for the staff. Although the university policy demands that grades be delivered within two weeks after the exam, within the IHS this deadline is stretched to four weeks. Feedback sessions for students are scheduled one month after exams. To deal with the student's expectations, the dates for grade delivery and re-sits are explicitly mentioned in the course programme. During the site visit, the committee learned that there are few complaints nowadays.

Both the self-evaluation report and the student interviews brought up the problem of free riding during the site visit. Because grades are partially based on group work, some students might get a pass grade by piggybacking on the work of others. And good students could receive a lower grade than they deserve. To mitigate these issues, the EC has decided that the grade for group work should not constitute more than 50% of the final grade for the module. Furthermore, when the final grade for a module is composed of an individual assessment and a group assignment, the individual assessment should be sufficient to pass the module. Otherwise a re-sit is required. A further solution to free riding, put forward by the students during the interview, is to have individual group members assess each other's share in the group work.

Assessments are done on a scale ranging from 0 to 10. The pass mark is 5.5. The average mark as set by the EC is 6.8. Students who fail a course are given the possibility to re-sit once. The grades obtained through re-sits are marked as such on the final exam overview attached to the diploma. Students can graduate with one fail mark of 4.5 or above in the core period. This should be compensated by an average mark of at least 6.0. Students receive a distinction if the weighted average of their grades is 8.25 or above and if the grade for their final thesis is also 8.25 or above. During the site visit, the committee was told that upon failing an exam, the mentor of the student in question is always notified so that he/she can investigate the underlying reason for the failure.

Strict rules apply regarding plagiarism. Students have to submit all their essays and all versions of their thesis through SafeAssignment in Blackboard. Plagiarism in a written assessment is counted as cheating and requires a re-sit. Plagiarism in the final thesis leads to the thesis being rejected. During the site visit, the committee found that plagiarism was especially an issue where Chinese students, who use Chinese literature, are concerned. For non-Chinese-speaking lecturers, it is difficult to detect plagiarism in these cases. To solve this problem, teachers ask a Chinese colleague to check the work when they suspect plagiarism.

3.1.2. Quality monitoring of the thesis

The self-evaluation report indicates that students finish their master's programme with an individual research project in which they link theory to practice. It affirms that, although the thesis is a relatively small part of the curriculum (20 ECTS), it should be considered the final proof of whether students have internalized the intended learning outcomes of the course. The data for the thesis are collected in the fieldwork period of four weeks, which students mostly spend in their home countries. Upon return, students have to analyse their results and translate them into a thesis of about 40 to 50 pages, excluding appendices. The thesis has to

include a description of the study methodology and relevant theory, describe research results and offer conclusions and recommendations.

The self-evaluation report states that an individual supervisor supports each student in his or her thesis work. Progress is monitored by the supervisor but also in colloquia, where students present their progress to their specialisation coordinators and fellow students. The research methodology of the thesis is discussed with, and approved by, the lecturers of the RMT module. To ensure fairness of grading, each thesis is graded by a supervisor and independently by a second reader appointed by the EC. If the thesis supervisor is an IHS lecturer, an academic from one of the partner institutes is appointed as the second reader and vice versa. Supervisor and second reader each fill out a feedback form and recommend a grade to the EC. After reviewing some of these forms, the committee noticed a certain degree of variation in the way they were filled out. Where some supervisors provide students with detailed written feedback, others simply check the appropriate boxes.

The self-evaluation report indicates that if the discrepancy between the grades of the first and second reviewer is larger than 1.0 point, a third reader is appointed. In borderline cases, two external readers advise on the grades. Their grade is seen as a benchmark for the rest of the grades. The final assessment of the curriculum is the defence of the thesis before a board of examiners, consisting of the thesis supervisor, the second reader and a chairperson appointed by the EC. The quality of the defence affects the final grade of the thesis by a maximum of - 0.5 to +0.5 points, but never makes a difference between a pass and a fail.

3.1.3. Study results and evaluation system

As study results can be seen as an indication of whether the intended learning outcomes are realized, the self-evaluation report provides some information on them. On average, 92% of the students graduate within 12 months. By the end of the extension period for improving the thesis, 98.5% of the students will have graduated. According to the self-evaluation report, this relatively high percentage of graduates should be seen as an indicator that the programme is well designed, that students are motivated, and that the IHS offers strong support and guidance throughout the programme.

Most students seem to perform well during the course. During the site visit, the committee learned that - although students sometimes fail individual exams - it almost never happens that students continue to fail courses, end up in a downward spiral, and drop out of the programme. When students do drop out, this is mostly due to personal problems or circumstances back home. The programme management further indicated that a limited number of students leave the Netherlands without their diploma. This mostly has to do with the thesis, which sometimes takes longer to finish. It was mentioned that of the class of UMD7 (2010-2011), a total of eight students went home without graduating. Whether they will finish their thesis eventually is unclear at this point.

As indicated above, the average grade is 6.8. By using this grade as a benchmark, the EC can ascertain which modules and specialisations have higher or lower average grades than they should have. It can then identify the reasons underlying high or low grades. The average grade for the course assessments has fluctuated somewhat over the years. After a few years of a gradual increase, the EC advised examiners to stick to the benchmark, which was followed by a gradual lowering of the average grade.

The self-evaluation report states that when it comes to the thesis grade, most students perform above average, although the number of students that graduate with a low grade

(between 5.5 and 5.9) is increasing. During the site visit, the committee learned that, in order to calibrate results, the EC always examines the weakest and the strongest thesis. In practice, it finds that the grades given by the first and second reviewer do not vary much.

During its investigation, the committee found the grading of the theses to be accurate. The grades given by committee members did not deviate much from the original grades. When assessing the nature of the theses, the committee noted that many of the theses under review were applied research rather than fundamental, qualitative rather than quantitative, and descriptive rather than analytical. Although some of the theses in the sample were very nicely done, most of them would have benefited from a stronger theoretic framework and a generally more academic approach. In a substantial set of theses at the lower end of the performance range research questions were not adequately phrased, referencing was incorrectly applied, and hardly any academic literature was used. Grand theories were often absent, and the fieldwork done by a majority of the students was conventional at best.

During the site visit, the committee discussed its findings with the programme management team, which seems well aware of the abovementioned issues and is looking for ways to improve the thesis work within the obvious temporal confines. It was pointed out by the programme management that the revision of the RMT course is a first step towards future improvement. Because there is now more time available to focus on research methods and techniques, upcoming theses are expected to contain more clearly defined academic characteristics.

3.1.3. Alumni
An important indicator of whether the intended learning outcomes are achieved is the position of alumni on the labour market. Although the self-evaluation report itself does not devote particular attention to this aspect, the alumni evaluations attached to the report and the selected results in table 4.3 of the self-evaluation report shed some light on this issue.

When asked whether studying at the IHS had had an impact on their area of employment, more than half (55.1%) of the graduates answered the question as 'very much'. A further quarter (26.5%) qualified the impact as 'much', and not a single alumnus stated that his or her studies at the IHS had not had any influence at all. Additionally, more than 90% of the graduates assessed the increase of personal effectiveness as a result of the course as 'much' (51%) or 'very much' (40%). Between 65% and 90% of respondents feel that they can perform their tasks better; that they succeeded in applying new methods and techniques in their work; that they were successful in introducing innovative approaches and concepts in their work; that they can better plan and manage and collaborate with colleagues in team work. When requested to rate the quality and the relevance of the UMD in relation to work, 56% assessed the quality as 'very high', while 35% considered it 'high'.

The alumni that the committee spoke to during the site visit confirmed that their studies at the IHS had opened new doors for them. The committee met personally with a few alumni who stayed in the Netherlands after graduation and now hold jobs here. They indicated that their studies had equipped them very well for the practice of urban management. Additionally, the committee had telephone conversations with students who went back home after graduation. As an alumnus from Egypt indicated, graduating from the IHS had a very clear impact on his opportunities on the work floor. Upon return to Egypt, this graduate was almost instantly given a promotion by the consultancy firm that he had been working for prior to coming to the IHS.

Some students that the committee spoke to were less optimistic about their chances of employment after graduation, which appeared to have more to do with the current situation on the international labour market than with the UMD programme itself. When asked about what is done to help students find employment, the programme management indicated that throughout the year, students are put in touch with different networks, including the global IHS alumni network, which is active in many countries and offers good networking opportunities. Also, at the end of the year, a special career fair is organised, where consultants come in and go over the students' CVs.

A final comment that the committee would like to make on the opportunities for graduates on the labour market is that it does not see very much evidence for the claim that the UMD programme prepares students just as well for academic careers as for professional careers. Although individual students might indeed successfully apply for PhD programmes, it seems an exaggeration to state that this one-year programme, which clearly does not have the same status as a two-year research masters, specifically trains people for a career in science.

3.2. Considerations

3.2.1. Assessment system
The committee established that the assessment system of the IHS functions very well. Good control mechanisms seem to ensure that work is systematically and consistently graded, and the programme management seems well aware of the implications of these assessment methods. The committee further found the variety of assessment methods to be sufficiently large. The examination structure has clearly been tailored to the intended learning outcomes of the programme.

The committee especially appreciates the system of double marking, the involvement of external assessors and the principle that marks for a course should not deviate too strongly from an 'average' mark. One caveat is that anonymous assessment of examinations has not yet been introduced. As this would eliminate all possible suggestion of bias or discrimination, the committee sincerely recommends that the programme management consider this option. A further suggestion would be to introduce peer review procedures for group work, as was suggested by students during the interviews. In order to deal with complex plagiarism issues, especially concerning the work of Chinese students (hard to check), the committee proposes initiating a cooperation with a (Chinese) partner organisation that could help identify plagiarism.

With respect to the thesis assessment, the committee appreciates that a standardized form is used for providing written feedback to the student. However, the committee ascertained that the quality and depth of the feedback depends somewhat on the examiner. Some students receive much more extensive written feedback than others. In order to increase the transparency of assessments, the committee advises further standardisation of the written feedback procedure.

3.2.2. Achievement of intended learning outcomes
After studying examination results as well as a sample of recent theses, the committee established that graduates of the UMD programme meet the end qualifications as specified under Standard 1. From the committee's conversations with alumni, it became sufficiently clear that graduates of the programme are truly able to function as capable urban managers. Of course this holds especially true for those students who enter the programme as mid-career professionals and already have a firm practical basis in urban management.

The fact that so many students are firmly rooted in practice (as is the IHS itself) also causes some tension. From the study results, the committee concludes that the precarious balance between 'applied' and 'academic' appears to tilt to the former. This especially holds true for the thesis work, which mainly seems to highlight the practical, and much less so the academic, orientation of students. In the opinion of the committee, this is cause for some concern. Although the committee is not disappointed by the quality of the thesis work as such or the quality of the marking, it feels that academic skills and knowledge should be given a more prominent place. All theses should contain an academically phrased research question, a consistent theoretical framework, and a proper system of referencing.

From what the committee has seen, it concludes that the programme management is well aware of the issues at hand. Starting from this year, the RMT course has been revised and expanded. The committee trusts that this will boost the academic character of future theses. Moreover, stricter admission policies will help to improve the level of English in theses, which is at the moment not always what it should be. A further suggestion that the committee would like to make is to reinforce the academic character of the thesis framework itself, thereby providing students with stricter guidelines for what is expected of them. To ensure that students master basic academic skills such as referencing, a short online course followed by an obligatory test could be introduced, as is done in other universities. The committee also recommends redesigning the short and demanding period of fieldwork. A proper preparation for - and a firmer regulation of - data collecting, for example by pairing up students and having local partner organisations supervise their fieldwork, could very well make this part of the process more manageable and the results therefore more impressive.

3.3. Conclusion

On the basis of the above considerations, the committee concludes that the programme fulfils the criteria related to assessment and the achieved learning outcomes. It assesses this standard as satisfactory.

Master's programme Urban Management and Development:: the committee assesses Standard 3 as **satisfactory**

General conclusion

The committee has assessed the first two standards as 'good' and the third as 'satisfactory'. In accordance with the decision rules laid down in the NVAO's assessment framework, it has to assess the programme as a whole as 'satisfactory'. This overall assessment should however not detract from the fact that the committee is very enthusiastic about the UMD programme. The well-defined profile of the programme, its position within the field, the clearly formulated intended learning outcomes, the coherent structure and contents of the curriculum, the well-kept and homely facilities, and the overall enthusiasm displayed by both staff members and students were very impressive. The committee wishes to specifically applaud the continuous efforts of the programme management to reflect, adapt and improve. It is fully convinced that the remaining issues of the programme, mostly having to do with the changing composition of the student population and the tension of 'applied' vs. 'academic', will in the long run be just as efficiently dealt with as earlier issues.

Conclusion

The committee assesses the *master's programme Urban Management and Development* as **satisfactory**.

APPENDICES

Appendix 1: Curricula vitae of the members of the assessment committee

Prof. D. (David) Byrne (chair) is Professor at the School of Applied Social Sciences, Durham University. He has been both Director of Postgraduate Studies in this School and Head of the School. Before teaching at Durham, he attended the University of Newcastle and LSE (1970-74). After graduation he was research director of the North Tyneside Community Development Project (1974-77) and reader in Sociology at Ulster Polytechnic (1977-80). National positions held by Byrne have included treasurer of the Social Policy Association, treasurer of the Joint Universities' Council for Social and Public Administration and chief examiner for Sociology studentships at ESRC. Furthermore, Byrne is a former editor of *Sociology*, member of the ESRC College of Assessors, member of the ESRC Research Training Board and academician at the Academy of Learned Societies for the Social Sciences. His research interests and specialities include Case-based methods, Complexity theory, Post-industrial social structures, Privatisation of welfare systems, Quantitative methods and Urban systems.

Prof. F.G. (Frank) van Oort has been Professor of Urban Economics at the Faculty of Geosciences, Utrecht University, since 2005. Following his studies in Spatial and Business Economics at Erasmus University Rotterdam (1988-1994), he was a PhD researcher at the Tinbergen Institute. His dissertation "Agglomeration, economic growth and innovation. Spatial analyses of knowledge externalities in the Netherlands" was awarded a cum laude in 2002. Van Oort's research interests include Agglomeration economics, Urban economics, Planning and Housing and Geography of knowledge production. Since 2005, he is spatial and economic statistics advisor for Statistics Netherlands (CBS). Also, he is editor of two journals in the field of Regional Studies.

Prof. V. (Volker) Kreibich was the head of the University of Dortmund's two-year Masters' degree programme SPRING (Spatial Planning for Regions in Growing Economies) until July 2005. He holds a Master's degree in Physical Geography from the University of Colorado, USA, and a PhD in Geography from the Technical University of Munich, Germany. He has worked as an urban development planner at Munich Municipality before joining the Faculty of Spatial Planning as a Professor of Geography and Development Management. His present research focuses on urban land management with special reference to the interface between informal urban growth and public planning in Sub-Saharan Africa.

Dr. R.V. (Richard) Sliuzas graduated as a Town Planner from the University of South Australia (formerly SAIT) in 1979. He completed a Post-graduate Diploma and MSc degree in Urban Survey and Human Settlements Analysis at the ITC in 1980 and 1988 respectively. In 2004 he obtained a PhD from the Faculty of Geographical Sciences, Utrecht University, for his research entitled "Managing informal settlements: a study using geographic information technology in Dar es Salaam Tanzania". Richard's professional career began in Adelaide, Australia where he worked for a firm of Town Planning Consultants and for a local government body as a Town Planner in the period 1981-1983. He joined ITC in December 1983 where he is currently Associate Professor in Urban Planning within the Department of Urban and Regional Planning and Geo-information Management. He has been involved in numerous project activities abroad and since 1995 has been professionally active in China, Egypt, Ethiopia, India, Indonesia, Malawi, Mozambique, Tanzania and Vietnam. Currently he is supervising four PhD students working on issues related to spatial planning and sustainable urban development in China, India and Vietnam.

N. van Dijk BSc, recently obtained her Bsc in Development Sociology at Radboud University. She is expecting to obtain her Msc in Wellbeing and Human Development from

the University of Bath in October 2012. Her interest lies mainly in the relation between poverty and wellbeing. Before and during her study she travelled to Latin America, the US, and Asia. In 2009-2010 she acted as student assessor, which is a student representative advising their Faculty Board on all student-related (mostly educational) matters.

Appendix 2: Programme of the site visit

24 November 2011		
11.00	13.30	**Installation committee, preparatory meeting + lunch**
13.30	14.30	**Introductory meeting with the management:** • Mr Kees van Rooijen (Director IHS), • Mr Jan Fransen (Head Education and Training), • Ms Carley Pennink (Head of Projects), • Mr Jurian Edelenbos (Academic Director IHS), • Mr H.T. van der Molen (Dean Faculty of Social Sciences, EUR), • Mr Alonso Ayala (Programme Manager UMD).
14.30	15.30	**Meeting with master students:** • Ms Xinxin Zhang, China (UMD8), • Mr Wisnu Widoyoko, Indonesia (UMD8), • Ms Jane Lumumba, Kenya (UMD8), • Mr Youming Wang, China (UMD7), • Ms Tikvah Breimer, the Netherlands (UMD7), • Ms Charmae Nurcea, Philippines (UMD5).
15.30	15.45	Break
15.45	16.45	**Meeting with lecturers:** • Mr Johnny Åstrand (Lund University, Sweden, Specialisation Coordinator HDS), • Mr Jacko van Ast (Faculty of Social Sciences, EUR, Specialisation Coordinator UIME), • Ms Marijk Huijsman (Specialisation Coordinator UEM), • Mr Leo van den Berg (Regionale Economie, Haven-en Vervoerseconomie RHV B.V.) , • Mr Carlos Morales, (Specialisation Coordinator LDS), • Mr Aloys Bongwa (Specialisation Coordinator IUF), • Ms Maartje van Eerd (RMT).
16.45	17.15	**Telephone contact with alumni:** • Ms Deepti Talpade, India (UMD7), • Mr Mahmoud Zakaria, Egypt (Student representative UMD7), • Ms Bertha Gladys Mlonda, Tanzania (UMD5).
17.15	17.45	**Consultation hour and meeting committee; studying documents**
25 November 2011		
9.00	9.15	**Meeting with student members educational committee:** • Mr Kaj Fischer, Germany, • Ms Nadia Tembe, Mozambique.
9.15	9.30	**Meeting with staff members educational committee:** • Mr Jan Fransen (Head Education and Training), • Mr Giuliano Mingardo (Regionale Economie, Haven-en Vervoerseconomie RHV B.V., Specialisation Coordinator URDS), • Mr Alonso Ayala (Programme Manager UMD, and Specialisation Coordinator HDS), • Ms Ellen Geurts (Specialisation Coordinator HDS), • Mr Alberto Gianoli (Specialisation Coordinator MUG).
9.45	10.15	**Meeting with exam committee:** • Ms Maria Zwanenburg (Chair Examination Committee and Specialisation Coordinator USD),

		• Mr Giuliano Mingardo (Regionale Economie, Haven-en Vervoerseconomie RHV B.V., Specialisation Coordinator URDS),
		• Mr Johnny Åstrand (Lund University, Sweden, and Specialisation Coordinator HDS),
		• Mr Carlos Morales (Specialisation Coordinator LDS),
		• Mr Aloys Bongwa (Specialisation Coordinator IUF),
		• Mr Alberto Gianoli (Specialisation Coordinator MUG).
10.30	11.00	**Internal meeting committee: preparation for concluding meeting**
11.00	11.45	**Concluding meeting with management:** • Mr Kees van Rooijen (Director IHS), • Mr Jan Fransen (Head Education and Training), • Ms Carley Pennink (Head of Projects), • Mr Jurian Edelenbos (Academic Director IHS).
12.00	14.30	**Lunch / Review meeting committee: draft of preliminary results**
14.30	14.45	**Presentation of preliminary results, Reception**

Appendix 3: Domain-specific framework of reference

Urban Management and Development is an interdisciplinary field of study concerned with processes of change in cities. In this sense, the term "Development" refers to long-term processes of transformation of urban society that take place under the influence of other processes such as industrialisation and, more recently, globalisation. The term "Management" refers to those processes of change that are induced through policy interventions. The concept of urban management as such includes both type of change processes as part of its domain. The IHS master in Urban Management and Development (UMD) is the only one in its field accredited in the Netherlands. In this section we will discuss:

- The Concept of Urban Management (including Development)
- The academic field of Urban Management
- The UMD within the field of Urban Management
- A comparison between the IHS UMD and other, comparable master courses in Europe

The concept of urban management

The concept of urban management was first framed in the 1970s. At that time it was seen as a type of brokerage between those holding resources (the government) and those in need of resources (the city dwellers) (McGill, 1998). With time, new insights and new notions have changed the concept. Increasing understanding of the complexity of urban societies has led to definitions of urban management that reflect that complexity. The changing role of government in society has led to the new notion of cities as multi-actor environments. Churchill (1985) notes: "The term urban management is beginning to take on a new richer meaning. It no longer refers only to the systems of control but rather, to sets of behavioural relationships, the process through which the myriad activities of the inhabitants interact with each other and with the governance of the city"(p.v). Since then, the multidimensional nature of the city and the multi-actor institutional environment are an integral part of the concept of urban management. This leads to a call for a holistic approach in urban management, in which the multidimensional nature of the city and the multi-actor institutional environment is recognized (McGill, 1998; Chakrabarty 2001; Rakodi, 2003).

In short, we can say that urban management is the art of combining:
• Knowledge and understanding of the complex, multidimensional nature of the city; with
• Organising multi-actor institutional capacity to intervene in the development of the city (McGill, 2001)

The academic field of urban management

In view of the holistic nature of urban management, the academic field of "Urban management and development" is an interdisciplinary field of study that has urban areas, societies and institutions as its main subject of study. It provides a foundation for understanding processes of urban growth, economic and social change within different political, cultural, economic and environmental contexts, as well as wider processes that influence urban development, such as globalisation or development policies. The complexity of urban society asks for an integrated, interdisciplinary approach that applies scientific knowledge of different disciplines to relevant urban questions. In doing so, urban management draws upon and combines knowledge from disciplines like urban studies, urban planning, public administration and development studies.

With the holistic concept, urban management relates closely and draws upon urban studies, which has the aim to study social and economic transformation processes at the city level. Urban studies aim to understand the complexity and dynamics of urban society. Urban

Studies in itself is an interdisciplinary field in which urban sociology and urban economics play an important role. The focus of urban studies has changed over time, especially due to larger trends that influence urban society, such as globalisation. UMD differs from Urban Studies in its focus on urban policies and institutional capacity to intervene. Within the context of urban management, knowledge on urban transformation processes will be linked to urban policy and institutional capacity.

Within Urban Management, different notions of the concept "development" can be used. There is the urban development notion that is taken from urban studies, but there is also the notion taken from development studies. At the most general level, this "development" refers to processes of change or social transformation. It is associated with, but not equal to, processes of modernisation and industrialisation. In practice, "development" has more than one meaning (Sumner and Tribe, 2008; Thomas, 2000). First, development can be seen as a long-term process of societal transformation that modern societies experience. This understanding foregrounds historical processes of change, from rural and agricultural to urban and industrial, or conceptualized in terms of "the highly uneven process of capitalist development" (Hart, 2009). This notion of development is similar to the development processes studied in urban studies. It is very important to understand processes of urbanisation and the evolution of urban societies. Second, development can be seen as the outcome of development policy: a short- to medium-term process that is deliberately planned and managed. This notion of development is important in understanding the relation between development policies and urban development, and it is important for the intervention part of urban management that focuses on policy interventions.

Urban management also relates to the fields of Public Management and Urban Spatial Planning especially regarding the institutional capacity, policy intervention and planning aspects of urban management. Over the past decades public management has experienced a change from government to governance. In urban management this change is reflected in the conceptual move from government to a multi-actor environment. The degree programme in Urban Management strongly incorporates the notions from public administration on the changing relation between state, market and civil society. Trends like decentralisation and democratisation are extremely important for urban management. Urban Management differs from Public Administration in that it also focuses on understanding urban development/transformation processes. Many policy interventions in urban areas have a spatial dimension. The spatial planning implications of and responses to urban policy are therefore part of urban management.

It can be observed that over the past decades, the academic field of Urban Management has been dominated by either one or another contributing discipline. One of the first dominant disciplines was urban sociology, especially through the work of Manuel Castells (Pahl, 1978). Public administration has been dominant during the shift from "government to governance", when the relation between state, market and civil society changed. This has greatly influenced the notion of the multi-actor institutional environment in urban management. Lately, urban management is being mainly influenced by economics through the concept of urban competitiveness and networking (e.g. van Dijk,, 2006). With the current challenge of climate change, environmental studies are also an important contributor to urban management at present.

The MSc course in Urban Management and Development (UMD) at IHS

The UMD strongly adopted the principles of the multidimensional nature and the multi-actor institutional environment, as well as the knowledge combined with intervention principle.

However, the UMD makes different decisions when it comes to the prevailing trends in urban management. The UMD offers a truly integrated programme, in which the contributing disciples and fields of study are treated with equal importance. In this respect, the UMD uses the principles of sustainable development as guidance: economic growth, social equality and environmental soundness. In an urban setting, this has an urban, spatial dimension. These are the building blocks for knowledge and understanding about urban transformation processes, or urban development. The concepts of governance, policy and planning are the building blocks for the intervention part of urban management. The UMD has opted for strategic planning over spatial planning, since strategic planning stresses more the multidimensional nature of the city.

Appendix 4: Intended learning outcomes

1. Analyse trends and theories in urban development
   a. Understand global intersectoral theories and practical trends in urban development;
   b. Understand sector theories and trends in urban development;
   c. Understand the impact of external development, such as globalisation and development policies, on urban development;
   d. Critically appraise the theories and trends in urban development;
   e. Assess the relevance of the theories in the local context.

2. Evaluate theories and approaches in urban management
   a. Understand disciplinary and interdisciplinary theories on urban management;
   b. Analyse the roles of actors and their networks in urban management;
   c. Critically evaluate theories and approaches in urban management;
   d. Assess the relevance of these theories and approaches for the local context, including the actors and their networks;
   e. Argue the choice for applying a certain theory or approach in the local context.

3. Analyse urban problems using applied research, assess development potential and propose strategies and policies based on applied research
   a. Understand different methods to analyse urban problems;
   b. Understand the role of applied research in analysing urban problems;
   c. Argue the choice for a certain theoretical approach to analyse urban problems;
   d. Apply research methods and techniques in an applied research design;
   e. Use research results to analyse problems in urban management and development;
   f. Develop policies, strategies and actions based on problem analysis and applied research;
   g. Develop a creative attitude (critical, able to collect academic knowledge and transpose it into practice).

4. Apply skills to function as an urban manager in a multi actor and multidisciplinary environment
   a. Able to work in teams;
   b. Communication, presentation and negotiation skills;
   c. Policy and network analysis skills;
   d. Obtain more skills based on latest insights in multi-actor, multidisciplinary approach (innovative attitude).

The level of education is described using the Dublin Descriptors:

- **Knowledge and understanding**
  (The graduate has acquired knowledge and understanding that is built upon, but has moved beyond and-or goes deeper than the knowledge and understanding that they have developed in their prior Bachelors degree and that forms the basis to have an original contribution to knowledge development and/or the application of new ideas, often in a research setting)

  Objective 1, 2, and 3 correspond with acquiring knowledge and understanding and applying knowledge in a research setting. During the core period, participants are

encouraged to develop a multidisciplinary focus on urban management and development. This broadens their knowledge acquired in their bachelor's degree. During the specialisation and thesis period participants deepen their knowledge. During the thesis period, participants apply the newly acquired knowledge to a research project.

- **Applying knowledge and understanding**
  (The graduate is able to apply knowledge, understanding and problem solving skills in new or unknown circumstances within a larger, or multidisciplinary, context related to the discipline. The graduate is able to integrate knowledge and to deal with complexity)

  The UMD is multidisciplinary in itself. Objective 2 and 3 refers specifically to the importance of applying knowledge in a complex, multidisciplinary environment, while objective 3 also refers to the application of knowledge in practice. During the thesis period (objective 3), participants apply new knowledge and research skills to a research project. Throughout the programme, participants are asked to apply new knowledge to real life cases: in strategic planning exercises, small research projects, and specifically through the three week "ateliers" in which participants work multidisciplinary teams on a specific city or subject related case.

- **Making judgements**
  (The graduate is able to formulate meaningful judgements, possibly based on limited information, taking into account social and ethical responsibilities related to the application of own knowledge and judgements)

  Learning objectives 2 and 3 aim to enable participants to make academic judgements based on limited information and research. Academic judgements are especially asked during the thesis process, in the ateliers and during the numerous case study exercises participants are required to carry out.

- **Communication**
  (The graduate is able to communicate conclusions, insights, concerns or considerations effectively to specialist and non-specialist audiences)

  Objective 4 refers specifically to this descriptor. Throughout the course, participants are trained in writing and in presentation skills. Since UMD 7, presentation skills are part of the curriculum and participants receive feedback on their presentation skills during the colloquia in which they present their thesis progress. From UMD 8 onwards, academic writing skills will also be part of the curriculum. The final proof of communication skills is the thesis. Participants are expected to write a clear and unambiguous thesis based on academic research and present that during the defence.

- **Learning skills**
  (The graduate is able to study in a manner that is largely self directed and autonomous)

  To meet objectives 2 and especially 3, participants need to possess learning skills. Learning skills are part of the programme through the mentorship, research methods and techniques and the thesis supervision. The mentor pays attention especially to the reading skills and the information search skills of the participants. The mentor also discusses learning problems with individual participants. Reading and writing skills will be part of the curriculum as from the course 2011/2012.

Appendix 5: Overview of the curriculum of the programme

Month	Block	Course	Period
October	Introduction	Introduction programme (logistics and living in the NL)	INTRODUCTION PROGRAMME
		Introduction to urban management	
November	BLOCK 1	Urban Development Theories (UDT)	CORE PERIOD 20 ECTS courses 4.5 ECTS from RMT
		UDT & Urban Policy and Planning (UPP)	
		Urban Policy and Planning (UPP)	
		Exams for UDT and UPP	
		Action Planning Workshop (AP)	
December	BLOCK 2	Public Management (PM)	
		Public Management (PM)	
		Local Government Finance (LGF)	
		Urban Social Studies (USS)	
		Exams for PM, LGF and USS	
January	HOLIDAYS	Christmas	
		Holidays	
	BLOCK 3	Research Methods and Techniques 1 (RMT 1)	
		Economic and Financial Analysis (EFA)	
		Sustainable Cities and Climate Change (SCCC)	
February		Exams for EFA and SCCC	
		Research Methods and Techniques 2 (RMT 2)	
		Research Methods and Techniques 2 (RMT 2)	
March	BLOCK 4	Specialisation courses	SPECIALISATION PERIOD 22 ECTS courses 3 ECTS from RMT
		HDS 1 / LDS 1 / UEM 1/ IUF 1 / URDS 1	
		Exams	
		Atelier 1	
April	BLOCK 5	Specialisation courses	
		HDS 2 / LDS 2/ USD 1 / UIME 1	
		Exams	
		Atelier 2	
May	HOLIDAYS	Spring Holidays	
June	BLOCK 6	Research Methods and Techniques 3 (RMT 3)	
		Specialisation courses	
		UEM 2 / IUF 2-UIME 2 / USD 2 / URDS 2	
		Exams	
		Research Methods and Techniques 4 (RMT 4)	
July	THESIS BLOCK	Preparation for Field Work	THESIS PERIOD 20 ECTS 1.5 ECTS from RMT
		Preparation for Field Work	
		Field Work	
		Field Work	
		Field Work	
August		Field Work	
		Research Methods and Techniques 5 (RMT 5)	
		Thesis Writing	
		Thesis Writing	
September		Thesis Writing	
		Thesis Writing	
		Thesis Writing	
		Thesis Defence Preparation	
		Thesis Defence	

CORE PERIOD   SPECIALISATION PERIOD   THESIS PERIOD

INTRO | BLOCK 1 | BLOCK 2 | HOLYDAY | BLOCK 3 | BLOCK 4 | BLOCK 5 | BLOCK 6 | FIELDWORK | DEFENCE

OCTOBER | NOVEMBER | DECEMBER | JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY | AUGUST | SEPTEMBER
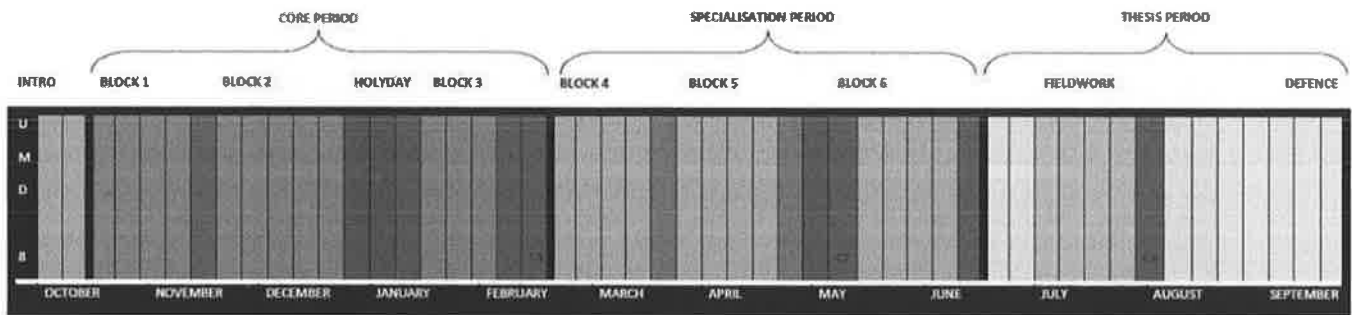
LEGEND

	INTRODUCTION PROGRAMME
	CORE PERIOD COURSES
	WORKSHOP : ACTION PLANNING
	RESEARCH METHODS AND TECHNIQUES (C = COLLOQUIA)
	THESIS PREPARATION WEEK
	SPECIALISATION PERIOD COURSES
	WORKSHOP: ATELIERS
	THESIS PERIOD
	FIELD WORK
	HOLIDAYS

Table of learning outcomes

Courses: core period
Note: if a course contributes to a learning outcome, it also contributes to all sub-learning outcomes.

Name course	Credits	Block	Main objectives	Contributes to learning outcome*	Method of examination
Urban Development Theories (UDT)	3	1	• Know and understand the impact of economic actors on urban development, considering theory on urban competitiveness, city life cycle, knowledge economy, urban networks and land economics • Appraise the theories and assess their relevance for cities	1	Written, closed book exam
Urban Policy and Planning (UPP)	3	1	• Understand the nature of and relation between forms of planning including statutory planning and performance oriented planning; • Identify the essential factors of a good policy document • Analyse a given policy document • Illustrate the respective roles of policy and planning and the interrelations between them	2, 4.2 4.3	Individual assignment (70%) Group work (30%)
Action planning (AP)	2	1	• Know and perform action planning tools, including problem trees, objective setting and strategy development • Function in a team and present findings in terms of planning, communication, social behaviour and division of tasks	3.1, 3.5, 3.6, 3.7 4.1, 4.2, 4.3	Group work
Public Management (PM)	4		• Understand, analyse, evaluate, asses and argue the potential for the private sector and other non-governmental actors to participate in public service provision.	2	Paper
Local Government Finance (LGF)	2	2	• Know key public finance issues, in particular fiscal decentralization and local government reform • Explain main financial arrangements in local government institutions • Explain the descriptive aspects of an institutional analysis of local governments finance, and	2 3.5 4.2	Group exercise 20% Exam 80% (closed book)

			how to use it to organize information required for policy making and planning at the local level.			
			• Apply basic public finance principles for the analysis of fiscal decentralization and local government finance			
Urban Social Studies (USS)	2	2	• Know the most relevant theories on urban social development • Assess urban social development based on the theories • Work in multicultural teams	1	Class participation 10% Group assignments 40% Written exam 50%	
Economic and Financial Analysis (EFA)	2	2	• Understand basic fundamentals of economic theory and financial analysis, including discounted cash flow analysis • Describe an economic market Know how an economic analysis differs from a financial analysis; • Illustrate how cost benefit analysis can help in making managerial / project decisions/ policy analysis; • Interpret results of a cost / benefit analysis • Carry out a simple cost benefit analysis	3.1 4.3	Examination (open book) 80% Group exercise 20%	
Sustainable Cities and Climate Change (SCCC)	2	2	• Identify trends and theories in sustainable urban development; • Distinguish causes of climate change and diagnose the implications for urban areas; • Evaluate the potentials of urban actors in facilitating sustainable development and climate change related strategies.	1	Exam (closed book): 70% Group assignment: 30%	

Courses: specialisation period

Name course	Credits	Block	Main objectives	Contributes to learning outcome*	Method of examina-tion
Specialisation: Land Development Strategies					
Urban Land Theories and Policies	6	4	• Appreciate and argue the importance of land • Use economic, social, legal and political reasoning when	1 (excl 1.1) 2 3.3, 3.6, 3.7	Participa-tion: 20% Individual reading follow

				designing, promoting, implementing and evaluating land policies that have a substantial impact on cities.		up: 30% Workshops/gam es: 50% (team and individual)
			•	Know and assess land value capture and remedial and preventive policies related to access to land by and for the poor.		
Urban land strategies and instruments	6	5	•	Know land instruments, how they work and what impacts they may generate, especially related to land and real estate markets	1 (excl 1.1) 2 3.3, 3.6, 3.7	Participation: 20% Individual reading follow up:30% Workshops/gam es: 50% (team and individual).
			•	Able to evaluate, select and negotiate those instruments		
Specialisation: Urban Environmental Management						
Environmental Policy and Assessment	6	4	•	Identify approaches to and components of urban environmental policy making and tools that can be used to effectively address legal, social and economic principles;	2 4.3	Paper: 50% Group work (twice): 50%
			•	Estimate the economic and social costs and benefits of environmental regulations;		
			•	Identify instruments and activities that can be used for environmental policy monitoring and control, based on legal, social and economic principles;		
			•	Clarify the pros and cons of those instruments and the way they can be applied to the own situation;		
			•	Interpret an environmental impact assessment.		
Local Environmental Management	6	6	•	Understand complex environmental challenges facing cities in developed and developing countries;	1 (excl 1.1) 2 3.3, 3.6, 3.7	Paper: 20% Exam: 60 Group work: 20%
			•	Identify key issues characterizing of local environmental management systems and how to relate these to environmental, economic and social welfare considerations and the role of different stakeholders;		
			•	Profile and prioritize sustainability issues at the local level and to strategically		

			respond to challenges by means of a variety of tools and techniques.		

Specialisation: innovations in Urban Finance

Course			Learning outcomes		Assessment
Innovations in Financing Cities	6	4	• Know main principles of each financing innovation (land value capture, capital markets, PPP, remittances) • Know all possible ways to finance urban projects • Select the most appropriate instruments based on multi criteria analysis • Apply to design of a financing scheme for a proposed public project.	2 3.3, 3.6, 3.7	Game (individual): 25% Discussion boards: 25% Paper: 25% Individual exercise: 25%
Financing Urban Infrastructure	6	6	• Know processes to plan, implement, finance and manage urban infrastructure projects, particularly solid waste management and transportation. • Evaluate the factors influencing the choice of financing methods for infrastructure projects; the motivations of the parties involved; risk evaluation and allocation; capital structuring issues; and lessons from the past. • Prepare and evaluate a finance plan	1 (excl 1.1) 2 3.3, 3.6, 3.7	Class participation: 10% Group exercise: 20% Individual paper: 70%

Specialisation: Housing Development Strategies

Course			Learning outcomes		Assessment
Housing Policies and Housing Theories	4	6	• Know and evaluate the concepts of social housing, housing policies and strategies, (micro) finance, as well as their processes, alternatives, and institutions • Know international policy interventions in general and the perspective from UN-Habitat • Understand housing needs assessment and housing mortgage systems • Assess housing strategies and in particular access to housing (finance) for low income households	1 (excl 1.1) 2 3.3, 3.6, 3.7	Reading assignments (individual): 15% Tutorial discussions (group): 15% Simulation game (group): 10% Exam: 60%
Human Settlement Planning and	6	4	• Know and understand informal settlements, performance qualities of	1 (excl 1.1) 2 3.3, 3.6, 3.7	Group work (twice) 50% Open book

Informal Housing Processes			human settlements, determinants of sustainable and efficient housing environments and the multi-actor approaches and responses to urban slums, housing rights, causes, scale and impact of demolitions and forced evictions on affected communities		exams (twice): 50%
			• Asses and analyse the causes and effects of informal settlement formation and consolidation		
			• Evaluate the process of human settlement planning and development and housing delivery for low and middle income households.		
			• Understand and apply spatial and structural principles in the design process of human settlements.		
Specialisation: Urban Infrastructure Management and Energy					
Infrastructure Governance and Sustainable Energy Management	6	5	• Assess needs and impacts of local urban infrastructure & services and understand their linkages with urban management,	1 (excl 1.1) 2 3.3, 3.6, 3.7	50 % paper 50 % closed book exam
			• Identify components of infrastructure & services, understand the roles of actors in managing the sector.		
			• Find solutions for sustainable energy, balancing economic, environmental and social criteria		
			• Design policies and plans to help cities march towards carbon neutrality.		
			• Know how to plan, manage, finance and implement urban infrastructure projects		
			• Understand the concept and practice of IWRM (Integrated Water Resources Management) applied to water infrastructure and reflects on international experiences with this concept.		
			• Advice on the most		

			appropriate and affordable technologies and management tools applied to these sectors.		
Financing Urban Infrastructure			see above		
Specialisation: Urban Social Development					
Livelihood Strategies and Social Sector Policies	6	5	• Assess, prioritise and analyse urban problems being experienced by the different stakeholders, based on limited information • Identify information needs to create an urban profile; • Assess strategies for integrated neighborhood development, using decision-making tools and urban theory • Select a strategy, based on sound arguments, which best contributes to the achievement of strategic objectives for the area; • Prepare a proposal of actions/projects that will be implemented in the area, worked out in spatial, financial and institutional terms.	1 (excl 1.1) 2 3.3, 3.6, 3.7	60% individual assignments 40% group assignment
Governance of Social Policies			• Know trends and paradigm changes in social policies • Critically assess current trends like community participation, empowerment and the use of social capital. Understand the processes and obstacles of various local public and private initiatives in developing strategies for local social development.	1 (excl 1.1) 2 3.3, 3.6, 3.7	40% individual assignment 60% group assignments
Specialisation: Urban and Regional Development Strategies					
Development Strategies: key concepts and cases	6	4	• Analyse and compare strategies using SIPSIO (Situation, Initiative, Process, Strategy, Input and Output) • Report on the analysis, experience, and lessons • Relate concepts and theories to their use in strategies both in general and in their own work context; • Function effectively in a multidisciplinary group	2 3.3, 3.6, 3.7 4.1, 4.2, 4.3	Paper: 70% Group work: 30%
Strategic	6	6	• Understand how the spatial	2	Paper: 70%

Spatial Planning and Tools for Strategy Development and Implementatio n			dimension of planning relates to social, economic and environmental development objectives; • Understand concepts of strategic spatial planning • Develop a strategic plan, which integrates action over different sectors, including stakeholder analysis; linkage analysis; process and participation; goals achievement matrix; financial and economic analysis; participation and communication strategies; • Apply strategic planning tools for managing the process of planning; • Function effectively in a multidisciplinary group	3.3, 3.6, 3.7 4.1, 4.2, 4.3	Group work: 30%
Managing Urban Governance					
Managing complex networks	6	5	• Identify and differentiate various theoretical approaches and strategies to the management of complex decision making networks • Identify and differentiate instruments for the management of complex decision making networks • Devise criteria for the evaluation of complex decision making networks • Apply different theoretical frameworks on decision-making in networks to the analysis of case studies	2 3.3, 3.6, 3.7 4.3	Paper 80% Group assignment: 20%
Analytical approaches to management and decision making	6	6	• Incorporate uncertainty and probability in decision analysis • Understand and apply risk and sensitivity analysis, decision trees and basic forecasting and trend projection techniques, Critical Path Analysis (CPA) and Program Evaluation and Review Technique (PERT) • Understand the principles of multi-criteria decision making use the Analytical Hierarchy Process (AHP) • Use Excel spreadsheets to build a problem-solving	2 3.3, 3.6, 3.7 4.3	Individual assignment: 80% Group assignment: 20%

Courses: Ateliers

Name course	Credits	Block	Main objectives	Contributes to learning outcomes*	Method of examination
Thematic ateliers (land value capture, participation, micro credit)	4	4,5	• Understand main theories and debates in the subject area in which they wish to develop their final thesis. • Able to set specific research questions, problem analysis, theoretical framework within a specific research topic	12, 1.3, 1.4, 3.3, 3.4, 3.7, 4.2, 4.3, 4.4	Individual paper(s)
City atelier: San Paulo (strategic planning)	4	4,5	▪ Understand and assess problems experienced by the stakeholders in urban development and management; ▪ Gather and analyze relevant data to describe urban problems and issues; ▪ Know strategic planning methodologies, from problem identification and prioritization to strategy development. ▪ Apply tools for project identification and prioritization ▪ Develop an institutional and communication strategy to support the implementation of the projects.	1 (excl 1.1) 2 3.3, 3.6, 3.7 4.1, 4.2, 4.3	Group work, presentation, final report
City atelier: Rotterdam (urban competitiveness)	4	4,5	• Identify d the factors that make cities competitive • Learn how connections are established between cities • Learn specific tools that help translate strategies into actions • Learn how to develop a communication strategy for city marketing using audiovisual techniques.	1 (excl 1.1) 2 3.3, 3.6, 3.7 4.1, 4.2	Group work, presentations

Course: Research Methods and Techniques

Name course	Credits	Block	Main objectives	Contributes to learning outcomes*	Method of examination
Research methods and techniques (RMT)	7	3,5,7	• Know about the quality criteria for good research methodologies in qualitative and quantitative	3 (excl. 3.6)	Presentation thesis proposals: 25% SPSS

approaches;

- Interpret and assess the research methods and findings in social science research and formulate an opinion about validity and reliability;
- Know and able to apply the basics of statistics;
- Compose a problem statement or issue subject to research;
- Formulate an unambiguous and 'researchable' research question;
- Conduct a literature review and develop a conceptual framework;
- Choose the appropriate method and techniques in relation to the research question;
- Apply the concepts of validity and reliability to their own proposal;
- Understand and apply basic quantitative and qualitative methods;
- Develop research instruments (questionnaires, interview guides etc);
- Analyse qualitative and quantitative data;
- Report on qualitative and quantitative data.

assignment: 25%

Exam: 50%

Appendix 6: Quantitative data regarding the programme

Data on intake, transfers and graduates

Table 1.1: Student Completion Rates 2005-2011

Cohort	Students enrolled	Students dropped out	Students graduated within 12 months	Percentage students graduated within 12 months	Total number of students graduated	Percentage of students graduated
UMD1 (2004-2005)	72	3	69	95.8%	69	95.8%
UMD2 (2005-2006)	57	1	56	98.2%	56	98.2%
UMD3 (2006-2007)	56		56	100.0%	56	100.0%
UMD4 (2007-2008)	64	1	59	92.2%	61	95.3%
UMD5 (2008-2009)	70		65	92.9%	69	98.5%
UMD6 (2009-2010)	84	1	75	89.3%	84	100.0%
UMD7 (2010-2011)	93	3	73	78.5%	unknown	unknown

Teacher-student ratio achieved

Table 1.2: Student-Staff Ratio

	2004/05	2010/11	2011/12
FTE of IHS	17.5	19.6	17.6
FTE dedicated to UMD	8.0	8.1	7.4
Number of student years	72	93	67
Student : IHS staff ratio	1 : 4.1	1 : 4.7	1 : 3.8
Student : dedicated staff ratio	1 : 8.0	1 : 11.1	1 : 9.0

Average amount of face-to-face instruction per stage of the study programme

Table 1.3: Contact hours in different phases of the programme (2011-2012)

	Term	No of EC	Av Number of Contact Hours/week
Core period: lectures	1	18	12 (9 hrs. lectures; 3 hrs. exercises
Core period: action planning exercise	1	2	40
Specialisation period: lectures	2	18	12 (9 hrs. lectures + 3 hrs. exercises, field visits)
Specialisation period: ateliers (exercise)	2	4	40
Research methods	1,2,3	9	15 (9 hrs. lectures, 3 hours exercise, 3 hours colloquia and feedback)
Thesis	3	20	Contact with supervisor

Appendix 7: Documents studied by the committee during the visit

Overview of domain-specific reference framework;
- Overview of learning outcomes of the programme;
- Overview of the curriculum;
- Outline description of the curriculum components [stating learning outcomes, teaching method(s), attainment targets, assessment methods, literature (mandatory/recommended), teacher and credits];
- Teaching and examination regulations;
- Admission and Examination Regulations;
- Examination Policy (draft);
- Examination Plan (draft);
- Thesis Handbook;
- UMD Master Programme Handbook 2011/2012;
- Overview of allocated staff with names, positions, scope of appointment, level and expertise;
- Overview of functions of the non-academic staff;
- Research policy document;
- Report on the institutional quality assurance assessment;
- Alumni Survey (Spring 2010);
- Student's evaluation of the programme;
- List of the final projects of UMD7 (2010/2011);
- List of publications from 2009-2011;
- Reference books and other learning materials;

The committee studied 20 theses, which were selected at random by the project leader and the chair of the committee.

20101576	20090037	20100029	20090866	20080237
20092727	20092804	20100258	20102205	20093122
20100870	20100021	20102467	20100260	20100273
20100423	20093090	20092157	20102537	20091959

Since the assessment committee had to evaluate programmes leading to a scientific degree (MSc), specific attention was paid to the scientific level of the theses, the requirements, the carefulness of the reviewer's judgement of the programme, and the assessment procedure used. After all, in a thesis the student has to show evidence of the required qualifications to earn a degree.

Appendix 8: Declarations of independence

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DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: *DAVID BYRNE*

HOME ADDRESS: *18 Coleridge Ave Low Fell, Gateshead NE9 6EL*

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / ~~SECRETARY~~:

Urban Management Development.

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Erasmus University.

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;

1

HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES
WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL
THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH
THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE
CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF
CONDUCT.

PLACE: DATE: 16/a/2011

Gateshead

SIGNATURE:

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: _Volker KREIBICH_

HOME ADDRESS:

Lübkestr. 22, 44141 Dortmund Germany

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Urban Management and Development

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Institute for Housing and Urban Development Studies, Rotterdam

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;

1

HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Dortmund   DATE: 18.11.2011

SIGNATURE: O. Kerbil

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Richard Slinzas

HOME ADDRESS: Ko Hhofhorst 18
7531 em ENSCHEDE

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / ~~SECRETARY:~~

URBAN MANAGEMENT DEVELOPMENT

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

INSTITUTE FOR HOUSING AND URBAN DEVELOPMENT
STUDIES, ERASMUS UNIVERSITY

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;

1

HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES
WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL
THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH
THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE
CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF
CONDUCT.

PLACE: Rotterdam   DATE: 23-11-2011

SIGNATURE:

2

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: F.G. VAN OORT

HOME ADDRESS:

OLOF PALMELAAN 74

3527 WK UTRECHT

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT /
SECRETARY:

MSc Urban Management & Development (UMD)
IHS, Rotterdam

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

IHS, Rotterdam

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES
OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR
CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY
INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN
EITHER A POSITIVE OR A NEGATIVE SENSE;

1

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HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES
WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL
THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH
THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE
CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF
CONDUCT.

PLACE: *Utrecht*   DATE: 23 - 11-2011

SIGNATURE:

2

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DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Nadine van Dijk

HOME ADDRESS:
The Maisonette
4 Beaufort East
BA1 6QD, Bath, UK

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT /
SECRETARY:

Urban Management and Development

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

EUR

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES
OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR
CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY
INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN
EITHER A POSITIVE OR A NEGATIVE SENSE;

1

HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE:
Rotterdam

DATE:
23/11/2011

SIGNATURE:

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Floor Meijer

HOME ADDRESS: Catharijnesingel 56

3511 GE Utrecht

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS ~~AN EXPERT~~ /
SECRETARY:

Urban Management and Development

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Institute for Housing and Urban Development Studies

Erasmus University Rotterdam

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES
OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR
CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY
INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN
EITHER A POSITIVE OR A NEGATIVE SENSE;

nvao nederlands- vlaamse accreditatieorganisatie

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: DATUM:

Utrecht   22 / 11 / 2011

HANDTEKENING:

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