

**Human Geography and  
Urban and Regional Planning**  
Nijmegen School of Management  
Radboud University Nijmegen

Quality Assurance Netherlands Universities (QANU)  
Catharijnesingel 56  
PO Box 8035  
3503 RA Utrecht  
The Netherlands

Phone: +31 (0) 30 230 3100  
Telefax: +31 (0) 30 230 3129  
E-mail: [info@qanu.nl](mailto:info@qanu.nl)  
Internet: [www.qanu.nl](http://www.qanu.nl)

Project number: Q0439

© 2014 QANU

Text and numerical material from this publication may be reproduced in print, by photocopying or by any other means with the permission of QANU if the source is mentioned.

# CONTENTS

<b>Report on the master's programmes Human Geography and Urban and Regional Planning of Radboud University Nijmegen .....</b>	<b>5</b>
Administrative data regarding the programmes.....	5
Administrative data regarding the institution.....	5
Quantitative data regarding the programmes.....	6
Composition of the assessment committee .....	6
Working method of the assessment committee .....	7
<b>I: MASTER'S PROGRAMME Human Geography .....</b>	<b>9</b>
Summary judgement .....	11
Description of the standards from the Assessment framework for limited programme assessments .....	14
<b>II: MASTER'S PROGRAMME Urban and Regional Planning.....</b>	<b>29</b>
Summary judgement .....	31
Description of the standards from the Assessment framework for limited programme assessments .....	34
<b>Appendices .....</b>	<b>51</b>
Appendix 1: Curricula vitae of the members of the assessment committee .....	53
Appendix 2: Domain-specific framework of reference.....	55
Appendix 3: Intended learning outcomes .....	61
Appendix 4: Overview of the curricula.....	65
Appendix 5: Quantitative data regarding the programmes.....	71
Appendix 6: Programme of the site visit .....	75
Appendix 7: Theses and documents studied by the committee.....	79
Appendix 8: Declarations of independence .....	81

This report was finalised on 07-05-2014.



# Report on the master's programmes Human Geography and Urban and Regional Planning of Radboud University Nijmegen

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

## Administrative data regarding the programmes

---

### Master's programme Human Geography

Name of the programme:	Human Geography
CROHO number:	60466
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specialisations or tracks:	Urban and Cultural Geography, Economic Geography, Globalisation, Migration and Development, Europe Borders, Identities and Governance, Conflicts, Territories and Identities.
Location(s):	Nijmegen
Mode(s) of study:	full time, dual
Expiration of accreditation:	31-12-2014

### Master's programme Urban and Regional Planning

Name of the programme:	Urban and Regional Planning*
CROHO number:	66622
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specialisations or tracks:	Local and Regional Planning, European Spatial and Environmental Planning (ESEP), PLANET Europe: European spatial planning, environmental policies and regional development.
Location(s):	Nijmegen
Mode(s) of study:	full time, dual
Expiration of accreditation:	31-12-2014

\* The official Dutch programme name is *Planologie*, which is also registered under the international programme name Urban and Regional Planning.

The visit of the assessment committee Human Geography and Urban and Regional Planning to the Nijmegen School of Management of Radboud University Nijmegen took place on June 17<sup>th</sup> and 18<sup>th</sup>, 2013.

## Administrative data regarding the institution

---

Name of the institution:	Radboud University Nijmegen
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive

## Quantitative data regarding the programmes

---

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

## Composition of the assessment committee

---

The assessment of the master's programmes Human Geography and Urban and Regional Planning of the Radboud University Nijmegen is part of the cluster assessment Human Geography and Spatial Planning, for which the committee also assessed the Human Geography and Spatial Planning programmes of the University of Amsterdam, the University of Groningen, and Utrecht University.

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

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

Based on expertise and possible conflicts of interest, a subcommittee was formed for every site visit. The committee that assessed the Nijmegen bachelor's programme *Geografie, Planologie en Milieu* and the master's programmes Human Geography and Urban and Regional Planning consisted of:

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

The project manager of the assessment was Mrs. C.J.J. (Chantal) Gorissen, MSc, QANU staff member. Mrs. C.J.J. (Chantal) Gorissen also acted as the secretary during the site visit in Nijmegen. Mrs. J.J. (Jasne) Krooneman, MSc, QANU staff member, was responsible for the

finalisation of the assessment reports of the Radboud University Nijmegen, Utrecht University and the University of Groningen.

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

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

---

### *Preparation*

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

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

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

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

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

### *Site visit*

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

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

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

### *Report*

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

### *Decision rules*

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

#### **Generic quality**

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

#### **Unsatisfactory**

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

#### **Satisfactory**

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

#### **Good**

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

#### **Excellent**

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



**I: MASTER'S PROGRAMME**  
**Human Geography**



## Summary judgement

---

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

### *Standard 1: Intended learning outcomes*

The committee concluded that the domain-specific reference framework for the discipline of Human Geography and Spatial Planning provides a satisfactory, but rather broad and general, reflection of the domain. It believes that the domain-specific qualifications could be formulated more attractively and concrete.

The master's programme states that its goal is to prepare students to function as critical academics capable of conducting scientific research independently and making a scientific and professional contribution to the analysis of socio-spatial problems as well as to their solution. The programme educates students in the specific disciplinary subfields, using an exemplary hermeneutic approach. The master's programme Human Geography is characterised by its six master's specialisations, including one free-choice specialisation. By offering these specialisations, the programme aims to enable students to tailor their course to their own needs and interests. The specialisations are: 1) Economic Geography; 2) Globalisation, Migration and Development; 3) Urban and Cultural Geography; 4) Europe: Borders, Identities and Governance; 5) Conflicts, Territories, and Identities; and 6) Free Choice (combination of courses of the student's own choice).

The committee is positive about the content of the specialisations. However, it found that the large number of specialisations made it difficult to clearly identify a joint overarching profile for the entire master's programme. It encourages the programme to look for more transparency about this issue.

The committee compared the intended learning outcomes described by the programme against the domain-specific reference framework for Human Geography and Spatial Planning and examined the programme's profile and orientation. It is satisfied with the intended learning outcomes and concludes that they are academically oriented and that their level conforms to the demands for a programme at the master's level. It acknowledges the strong scientific orientation in the programme. The committee concludes that the programme prepares students for the professional practice in a scientific manner. However, it feels some tension between the intended learning outcomes and the fact that this is a one year only master's programme.

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

The committee concludes that the programme, the personnel and the programme-specific facilities enable the master's students to realise the intended learning outcomes. It confirmed that the intended learning outcomes were clearly defined within the curriculum, as was shown in the critical reflection.

The committee studied the content of a number of courses (from each of the specialisations) and considered the quality to be adequate. It approves the core course Our Common Ground that is given in all specialisations. It also appreciates the focus on research, which is emphasised by the master's thesis as a major project. It examined the coherence of the programme, and despite the fact that within each specialisation the coherence is adequate, it did not see much coherence between the different specialisations. It concludes that the intended learning outcomes are clearly defined within the curriculum and that the teaching methods are a good mix of styles, with a good variety and balance of lectures, colloquia, individual study and group discussions.

The committee has some reservations concerning the current form of the internships. Although it accepts the choice to include an internship in the master programmes, it advises to consider measures to reduce the study delay often attributed to internships, and to continue to make sure the internships are organised in a way that the academic orientation of the thesis research is secured.

The committee values the focus on scientific and academic training. It recognises the link between teaching and research in the curriculum, and from the interviews with the teachers and students. However, it feels that some of the intended learning outcomes are formulated quite ambitiously. The programme clearly describes a strong focus of research, but there is not a separate course on methodology/techniques in the curriculum. The committee would like to see more explicit attention for methodology, like it has been introduced in the new bachelor programme.

The programme management has taken some action to increase study performance but does not seem to apply the rules very strictly. However, the committee notes that the study success rates are quite low, and advises the programme to consistently encourage study success in one way or another.

The committee concludes that the programme, the personnel and the programme-specific facilities are all of satisfactory quality and should enable the students to realise the intended learning outcomes. The committee recommends sustained attention for the problem of the considerable average delay in finishing this one year programme.

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

The committee concludes that the programme has an adequate system of assessment which demonstrates that the intended learning outcomes are realised. It also concluded that the Board of Examiners functions correctly and is well prepared for its tasks. The assessment system of the master's programme works properly and is sufficiently valid and transparent. The committee is also pleased with the separation of student advisers and the Board of Examiners, as this prohibits conflicts of interest.

The achieved learning outcomes were evaluated as satisfactory, as assessed by inspecting a sample of the master's theses and selected course materials and results. The committee agrees with the grades awarded by the supervisors and considered all of the theses to be at least of satisfactory quality. It would like to point out, however, that the problems encountered with the theses were often in the same area, namely methodology. It finds that often relatively simple qualitative research methods are used.

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

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

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

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

Date: 07-05-2014



---

Prof. H.F.L. Ottens



---

Mw. C.J.J. Gorissen, MSc

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

---

### Standard 1: Intended learning outcomes

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

#### **Explanation:**

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

### Findings

It is possible to follow the master's programme Human Geography full-time or in dual mode. In dual mode, students take the same courses as the full-time students (except that they take one elective less) but spread over one and a half years instead of one year. Simultaneously they work in a regular job for a professional organisation in the field, for which they can receive 6 EC for the practical professional experience. The committee approves the opportunity for students to follow this master's programme in dual mode. Since there are no other differences between the full-time and the dual programme, all the comments and descriptions on the content of the programme in this report are applicable to both variants. In reality, the dual mode seems not to attract students (see Appendix 5).

#### *Domain-specific requirements*

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

The committee studied the framework and found it rather broad and general. Even though it is clear that the field of Human Geography and Spatial Planning is a broad domain and integrative and multidisciplinary by nature, the committee felt that it would be beneficial if the domain could be specified in a more attractive and concrete way. Also, the committee thinks that a more clearly defined reference framework would make students better aware of the domain they are studying and can support the external legitimisation of the field. The present joint framework should be considered a first step that deserves a follow-up by the participating faculties/departments.

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

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

### *Profile and orientation*

According to the critical reflection, the profile of the master's programme Human Geography has undergone a shift in focus. It went from a behavioural and action-theoretical approach, putting human behaviour and action central, via post-structuralist approaches, towards a practical approach as the basis for investigating and explaining socio-spatial developments.

Its goal is to prepare students to function as critical academics capable of conducting scientific research independently and making a scientific and professional contribution to the analysis of socio-spatial problems as well as to their solution. The programme educates students in the specific disciplinary subfields, using an exemplary hermeneutic approach.

The Nijmegen master's programme in Human Geography offers six master's specialisations, including one free-choice option. By offering these specialisations, the programme intends to enable students to tailor their course to their own needs and interests. The specialisations are:

- Economic Geography;
- Globalisation, Migration and Development;
- Urban and Cultural Geography;
- Europe: Borders, Identities and Governance;
- Conflicts, Territories, and Identities;
- Free Choice (combination of courses of student's own choice).

The committee is positive about the chosen specialisations. However, the relative large number of specialisations may blur the profile of the programme as a whole. The committee would like to encourage the programme to make the profiles of each specialisation more specific within and related to the common ground for the entire programme.

The programme used two well-chosen examples (Bristol and LSE) for internationally benchmarking its profile. The commission is pleased with this useful exercise. Based on this good practice, developing a joint approach in the Netherlands for national and international benchmarking could help position the programmes involved more effectively.

### *Intended learning outcomes and academic and professional orientation*

The intended learning outcomes are described in the critical reflection and related to the Dublin descriptors (see Appendix 3). The programme's objective is to prepare students for professions that require high levels of analytical, reflective and strategic skills with respect to socio-spatial issues. The committee found that the intended learning outcomes were well described and explained. The aspects of 'socio-spatial diversity, complexity and dynamics' and the 'ability to think out of specific spatial boxes' as well as addressing 'unfamiliar environments' and 'multidisciplinary contexts' are very clear, according to the committee. They are implemented in the programme by the exemplary hermeneutic approach, the use of broad overarching social-theoretical frameworks, fieldwork in unfamiliar contexts, excursions, self-conducted research projects, et cetera. The committee agrees that the intended learning outcomes fit a master's programme in Human Geography as described in the domain-specific frame of reference.

The programme states in the critical reflection that, while complying with the overall domain-specific framework, it has deliberately created a specific niche, which is also reflected in its reputation for ambitiously high standards of critical academic research. The committee is satisfied with this academic orientation of the programme, which prepares students for professional practice in a scientific manner. It found that alumni were also positive about the

knowledge and skills they had learned during their studies and that they felt adequately prepared for their current work. However, the committee discerns some tension between the intended learning outcomes and the fact that this is a one-year only master's programme. Since the programme seems to put emphasis on both strong academic qualities as well as ones related to the professional practice (which the programme expresses through the implementation of a mandatory internship), the committee asks to give this issue attention in the coming years. There might be a relation with the fact that most students do not finish the programme within the set timeframe. Within Radboud University there is not always enough pressure to shorten the average stay of students within the programme. Having said this, the committee did conclude that the master's programme adequately prepares students for the professional practice in a scientific way.

### **Considerations**

The committee concludes that the domain-specific reference framework provides a rather broad and general reflection of the domain. It agrees that the domain-specific qualifications described in the reference framework are appropriate for the field of Human Geography.

The committee compared the intended learning outcomes against the domain-specific reference framework and examined the programme's profile and orientation. It is satisfied with the chosen specialisations. However, it found that the number and nature of specialisations might obscure the profile of the programme as a whole. It would like to encourage the programme to more clearly embed the specialisations in the common ground of the programme.

The intended learning outcomes of the master's programme are very well described and explained. The committee agrees that these qualifications fit a master's programme Human Geography. However, it feels that the intended learning outcomes are quite ambitious for a one-year master's programme. It surely appreciates the attention paid to scientific orientation in the programme, but questions to what extent it is reasonable to expect master's graduates to have, for example, a focus on cutting-edge streams of thought within the different specialisations. The committee asks the programme to give this issue attention.

The committee concludes that the programme prepares students for the professional practice in a scientific manner.

### **Conclusion**

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



## Standard 2: Teaching-learning environment

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

### Explanation:

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

## Findings

In this standard the design and coherence of the curriculum are described. The committee examined the didactic concept and examined at the extent to which the intended learning outcomes are translated within the curriculum. It also assessed the attention paid to scientific training and the professional practice. Finally, the following topics were considered: study load, staff, the facilities and study support, and the programme-specific quality assurance.

### *Content, structure and coherence of the curriculum*

The committee studied the curriculum of the master's programme Human Geography. The curriculum is included in Appendix 4. The Human Geography master's programme is a 60 EC programme, and consists of two semesters (full-time programme). The programme management states that a one-year programme is too short to offer students ample time to prepare their choice for specialisation and establish the basic knowledge and skills which are expected as entry levels for any of the six specialisations. Therefore, it chose to set up the Human Geography master's programme as a specialised research programme with the master's thesis research as the main project, making all other course work subject to this master's thesis research. The internship is a mandatory part of the programme.

The programme offers six specialisations:

### Economic Geography

Economic Geography focuses on the role of regions as locations for economic activities and on the optimal interaction between economic activities and the local environment. In this specialisation students learn to analyse and understand local developments from a global perspective, focussing on both mainstream and alternative economic practices.

### Globalisation, Migration and Development

Globalisation, Migration and Development focuses on various dimensions and aspects of globalisation for different parts of the world, in particular in the global South. Core issues in this specialisation are: changing relationships of global and local societies through the rise of new social and spatial inequalities brought about by global processes, migration and mobility, and the emergence of transnational identities versus local interpretations in so-called multicultural societies.

### Urban and Cultural Geography

Urban and Cultural Geography focuses on the development of cities in the context of the global North. It specifically and critically addresses the role of culture as an important engine for urban development and change, and in doing so it links the different scales at which human activities are related to the urban environment, creating a very specific urban life world.

### Europe: Borders, Identities and Governance

Europe: Borders, Identities and Governance focuses on borders as privileged sites for investigating the contemporary transformation of European governance, sovereignty, territory and identity(ies). It analyses border/ordering processes occurring within Europe's internal cross-border regions (or Euregions). Courses within this specialisation will also focus attention on the external bordering dimension of the EU.

### Conflicts, Territories, and Identities

Conflicts, Territories, and Identities is conducted in close cooperation with the Centre for International Conflict Analysis & Management (CICAM) and offers a combination of political geography and conflict management. In this specialisation, students study national/international conflict, war and the physical and mental borders that accompany them. They become familiar with the political and social construction of conflicts, territories and identities, as well as with the theory and practice of national/international conflict management.

### Free-choice

In the Free-choice specialisation, students can combine courses of their own choice.

The critical reflection states that in general all the specialisations are structured in a similar way. To enable students to focus on their own research interests and master's thesis research, the programme aims at providing flexibility and room for their own choices as much as possible. According to the critical reflection, the specialisations offered are more like suggestions for a personally customised programme. Since the programme uses the master's thesis research as the main project, the students' preparation for it starts on the first day of the programme, and supervisors are allocated quickly. Students are encouraged to begin their thesis research as early as possible to allow enough time for conducting a full scientific research project. Prospective students are therefore urged to prepare their choices even before the programme starts, and to justify their choices in a personal Master Education Plan, which is subject to approval by the Board of Examiners.

The committee studied the content of a number of courses (from each of the specialisations) during the site visit, and found that the quality was adequate. It is positive about the core course Our Common Ground that is given in all specialisations. It is also positive about the focus on research, which is emphasised by the master's thesis as the main project.

As the programme claims to have a strong theoretical research orientation, the committee stresses the need to organise internships in a way that the academic orientation of the thesis research is secured. Additionally, students with a special interest in research should be encouraged and supported to engage in international interuniversity student exchange programmes instead of an internship.

The committee examined the coherence of the programme. Although it found the coherence within each specialisation to be adequate, it did not see much coherence between the different specialisations. The specialisations only have one course in common. This Our Common Ground course was greatly appreciated by the committee.

The committee would like to point out that for students, the disciplinary fields and secondary education, it is of great importance that graduating students have the opportunity to proceed in the academic teacher training Geography. In order to proceed, it is necessary to facilitate education in Physical Geography.

### *Didactic concept*

The committee examined the didactic vision in the master's programme. In the critical reflection the programme states that it elaborates on the didactical principles on which the bachelor's programme is based (intensive, student-centred and research-focussed education) and combines them with the hermeneutic principle. According to this example-based, hermeneutic approach, students are continuously challenged to become familiar with new sub-fields and problem fields, study existing insights critically, determine their own positions and develop their own new insights.

The overall pedagogy and goals of the master's programme involve a high degree of similarity between the various specialisations at the foundational level regarding the theoretical frameworks and methods used and a deepening of knowledge that requires a further specialisation in a domain-specific subject which builds upon the prior foundation. The programme focuses on creating an academic attitude in students, and providing them with a broad theoretical framework. The teaching activities are small-scale and interactive, using current societal problems and project-based education.

In the master's programme, even more than in the bachelor's programme, emphasis is placed on the students' independence. Students are expected to have developed appropriate academic skills and to apply them in the master's programme, in both their independent study and coursework. For example, a number of courses are set up as 'non-taught' ones, aimed at learners who have existing skills and are mainly coached and tutored in doing their own work. It is a scientific programme that aims to reflect the working method of the scientist when conducting research and developing strategic visions and making decisions; it also aims to train future researchers.

Linking teaching and research is a key issue in the strategic plans of both the Radboud University and the Nijmegen School of Management. This means that lecturers base their teaching partly on their own research, and that students are invited to choose a master's thesis approach and/or subject that is or can be informed by and linked to the SCAPES research programme issues. The programme also encourages students to produce academic or professional articles based upon their thesis. The committee saw a number of examples often with shared authorship between supervisor and student.

The committee recognised the described didactic approach in the curriculum. It also confirmed the link between teaching and research in the curriculum. The students told the committee that they were aware of the research done by their teachers, and that they could easily select a master's thesis topic of personal interest that fitted with the expertise of their supervisor. The committee examined the choice of teaching methods. It found a good mix of work forms, with a good variety and balance of lectures, colloquia, individual study and group discussions.

### *The representation of the intended learning outcomes in the curriculum*

The committee examined whether and how the intended learning outcomes formulated by the programme management have been translated into the curriculum. By studying the description of the learning objectives and specification of contents, assignments and literature on the level of individual courses, the committee gained insight into the way the intended learning outcomes are translated within the courses. The study guides of several courses were available during the site visit and online via Blackboard.

The committee concluded that the intended learning outcomes were clearly defined within the curriculum. The programme has specified intended learning outcomes for each course. The critical reflection provided an overview that matched the intended learning outcomes with the courses contents. The programme described its intended learning outcomes in general for the total Human Geography programme, thus for all the specialisations combined.

#### *Academic orientation*

In the critical reflection, the programme is described as having a focus on research: it wants to prepare students for the labour market by teaching academic skills. It was decided to create a programme specialised in research with the master's thesis research as the main project, making all other course work subject to this thesis research. The committee is very positive about this approach; it offers students a chance to really specialise in their chosen subject and fits very well with the research focus of the programme.

The committee also wants to express its appreciation for the Alexander von Humboldt Lectures series that bring students into contact with current research themes presented by and discussed with prominent international researchers.

As noted under Standard 1, the committee feels that some of the intended learning outcomes are formulated quite ambitiously. This observation is again relevant with respect to the curriculum. The programme clearly describes a strong focus of research, but there is not a dedicated course on methodology in the curriculum. The committee encourages the programme to look for possibilities to more explicitly secure the development of the level of methodology knowledge and skills, created in the new bachelor's programme, further in the master's programme.

The committee recognised the focus on research in the programme, but finds that especially the more practically oriented internships do not always sufficiently contribute to the academic orientation of the programme. Sometimes, a practical internship even seemed to have a negative effect on the academic level of the research conducted. The committee looked at theses over a range of years. The committee advises the programme to introduce stricter regulations for practical internships, to make sure that the academic level of the thesis is acknowledged and secured in the internship.

During the site visit, students and alumni were positive about the academic orientation of the programme and the academic skills they had acquired.

#### *Study load*

The quantitative data for intake, feasibility and outcomes are listed in Appendix 5. In the critical reflection the programme explains that only a few students manage to complete the 60 EC programme in one year. It also states that in the various course evaluations, students indicate that the workload of the programme is neither too high nor too low. The committee agrees that the workload of the programme is adequate. In the discussion with the students they all agreed that they spent more hours per year on their master's programme than on their bachelor's programme.

The programme reports that most students deliberately decide to spread their study load over a longer period of time. The committee also noticed this in the interviews during the site visit. The internship was often named as the reason for study delay. The committee advises to look for measures to reduce study delay, as can be expected that major delays will become less acceptable in future at university and maybe faculty/school level.

The programme management has taken some action to increase study performance. For example, if the programme is not completed within two years (for full-time students), then students will lose their credits for previously obtained courses in succession. The programme management noted in the interviews, however, that they do not apply this rule strictly. The committee asked the students if they were aware of these regulations, but most of them were not. It notes that the study success rates within reasonable time frames are quite low, and advises the programme to further impose stricter time limits and encourage study success in other ways. It can be expected that structural major study delays is not a sustainable situation for the programme and the school. The students were positive about the structure of the programme. They valued how approachable the lecturers, supervisors and study advisors are, and felt that there are sufficient possibilities to receive study support when needed.

The students were positive about the structure of the programme. They valued how approachable the lecturers, supervisors and study advisors are, and felt that there are sufficient possibilities to receive study support when needed.

The committee noted that students of the master's programme Human Geography usually do not spend time abroad during their studies. In the interviews held during the site visit, students claimed that a 60 EC programme is too short for this, and the only opportunity to go abroad would be during the second semester, while writing the master's thesis. The committee agrees that a 60 EC master's programme is short, but feels that spending time abroad as a student is very valuable; it therefore recommends that this should remain a possibility for those students who want to take it up. The critical reflection stated that increasing efforts are being put into internationalisation. However, the objective to increase efficiency is partly contradicted by efforts to increase the internationalisation of the programme, as the decision to opt for internships with organisations or fieldwork abroad often causes organisational delays. The programme management should look for good balances on this issue.

#### *Staff*

The master's programme Human Geography is taught by three full professors, one endowed professor, six associate professors, nine assistant professors, four PhD students and one lecturer, for a total of 2.93 FTE. The staff-student ratio is 1:25. In the critical reflection, the teachers report a high workload. The committee agrees that the workload is quite high, but feels there is a sufficient number of teaching staff with respect to the number of students.

The programme reports in the critical reflection that the teachers are all active researchers, most of them members of the Nijmegen School of Management's Institute of Management Research. In line with the rules of the Nijmegen School of Management, the Department of GPE requires its staff to obtain the Basic University Teaching Certificate (BKO) and the Cambridge Proficiency of English Certificate (CPE). In addition, it encourages assistant professors – and requires associate and full professors – to obtain the Advanced University Teaching Certificate (UKO). All of the teaching staff has a BKO or UKO, and 42% has obtained a CPE. Among those without a CPE, several are fluent in English because they spent several years of their professional life in English-speaking countries. In addition, several lecturers are also fluent in French, Spanish and/or German. The committee confirms these claims and is very pleased by them.

#### *Facilities and study support*

Based on the documentation received, the interviews conducted with various groups and the guided tour that was part of the site visit in Nijmegen, the committee ascertained that the

facilities are appropriate. In general, students reported to the committee that they are satisfied with the facilities provided by the institution and the programme.

Admission requirements to the master's programme Human Geography are specified in the Education and Examination Regulations (EER). Quite a number of students holding a bachelor's or master's degree from another university have entered the master's programme. For these students no formal pre-master's programme is needed, but usually there is an 'intake examination' to assess whether they have a scientific background good enough to enter the programme. For students who have completed a 4-year study programme at a university of applied sciences in a related discipline, a pre-master's programme is required. Methodology courses are considered particularly important for the pre-master's programme. According to the Nijmegen School of Management policy, from 2010-2011 onwards students only obtain permission to enrol in the pre-master's programme under the condition that they have got an average mark of 7.5 or, if their average mark is between 7.0 and 7.5, they submit a convincing motivation letter to the Board of Examiners.

Students need to apply for the dual master's programme at the dual employer organisation. The dual employer organisation has the final say in this respect.

For the Conflicts, Territories, and Identities specialisation, the number of students is limited to 25, which implies that a selection takes place, and only the 25 best qualified students are accepted.

The committee agrees with the programme management's choice for stricter admission criteria since it is a selective master's programme. It confirms that the scientific background of the prospective students is an especially important admission criterion because the programme has a focus on research.

#### *Programme-specific quality assurance*

During the site visit, the committee interviewed members of the Programme Committee. There is one Programme Committee responsible for four programmes, three of which were assessed by this committee. The main tasks for the Programme Committee are: signalling problems, and evaluation. The student chair and the secretary review all student and teacher evaluations and prepare a report, which is discussed during the Programme Committee meetings. The Programme Committee addresses problems that students encounter with individual teachers. The student members of the Programme Committee meet with each other before the official meeting in order to deliberate about the problems encountered and decide which point they want to bring forward in the meeting.

One of the reported difficulties for the Programme Committee is providing feedback on the evaluations to the students. The students the committee spoke to during the site visit mentioned that it was often unclear to them what actions were or were not taken based upon their evaluations. The committee would like to stress to the Programme Committee that it is important to resolve this problem.

The Programme Committee reported that it not only responds to problems, it also proactively addresses issues to be discussed. For example, it formed a project group to discuss the planned curriculum changes in the bachelor's programme, and gave its advice to the programme management. For the upcoming changes in the curriculum of both of the master's programmes, the Programme Committee reported that they planned the same approach. The committee thought that this was very positive.

The committee concludes that the Programme Committee functions properly and is quite active. It encourages the Programme Committee to continue this way of working. Because the Programme Committee has to deal with four large programmes and many specialisations, it makes sense to regularly evaluate its functioning, especially how the students experience it.

## Considerations

The committee concludes that the curriculum, the personnel and the programme-specific facilities enable the master's students to realise the intended learning outcomes. It confirmed that the intended learning outcomes were clearly defined within the curriculum, as was shown in the critical reflection.

The committee studied the content of a number of courses (from each of the specialisations) during the site visit, and found that the quality was adequate. It is positive about the core course *Our Common Ground* that is given in all specialisations. It also approves the focus on research, which is emphasised by the master's thesis as the main project.

The committee also examined the coherence of the programme; although it found the coherence within each specialisation to be adequate, it did not see much coherence between the different specialisations. It concluded that the intended learning outcomes were clearly defined within the curriculum and that the teaching methods included a good mix of work forms, with a good variety and balance of lectures, colloquia, individual study and group discussions.

The master's thesis research is often combined with an internship at an organisation or fieldwork abroad. The programme actively encourages the latter. The committee found the internship to be a positive aspect of the programme, but notes that this aspect is often the cause of some difficulties. For example, the internship often leads to study delay. Also, maintaining an academic orientation when working on their thesis in a professional environment sometimes proves to be difficult for students. If the programme management decides on continuing the combination of academic thesis work and an internship, the committee strongly advises it to search for a solution to these problems.

The committee values the focus on scientific and academic training. It recognises the link between teaching and research in the curriculum, and from the interviews with the teachers and students. The students are aware of the research being done by their teachers. However, the committee feels that some of the intended learning outcome might be somewhat too ambitiously formulated for a one-year programme. The programme clearly describes a strong focus of research, but there is no separate course on methodology in the curriculum. The committee encourages the programme to develop the teaching approach on methodology, developed for the new bachelor's programme, further in the master's programme.

The committee concludes that the programme, the personnel and the programme-specific facilities are all of satisfactory quality and should enable the students to realise the intended learning outcomes.

## Conclusion

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

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

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

**Explanation:**

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

## **Findings**

### *Assessment and evaluation system*

The committee evaluated whether the master's programme has an adequate system of assessment. It examined the assessment policy, the procedures involved with assessment, the forms of assessment and the functioning of the Board of Examiners. During the site visit the committee spoke to the Board of Examiners about its role in the implementation of the assessment policy and monitoring the quality of assessment. It learned that the Board of Examiners is very involved and committed. There is one Board of Examiners responsible for four programmes, three of which were assessed by this committee.

The critical reflection states that the Board of Examiners plays an important role by assessing the quality of applicants and selecting students who want to enrol in the programme. It deals with decisions on students' requests concerning electives outside of the programme, and requests concerning study delay and its consequences. The Board of Examiners also monitors and approves the students' choices of electives and internship organisation, which are presented to the Board by means of the students' Master Education Plan. Furthermore, the Board of Examiners determines the criteria for the assessment of the master's thesis, and regularly organises intervision meetings between thesis supervisors, to collectively fine-tune and standardise the master's thesis assessment.

The Board of Examiners monitors the level and procedures of examination in each course of the programme and actively establishes an assessment policy based on didactical insights by discussing testing practices with lecturers in section-wide meetings. It also prepares the annual update of the Education and Examination Regulations (EER), makes sure that the rules laid down in it are observed, and assigns examiners for each course.

The critical reflection states that in 2011, the Board of Examiners formalised the regulations for submitting and archiving as well as critical assessment of relevant data sets on which the master's thesis research is based as part of the university-wide campaign to further scientific integrity, but also as a measure to foster the quality of data collection, data handling and data analysis in the framework of research in general and of the master's thesis research in particular.

Assessment methods are designed by the examiners. The master's programme in Human Geography uses a variety of examination methods, for example photo-essays, take-home exams, academic papers and research reports, student presentations, posters, oral and written exams. To monitor the degree to which the assessments and examinations of the course covers its intended learning outcomes, coordinators are required to supply a 'course file'. This file contains the course description, assignments and exams, the student evaluation and the teacher evaluation, and is archived by the programme administration. Starting with the introduction of the new bachelor's curriculum, the Board of Examiners has initiated a process



of general critical reflection on assessment methods and forms and also demanded the formalisation of the assessment matrix, which have become mandatory parts of the course file starting from 2011-2012 and are updated whenever needed.

All master's theses are independently assessed by means of a standardised assessment form, by both the supervisor and a 'second reader'. To make sure that the assessment of master's theses is done in a comparable and reliable way, the Board of Examiners organises inter-visit meetings on a regular basis (at least every two years or more often if needed), in which a selection of the theses are re-evaluated and the results are compared with the original assessments by the thesis supervisor and the second reader. Possible discrepancies are discussed, and standards are fine-tuned between all involved examiners. In addition, the Board of Examiners has developed extensive guidelines on how to use the master's thesis assessment form, which are an integral part of the form.

The programme has a protocol for plagiarism and its detection. All theses are put through the plagiarism detection software Ephorus as a standard procedure when students upload their final thesis in Blackboard.

The committee considered the Board of Examiners well prepared for its tasks and that it functions correctly. The assessment system of the master's programme works properly and is sufficiently valid and transparent.

During the site visit the committee learned that the study advisors are not part of the Board of Examiners, although they keep in close contact. The committee is pleased with this separation of student advisors and the Board of Examiners, as this prohibits conflicts of interest.

#### *Master's thesis*

The individual master's thesis project starts in the first phase of the curriculum when students prepare a research proposal. In the Preparing for the master's thesis course, students consolidate their research proposal for the master's thesis. According to the critical reflection, the Preparing for the master's thesis course also involves choosing electives and the internship organisation, and the time schedule for the master's thesis research is arranged. Prospective master's students are generally urged to prepare their choices even before the programme starts, and to justify their choices in a personal Master Education Plan, which is subject to approval by the Board of Examiners.

The master's thesis research is often combined with an internship at an organisation or fieldwork abroad. The latter is actively encouraged by the programme. The committee found the internship often leads to study delay. Also, maintaining an academic orientation when working on their thesis in a professional environment sometimes proves to be difficult for students. If the programme management decides on continuing the combination of academic thesis work and an internship, the committee strongly advises it to search for a solution to these problems.

All master's theses are independently assessed by means of a standardised assessment form by both the supervisor of the master's thesis and a second reader. The programme describes in the critical reflection that the master's thesis supervisor usually determines the final grade of the thesis and the second reader functions as an opinion about the supervisor's assessment. The final grade is therefore not the mean of the two grades given. If the grades diverge by more than one point as judged by the second reader, both reviewers are encouraged to

resolve the differences in judgement together. If they cannot, the Board of Examiners can ask the master's programme coordinator to come to a final verdict. The committee is pleased with the use of a standardised thesis assessment form, but finds that the supervisor has too much influence. It would prefer a more objective procedure and have the final verdict be the mean of the grades provided by the supervisor and the second reader.

Students are also required to submit their primary data and instruments used for their thesis. The committee found this to be a very positive point.

#### *Achievement of the learning outcomes*

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

The committee would like to note that when issues were encountered, they often involved the area of methodology and the use of methods. As it turns out, the previous committee raised similar concerns regarding the quality of the master's theses, in particular with respect to the theoretical-methodological section, the application of advanced research methods and the diversity of methods employed. The programme states that students show a preference for qualitative research methods. The committee has no objection against this student preference, but it finds that often simple qualitative research methods are used. It would like to see students using more diverse and in particular more advanced techniques. It hopes that the planned alterations in the programme, together with the new bachelor's programme, will address this issue, or otherwise that the programme will take action and alter the structure of its methodology teaching.

The committee looked at the job positions of graduates of the master's programme Human Geography and asked alumni whether they felt adequately prepared. From the interviews, the committee learned that alumni are very positive about the master's programme and feel adequately prepared for the labour market.

### **Considerations**

The committee confirms that the assessment system functions adequately. It also concluded that the Board of Examiners functions correctly and is well prepared for its tasks. The assessment system of the master's programme works properly, and is sufficiently valid and transparent. The committee is also pleased with the separation of student advisors and the Board of Examiners, as this prohibits conflicts of interest.

The achieved learning outcomes are evaluated as satisfactory, as assessed by inspecting a sample of the theses and selected course materials and results. The committee agrees with the grades awarded by the supervisors and considered all of the theses to be at least satisfactory. It would like to stress that the problems encountered with the theses were all in the same area, namely methodology. It finds that most students often deployed elementary qualitative research methods. It would like to see students using more diverse and advanced techniques. It hopes that with the planned alterations in the programme, this issue will be addressed, or

otherwise that the programme will take action and alter the structure of its methodology teaching.

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

### **Conclusion**

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

### **General conclusion**

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



## **II: MASTER'S PROGRAMME**

### **Urban and Regional Planning**



## Summary judgement

---

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

### *Standard 1: Intended learning outcomes*

According to the critical reflection, the profile of the Radboud University Nijmegen master's programme Urban and Regional Planning is characterised by its focus on three specialised areas of spatial planning, namely Local and Regional Planning, European Spatial and Environmental Planning (ESEP), and PLANET Europe: European spatial planning, environmental policies and regional development. The committee is satisfied with the chosen specialisations, but it feels that because the specialisations differ in scope and structure the profile of the programme as a whole has become obscured. It would like to encourage the programme management to address this issue in the coming years. A somewhat greater emphasis on territory and place-making could contribute to the profile.

The intended learning outcomes as formulated by the master's programme Urban and Regional Planning are clearly explained and described. The committee agrees that these qualifications fit a master's programme Urban and Regional Planning. However, it noted that the intended learning outcomes and the way they are structured are not equivalent for the three specialisations. There is a set of general intended learning outcomes for all three specialisations, and additional learning outcomes are formulated for the ESEP and PLANET Europe specialisations. The committee advises the programme to structure the intended learning outcomes for the three specialisations in the same manner, especially since they are part of the same programme. It would particularly like to see specific learning outcomes described for the Local and Regional Planning specialisation.

The committee compared the intended learning outcomes described by the programme against the domain-specific reference framework for Human Geography and Spatial Planning and examined the programme's profile and orientation. The committee believes that the domain-specific framework of reference is rather broad and general.

The committee concludes that the programme prepares students for the professional practice in a scientific manner.

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

The committee concludes that the programme, the personnel and the programme-specific facilities enable the students to realise the intended learning outcomes. It studied the content of a number of courses (from each of the specialisations) during the site visit and finds that its quality is adequate. It also examined the coherence of the programme, and although it finds the coherence as represented within each specialisation to be adequate, it does see only limited coherence between the different specialisations. The courses taught in the ESEP and PLANET Europe specialisations are similar but the Local and Regional Planning specialisation stands quite apart.

The committee is positive about the opportunity for students to follow the Local and Regional Planning specialisation in dual mode. It appreciates the choice the programme made to allow students more practical work experience. It wonders if the students in the full-time specialisations might not also need more opportunity for practical experience with the work field.

The committee concludes that the intended learning outcomes are clearly defined within the curriculum. There is a good mix of teaching methods, with a good variety and balance of lectures, colloquia, individual study and group discussions.

The committee values the focus on scientific and academic training. It recognises the link between teaching and research in the curriculum. The students are aware of the research being done by their teachers. However, the committee would like to encourage the programme to include more methodology teaching in the curriculum. It has some issues with the use of methods in the master's theses, which will be further discussed under standard 3. The programme clearly describes a strong focus of research, but there is no separate methodology course in the curriculum. The committee notes that this training could perhaps also be integrated into the existing courses rather than be taught in a separate course, but methodology needs in any case more focused attention within the curriculum. It encourages the programme to develop the methodology theme created in the bachelor's programme further in the master's programme.

The programme management has taken some action to increase study performance but does not seem to apply the rules very strict. However, the committee notes that the study success rates are quite low, and advises the programme to encourage study success in one way or another and in a consistent way.

The committee noticed that in this master's programme not all teachers acquired the necessary certificates (BKO or UKO). The committee would like to encourage the programme to monitor the process of acquiring these certificates and to implement the Nijmegen School of Management's policy in this respect.

The committee concludes that the programme, the personnel and the programme-specific facilities are all of satisfactory quality and should enable the students to realise the intended learning outcomes.

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

The committee concludes that the programme has an adequate system of assessment and can demonstrate that the intended learning outcomes are realised.

The committee confirms that the assessment system functions adequately. It also concludes that the Board of Examiners functions correctly and is very well prepared for its tasks. The assessment system of the master's programme works properly, and is sufficiently valid and transparent. The committee is pleased with the separation of the student advisors and the Board of Examiners, as this prohibits conflicts of interest.

The achieved learning outcomes are evaluated as satisfactory, as assessed by inspecting a sample of the master's theses and selected course materials. The committee agrees with the grades awarded by the supervisors and considers all of the selected theses to be at least satisfactory. It would like to stress, however, that the problems encountered with the theses are all in the same area, namely methodology. It finds that many students deploy elementary



qualitative research methods. It would like to see students using more diverse and advanced techniques. It hopes that with the planned alterations to the programme, this issue will be addressed. It is confident that if the programme addresses the upcoming reorganisation of the curriculum in the same manner as was done in the bachelor's programme this issue can be resolved.

Moreover, the committee concludes that graduates of the master's programme are sufficiently prepared for relevant job positions. It recommends giving students a clearer insight into the competencies that they have developed, so they can feel more confident in the labour market.

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

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

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

Date: 07-05-2014



---

Prof. H.F.L. Ottens



---

Mw. C.J.J. Gorissen, MSc

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

---

### Standard 1: Intended learning outcomes

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

#### **Explanation:**

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

### Findings

The master's programme Urban and Regional Planning consists of three specialisations, Local and Regional Planning, European Spatial and Environmental Planning (ESEP), and PLANET Europe: European spatial planning, environmental policies and regional development. Only the Local and Regional Planning specialisation can be followed in full-time or dual mode. In the dual mode, students take the same courses as the full-time students (except that they take one elective less). However, in the dual mode, students study for one and a half years instead of one year. At the same time, students in the dual mode work in a regular job for a professional organisation in the field, for which they receive 6 EC for practical professional experience. In case there are differences between the full-time and the dual programme, they will be explicitly mentioned in this report; all of the other comments and descriptions in this report are applicable to both variants of the specialisation. The PLANET Europe specialisation is an international double degree 120 EC programme that received a Erasmus Mundus quality label. It started only in September 2012 and, therefore, results cannot yet be reviewed.

#### *Domain-specific requirements*

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

The committee studied the framework and found it rather broad and general. Even though it is clear that the field of Human Geography and Spatial Planning is a broad domain and integrative and multidisciplinary by nature, the committee felt that it would be beneficial if the domain could be specified in a more attractive and concrete way. Also, the committee thinks that a more clearly defined reference framework would make students better aware of the domain they are studying and can support the external legitimation of the field. The present joint framework should be considered a first step that deserves a follow-up by the participating faculties/departments.

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

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

#### *Profile and orientation*

According to the critical reflection, the profile of the master's programme Urban and Regional Planning of the Radboud University Nijmegen focuses on planning issues in urbanised areas and on the management and organisation of planning processes (rather than urban design), and takes a primarily institutional-economic perspective on developments within the domain of planning.

The programme offers three specialisations:

- Local and Regional Planning
- European Spatial and Environmental Planning (ESEP)
- PLANET Europe: European spatial planning, environmental policies and regional development (started in 2012)

The Local and Regional Planning specialisation is taught in Dutch and offers a preparation for planning practice primarily in the Netherlands. The English language specialisations ESEP and PLANET Europe focus on the European and international dimensions of spatial and environmental planning and prepare students for the international labour market.

The programme has benchmarked its profile against other social planning programmes in the Netherlands. For the ESEP and planning specialisations a broad and careful benchmarking has been conducted at the European level. The commission is pleased with this exercise that has benefitted the development of the European specialisations. For the future, developing a joint approach in the Netherlands for national and international benchmarking could help position all programmes involved more effectively and efficiently.

The committee is positive about the specialisations chosen by the programme. Especially, ESEP and PLANET give Nijmegen a distinct profile. However, as the specialisations are quite different in scope and structure, giving the programme as a whole a less transparent profile. The committee suggests that the programme addresses this issue as the experiences become available. It did notice a very practice-oriented programme albeit with an academic basis. The committee would encourage the programme to maintain its (social) urban and regional planning profile and not to develop towards a strong 'spatial public administration' orientation. A somewhat greater emphasis on territory and place-making could strengthen the profile.

#### *Intended learning outcomes and academic and professional orientation*

The programme's main objective is to prepare students for academic, knowledge-intensive jobs in government, government-related institutions, business (mainly consultancies), and research. The intended learning outcomes are provided in the critical reflection and are described according to the Dublin descriptors (see Appendix 3).

The critical reflection states that it is first and foremost an academic programme. It builds on the bachelor's programme Geografie, Planologie en Milieu, but teaches more complex and more specialisation-specific theories and methodologies, and increases the requirement and capacity for self-study. Students are being prepared to work in a practical context that is often characterised by conflicting political goals and interests, deadlines, and efficiency constraints.

The main goal is to create a 'reflective practitioner'. The programme expects that further practical knowledge and skills will have to be gained on the job.

The programme described a number of general intended learning outcomes for all three specialisations. In general, students are expected to develop the abilities to work on planning issues in a theoretically informed manner, to analyse issues using social science research methods and to reflect on issues from a scientific perspective. The programme emphasises the ability of students to formulate recommendations for practical solutions, based on a scientific analysis of the planning issue at stake (see learning outcomes 2, 7, 8 and 9). It also formulated a set of additional learning outcomes for the ESEP specialisation and for the new PLANET Europe specialisation.

The committee is satisfied with the academic orientation of the master's programme, which prepares students for professional practice in a scientific manner. It also heard that the alumni are positive about the skills they had learned during their studies and that they feel adequately prepared for their current work. However, it notes that the intended learning outcomes and the way they are structured are not equivalent for the three specialisations. The Local and Regional Planning specialisation seems to have only general intended learning outcomes, while additional learning outcomes have been formulated for the other two specialisations. The committee advises the programme to structure the intended learning outcomes in the same manner for the three specialisations, especially since the decision was made to consider them as part of a common programme. It would especially like to see specific learning outcomes described for the Local and Regional Planning specialisation.

### **Considerations**

The committee compared the intended learning outcomes prepared by the programme against the domain-specific reference framework and examined its profile and orientation. It concludes that the framework provides a rather broad and general reflection of the domain. It agrees that the domain-specific qualifications described in the reference framework are appropriate for the field of Spatial Planning. It is also satisfied with the chosen specialisations of the programme, namely Local and Regional Planning, European Spatial and Environmental Planning (ESEP), and PLANET Europe: European spatial planning, environmental policies and regional development. However, it finds that the specialisations are quite different in scope and structure, which obscures the profile of the programme as a whole. It encourages the programme management to address this issue in the coming years. A somewhat greater emphasis on territory and place-making could contribute to a clearer planning profile.

The intended learning outcomes are well described. The committee agrees that these qualifications fit a master's programme Urban and Regional Planning. However, it notes that the intended learning outcomes and the way they are structured are not equivalent for the three specialisations. The Local and Regional Planning specialisation seems to have only general intended learning outcomes, while additional learning outcomes have been formulated for the other two specialisations. The committee advises the programme to structure the intended learning outcomes in the same manner for the three specialisations, especially since they are part of a common programme.

The committee concludes that the programme prepares students for the professional practice in a scientific manner.

## **Conclusion**

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

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

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

### **Explanation:**

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

## **Findings**

In this standard the design and coherence of the master's curriculum are described. The committee examined the didactic concept and looked at the extent to which the intended learning outcomes are translated within the curriculum. It also assessed the amount of attention paid to scientific training and the professional practice. Finally, the following topics were considered: study load, staff, the facilities and study support, and the programme-specific quality assurance.

### *Content, structure and coherence of the curriculum*

The committee studied the curriculum of the master's programme Urban and Regional Planning, looking at its coherence and structure. The curriculum is included in Appendix 4.

The Urban and Regional Planning master's programme is a 60 EC programme, and consists of two semesters of two blocks each.

### Local and Regional Planning Specialisation, Full-time

The Local and Regional Planning specialisation consists of six courses of 6 EC and a 24 EC master's thesis period. Five of these courses are mandatory, one is an elective. The five mandatory courses can be typified as mainly theoretical (Institutional perspectives on societal change and spatial dynamics and Ordering of the market and spatial development), mainly methodological (Preparation for the master's thesis), or primarily substantive (Location and regional development: process and content, and In-depth study of law and institutions in spatial planning). For the elective, students are free to choose any master's level course that endorses the student's profile and specialisation, mostly anticipating their thesis theme. The chair in Urban and Regional Planning offers three electives, each of them strongly related to on-going research of its staff members: Aspects of local and area development: an international comparison, Urban networks: accessibility and mobility, and Water management and spatial planning.

### Local and Regional Planning Specialisation, Dual mode

Students who follow the dual mode mostly have the same main programme as the full-time students, except for a few differences. During the programme, the dual-mode students apply for two temporary practical professional positions of four months each at a government agency, research institute or consultancy. For each position the organisation, the student and the master's coordinator sign a contract. The first internship replaces the elective, for which they receive 6 EC. The second internship is related to the master's thesis research. Unlike the full-time students, who may choose to combine their thesis research with an internship, the dual-mode students must conduct their master's thesis research within the context of and related to on-going projects within an organisation.

### European Spatial and Environmental Planning Specialisation (ESEP)

The ESEP specialisation consists of six courses of 6 EC and a 24 EC master's thesis period. The courses can be typified as mainly theoretical (Institutional perspectives on societal change and spatial dynamics), mainly methodological (Preparation for the master's thesis), or primarily substantive (Comparative planning, European spatial planning and the EU territorial cooperation agenda, International environmental politics, and The EU and domestic impact: economy, space and environment).

### PLANET Europe Specialisation

PLANET Europe is a two-year (120 EC) integrated Erasmus Mundus master's programme, and a collaborative programme taught over 2 years (4 semesters) by three universities: the Radboud University Nijmegen (RU), Cardiff University (CU), and Blekinge Institute of Technology (BTH). Students can choose between two tracks, European Spatial Planning and Sustainable Development (RU/CU track) or European Spatial Planning and Regional Economic Development (RU/BTH track). In both specialisations, all students start with a comprehensive introduction to the European dimension of spatial planning and the spatial impacts of EU policies in semester 1 at RU in Nijmegen. In semester 2 students continue either at CU in Cardiff and focus on sustainable development in policy and practice, or at BTH in Karlskrona with a semester on innovation and cohesion in the EU. In semester 3, students apply their knowledge to planning practice and receive further training on cross-national communication and presentation skills. Students complete their studies with an individual master's thesis on a topic of their choice under joint supervision from experts from two of the universities. Depending on the choice of track, students stay at Nijmegen, Cardiff or Karlskrona during the last two semesters. Students graduate from this integrated master's programme with a double degree: one from the Radboud University Nijmegen and one from either Cardiff University or Blekinge Institute of Technology, depending on their specialisation in the second semester.

The committee only examined the 60 EC part of this specialisation which is taught by the Radboud University Nijmegen, and for which the Radboud University awards a degree. In the first semester of this specialisation, students follow five mandatory courses of 6 EC. These courses are the same as in the ESEP specialisation.

The committee studied the content of a number of courses (from each of the specialisations) during the site visit and finds that its quality is adequate. It also examined the coherence of the programme, and although it finds the coherence as represented within each specialisation to be adequate, it did see limited coherence between the different specialisations. The courses taught in the ESEP and PLANET Europe specialisations are the same but the Local and Regional Planning specialisation stands quite apart.

The committee is positive about the opportunity for students to follow the Local and Regional Planning specialisation in dual mode. It appreciates the choice the programme made to allow students more practical work experience.

#### *Didactic concept*

The committee examined the didactic vision underlying the teaching in the master's programme. The critical reflection describes three main didactic principles used as a basis for its didactic vision. The programme focuses on linking academic teaching and research, challenging students, and interactive teaching.

Linking teaching and research is a key issue in the strategic plans of both the Radboud University and the Nijmegen School of Management. This means that lecturers build their teaching partly on their research, and that students are invited to choose a master's thesis approach and/or theme that is or can be informed by and linked to the issues of the SCAPES research programme. The programme also encourages students to produce academic or professional articles based upon their master's thesis.

In the master's programme, even more than in the bachelor's programme, emphasis is placed on the students' independence. Students are expected to have developed appropriate academic skills and to be able to apply them in the programme, in both their independent study and their coursework. For example, the programme gives students guidance in reading, reviewing and presenting scientific articles, asking them to review PhD dissertations from the field, challenging them to look for an organisation to host their master's thesis research, and thus training them to think in terms of knowledge demand and supply, inviting them to reflect on and contribute to topical planning issues.

The programme defines interactive teaching by means of inviting students to work in small groups, to present and discuss their individual or group work, and to have ample opportunity for small group feedback, in many cases even individual feedback, on their writings and assignments. Especially for the ESEP and PLANET Europe specialisations, which are characterised by international student cohorts, students also learn from each other in small discussion groups that allow different student experiences and perceptions to be brought in, and learn to communicate across linguistic and cultural boundaries.

The committee recognises the described didactic principles in the curriculum. It also confirmed the link between teaching and research. The students told the committee that they are aware of the research being done by their teachers, and that they can easily select a master's thesis topic of personal interest that also fits the expertise of their supervisor.

#### *The representation of the intended learning outcomes in the curriculum*

The committee examined whether and how the intended learning outcomes formulated by the programme have been translated into the curriculum. By studying the description of learning objectives and specification of contents, assignments and literature on the course level, it gained insight into the way the intended learning outcomes are translated within the courses. The study guides of several master's courses were available during the site visit and online via Blackboard.

The committee concludes that the intended learning outcomes are clearly defined in the curriculum. An overview was provided in the critical reflection that matched the courses to the intended learning outcomes, both the generic ones and the additional ones for the ESEP and PLANET Europe specialisations.

#### *Academic orientation*

In the critical reflection the programme is described as having a focus on research; it wants to prepare students for the labour market by teaching academic skills. The programme describes the need to emphasise academic qualifications and skills, such as theoretical understanding and methodological skills.

The critical reflection states that the academic level in the master's programme is distinguished from that of the bachelor's programme in three ways. In the master's programme students are expected to be able to position the theoretical framework they are



using in their master's thesis research within the broader theoretical landscape, to compare different theoretical approaches, and possibly to combine them, and to systematically operationalise that in a well-thought-out methodological approach. They are also expected to conduct a larger empirical research project using a greater variety of methods of data collection, and to work more independently.

The committee recognises the focus on research in the programme, but encourages the programme to include more methodology teaching in the curriculum. It had some issues with the use of methods in the theses it reviewed, which will be further discussed under standard 3. The programme clearly describes a strong focus on research, but there is no separate course on methodology in the curriculum.

The committee recognises that this training could also be integrated into the existing courses rather than creating a separate methodology course or ribbon. However, it encourages the programme management to further develop the methodology knowledge and skills acquired in the new bachelor's programme in the context of this master programme.

During the site visit, students and alumni were positive about the academic orientation of the programme and the academic skills they had acquired.

#### *Study load*

The quantitative data for intake, feasibility and outcomes are listed in Appendix 5.

The critical reflection explains that relatively few students manage to complete the 60 EC programme in one year (or in one and a half years for the dual-mode students in the Local and Regional Planning specialisation). In the various course evaluations, students indicate that the workload of the programme is neither too high nor too low. The committee agrees that the workload is adequate. In the interviews with students and alumni, they claimed to study about 25-30 hours a week. Especially ESEP students claimed that it was often a little more, as this specialisation includes contains a lot of assignments. They all agreed that they spend more time on their master's programme than they did on their bachelor's programme.

The programme reports that most students deliberately spread their study load over a longer period of time. The committee also noticed this in the interviews during the site visit. An internship was often named as the reason for study delay. At the other hand, the committee understood that Radboud University has quite a liberal attitude towards the duration of the programme, and considers a stay of two years in fact as rather acceptable. This policy sets students' study behaviour.

The programme has taken some steps to improve the study performance. For example, if the master's programme is not completed within two years (for full-time students), then the students lose their credits for previously obtained courses in succession. From the discussions with the programme management and the staff the committee got the impression that this rule is not applied very strictly. The committee asked the students if they were aware of these regulations, but most of them were not. It notes that the success rates within reasonable time frames are quite low and advises the programme to impose more strict time limits and encourage study success in other ways. Substantial study delay will likely not be acceptable in the medium to long run.

The students are positive about the structure of the programme. They value how approachable the lecturers, supervisors and study advisors are, and feel that there are sufficient possibilities to receive study support when needed.

The committee notes that students of the master's programme Urban and Regional Planning usually do not spend time abroad during their study. In the interviews during the site visit, students claimed that a 60 EC programme is too short for this, and the only opportunity to go abroad would be during the second semester, while writing the master's thesis. The committee agrees that a 60 EC master's programme is short. It does feel, however, that spending time abroad, as a student is very valuable and therefore recommends that it should remain a possibility for those students who want to take it up.

#### *Staff*

The master's programme Urban and Regional Planning is taught by three full professors, two endowed professors, four associate professors, four assistant professors, one PhD student and two researchers, for a total of 1.93 FTE. The staff-student ratio is 1:27. In the critical reflection, the teachers report a high workload. The committee agrees that the workload is quite high, but also finds that there is sufficient capacity of teaching staff.

The programme reports that the teachers in the master's programme are all active researchers, most of them members of the Nijmegen School of Management's Institute of Management Research. In line with the rules of the Nijmegen School of Management, the Department of GPE requires its staff to obtain the Basic University Teaching Certificate (BKO) and the Cambridge Proficiency of English certificate (CPE). In addition, it encourages assistant professors – and requires associate and full professors – to obtain the Advanced University Teaching Certificate (UKO). The committee noticed that in this master's programme, only three teachers have acquired a BKO certificate, and only 6 teachers have a UKO certificate. Although these are the key teachers, the committee would like to encourage the programme to monitor the process of acquiring the necessary certificates and to implement Nijmegen School of Management's policy in this respect.

#### *Facilities and study support*

Based on the documentation received, the interviews conducted with various groups and the guided tour that was part of the programme of the site visit in Nijmegen, the committee ascertained that the facilities are appropriate.

As described in the critical reflection and confirmed in the interviews during the site visit, students in the master's programme Urban and Regional Planning have access to a well-equipped resource centre ('studielandschap'), with over 100 PCs, as well as encyclopedias and atlases, and there is room for students to work on their individual and group assignments and their master's thesis. Part of this study environment is the Forum room where students can practise GIS applications and the Programme ArcSoft under supervision. Finally, the faculty has a ViSa Skills and a Decision Lab, where group decision-making can be facilitated and visualised. In general, students reported to the committee that they are quite satisfied with the facilities provided by the institution and the programme.

In order to prepare students for the labour market, the programme, in cooperation with the Education Committee of GPE, organised a career class in 2012, where alumni gave talks about their career paths, thus informing students about their possibilities in the planning field. In addition, staff members regularly invite guest lecturers to treat topical planning issues and to get insider views on other planning systems (as for example in the 'Comparative Planning' course where guests from the UK and Sweden give lectures on these planning systems). The involvement of endowed professors in teaching activities, who have a profession in practice and strongly rely on their experience with real-life planning processes, also contributes to the preparation of students for working practice. Finally, most of the students combine their

master's thesis research with an internship, where they learn how to translate complex planning issues into research questions, and research results into recommendations for practice.

Admission requirements are specified in the Education and Examination Regulations. The programme states that several foreign students enter the master's programme who already have a master's degree in Urban and Regional Planning or a related discipline from another university, especially applicants to the ESEP and PLANET Europe specialisations. In these cases, no formal pre-master's programme is needed, but interviews with the applicants are undertaken to establish possible deficiencies. In these cases, a tailor-made agreement is arranged with these students to prepare them for the start of the academic year. Mostly this includes studying specific literature/ handbooks. One of the largest discrepancies in background knowledge of the international students in ESEP and PLANET Europe concerns referencing and academic writing in English (which reflects differences in approach at different universities and is therefore difficult if not impossible to determine at the application stage). The programme addresses this with a dedicated 'crash course' immediately preceding the start of the semester to ensure that everyone has the same understanding.

Students need to apply for the dual-mode specialisation, and only students without arrears due to not completing the bachelor's programme, who show a good motivation and attitude in a convincing application letter, and have an average grade of seven or higher in the third year of their bachelor's or the pre-master's programme, are permitted to enrol for the dual-mode programme. Students need to apply for it at the dual-mode employer organisation. The dual-mode employer organisation has the last say in this respect.

The admission requirements for the three specialisations differ from each other. This is due to the quite different nature of the specialisations and touches on the profile of the programme and coherence issue mentioned discussing standard 1. For ESEP, students need to demonstrate a proficiency in English. For PLANET Europe, applicants are selected on the basis of eligibility criteria (including a relevant bachelor's degree and proof of English language proficiency) and the following selection criteria: grades (30%), a relevant background (50%), and motivation as expressed in a letter (20% of the overall score).

#### *Programme specific quality assurance*

During the site visit the committee spoke with members of the Programme Committee. There is one Programme Committee responsible for four programmes; the bachelor's programme *Geografie, Planologie en Milieu*, the master's programmes Human Geography and Urban and Regional Planning, and the master's programme *Milieumaatschappijwetenschappen* (which is not a part of this cluster visitation). The main tasks for the Programme Committee are signalling problems and evaluation. The student-chair and the secretary review all student and teacher evaluations and make a report which is discussed during the Programme Committee meetings. The Programme Committee addresses problems that students encounter with individual teacher. The student members of the Programme Committee meet each other before the official meeting in order to deliberate about the problems encountered and decide which point they want to bring forward in the meeting.

One of the difficulties for the Programme Committee is providing feedback on the evaluations to the students. Indeed, the students the committee spoke to during the site visit reported that to them it was often unclear what actions were or were not taken based upon their evaluations. The committee would like to stress to the Programme Committee that it is important that they find a solution to this problem.

The Programme Committee reported that they do not only respond to problems, but also address issues to be discussed in the programmes on their own. For example, with the curriculum changes in the bachelor's programme the Programme Committee formed a project group to discuss the plans and proposed changes and gave their advice to the programme. For the upcoming changes in the curriculum of both of the master's programmes the Programme Committee reported that they planned the same approach. The committee thought that this was very positive.

The committee concludes that the Programme Committee functions properly and is quite active. It encourages the Programme Committee to continue this way of working. Because the Programme Committee has to deal with four large programmes and many specialisations, it makes sense to regularly evaluate its functioning, especially how the students experience it.

### **Considerations**

The committee concludes that the programme, the personnel and the programme-specific facilities enable the students to realise the intended learning outcomes. It confirms that the intended learning outcomes are clearly defined within the curriculum.

The committee studied the content of a number of courses (from each of the specialisations) during the site visit and finds that the quality of the courses is adequate. It also examined the coherence of the programme, and although it finds the coherence as represented within each specialisation to be adequate, it did see limited coherence between the different specialisations. The courses taught in the ESEP and PLANET Europe specialisations are the same but the Local and Regional Planning specialisation stands quite apart. This obscures the profile of the programme as a whole. The committee advises the faculty and programme management to address this issue in the coming years as more experience with the new programme structure will become available.

The committee is positive about the opportunity for students to follow the Local and Regional Planning specialisation in dual mode. It appreciates the choice the programme made to allow students more practical work experience.

The committee concludes that there is a good mix of teaching methods, with a good variety and balance of lectures, colloquia, individual study and group discussions.

The committee values the focus on scientific and academic training. It recognises the link between teaching and research in the curriculum. The students are aware of the research being done by their teachers. However, the committee encourages the programme management to include more methodology teaching in the curriculum. It has some issues with the use of methods in the master's theses, which will be further discussed under standard 3. The programme clearly describes a strong focus on research, but there is no separate course on advanced methodology in the curriculum. The committee notes that this training could also be integrated into the existing courses. It encourages the programme management to develop the methodology knowledge and skills created in the bachelor's programme further in the master's programme.

The committee concludes that the programme, the personnel and the programme-specific facilities are all of satisfactory quality and should enable the students to realise the intended learning outcomes.

## **Conclusion**

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

### Standard 3: Assessment and achieved learning outcomes

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

#### Explanation:

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

## Findings

### *Assessment and evaluation system*

The committee assessed whether the programme has an adequate system of assessment. It examined the assessment policy, the procedures involved with assessment, the forms of assessment and the functioning of the Board of Examiners. During the site visit the committee spoke to the Board of Examiners about its role in the implementation of the assessment policy and monitoring the quality of assessment. It learned that the Board of Examiners was very involved and committed. There is one Board of Examiners responsible for four programmes; the bachelor's programme *Geografie, Planologie en Milieu*, the master's programmes Human Geography and Urban and Regional Planning, and the master's programme *Milieu-maatschappijwetenschappen* (which is not a part of this cluster visitation).

In the critical reflection the programme describes that the Board of Examiners plays an important role by assessing the quality of and selecting students who want to enrol in the Urban and Regional Planning master's programme. It deals with decisions on students' requests concerning elective courses outside of the programme, and requests concerning study delay and its consequences. Further, the Board of Examiners determines the criteria for the assessment of the master's thesis, and regularly organises intervision meetings between thesis supervisors, to collectively fine-tune and standardise the master's thesis assessment.

The Board of Examiners monitors the level and procedures of examination in each course of the programme and actively establishes an assessment policy based on didactical insights by discussing testing practises with lecturers in section wide meetings. The Board of Examiners also prepares the annual update of the Education and Examination Regulations (EER), making sure that the rules laid down in it are observed, and assigns examiners for each course.

In the critical reflection it is described that in 2011 the Board of Examiners formalised the regulation of submitting and archiving as well as the critical assessment of relevant data sets on which master's thesis research is based as part of the university wide campaign to further scientific integrity. But these activities are also meant to foster the quality of data-collection, data-handling and data-analysis in the framework of research in general and of the master's thesis research in particular.

The examiners select and design the assessment methods they use. The master's programme in Urban and Regional Planning uses a variety of examination methods, for example take-home exams, academic papers and research reports, student presentations, oral and written exams.

To monitor the degree to which the assessments and examinations of the course covers its intended learning outcomes, coordinators are required to supply a 'course file'. This file contains the course description, assignments and exams, the student evaluation and the

teacher evaluation and are archived by the programme administration. Starting with the introduction of the new bachelor's curriculum the Board of Examiners has initiated a process of general critical reflection on assessment methods and forms and also demanded the formalisation of the assessment matrices, which, starting from 2011-2012, are mandatory parts of the course file and are updated whenever needed.

All master's theses are independently assessed by means of a standardised master's thesis assessment form, by both the supervisor of the master's thesis, and by a second reader. To make sure that the assessment of master's theses is done in a comparable and reliable way, the Board of Examiners on a regular basis (at least every two years or more often if needed) organises inter-vision meetings, in which a selection of the theses are re-evaluated and the results are compared with the original assessments by the thesis supervisor and the second reader. Possible discrepancies are discussed and standards are fine tuned between all involved examiners. In addition the Board of Examiners has developed elaborated guidelines for using the master's thesis assessment form. The guidelines are an integral part of the form.

The programme has a protocol for plagiarism, and plagiarism detection. All theses are put through the plagiarism detection software Ephorus as a standard procedure when students upload their final thesis in Blackboard.

The committee that the Board of Examiners is well prepared for its tasks and functions correctly. The assessment system of the master's programme works properly, it is sufficiently valid and transparent.

The committee learned that the study advisors are no part of the Board of Examiners. Nevertheless, they keep in close contact with the Board of Examiners. The committee is pleased with this separation of student advisors and the Board of Examiners, as this prohibits conflicts of interest.

#### *Master's thesis*

In the critical reflection, the programme states that it considers the master's thesis to be the ultimate 'proof' of the programme, and that it should represent all learning outcomes. Students should demonstrate their ability to combine the acquired substantive, theoretical and methodological insights, and to write an academic research report of high quality.

The master's thesis is written individually. The programme prepares the students for the thesis by imposing shorter writing assignments as part of the courses in the first semester but foremost with the Preparation for the master's thesis course. In this course students are stimulated to start thinking about a topic for their master's thesis research from the beginning of the academic year, and draft a research proposal under individual supervision before they start working on their research. In the meetings in which the students present their draft thesis, staff members and peer students discuss the methodology used. Attending these meetings, which are organised every six weeks, contributes to achieving the learning objectives relating to the ability to translate a societal issue into a research question, and to developing a sound research design. The programme also states that the majority of students choose to combine the writing of the master's thesis with an internship, although this is not mandatory.

The regulations with respect to the master's theses, including the assessment procedures have been described above.

### *Achievement of the learning outcomes*

The committee assessed the achieved learning outcomes by inspecting a selection of 14 theses, together with the associated assessment forms (see Appendix 7). Consideration in selecting the theses was given to the grading (low, average and high grade) and the specialisations. The committee members read the theses and assessed their presentation of the problem and review of the literature, methods and justification, conclusion and discussion, structure, legibility and verification. They agreed with the grades awarded by the supervisors, and in general, the grading was evaluated as fair. All theses the committee examined were worth granting the master's diploma.

The committee would like to note, however, that when issues were encountered with the theses, they were mostly in the same area, namely methodology and use of methods. It should be noted that many of the theses were the result of earlier versions of the programme. It finds that often elementary mostly qualitative research methods are used. It would like to see students using more diverse and advanced techniques. It feels that in order to achieve this, there should be more advanced methodology teaching and training in the curriculum, as already mentioned under standard 2. It hopes that the planned alterations to the programme will address this issue.

The committee investigated the job positions of graduates of the master's programme Urban and Regional Planning and whether the graduates felt adequately prepared. From the interviews with alumni, the committee learned that they were very positive about the master's programme and felt adequately prepared for the labour market. They also reported that the programme could give more insight into the competencies that they developed, so they could better 'sell' themselves on the labour market.

### **Considerations**

The committee confirms that the assessment system functions adequately. It also concludes that the Board of Examiners functions correctly and is well prepared for its tasks. The assessment system of the master's programme works properly, it is sufficiently valid and transparent. The committee is also pleased with the separation of student advisors and the Board of Examiners, as this prohibits conflicts of interest.

The achieved learning outcomes are evaluated as satisfactory, as assessed by inspecting a sample of the master's theses and the selected course materials and results. The committee agrees with the grades awarded by the supervisors and considered all of the theses to be at least of satisfactory level. It would like to note, however, that the problems encountered with the theses are all in the same area, namely methodology. It finds that students in their master's theses often used elementary, mostly qualitative, research methods. It would like to see students using more diverse and advanced techniques. It hopes that with the planned alterations to the programme, this issue will be addressed. It is confident that, if the programme approaches the upcoming restructuring of the curriculum in the same manner as was done in the bachelor's programme, this issue can be resolved.

Moreover, the committee concludes that graduates of the master's programme are sufficiently prepared for relevant job positions. It recommends giving students more insight into the competencies that they have developed, so they can feel more confident in the labour market.



## **Conclusion**

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

## **General conclusion**

The committee assesses the *master's programme Urban and Regional Planning* as **satisfactory**.



# Appendices



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

---

**Prof. Henk Ottens** is retired professor of Human Geography at Utrecht University. He specialised in urban development, town and country planning, and geo-information. He was dean of the Faculty of Spatial Sciences and director of the national research institute NETHUR. At present, he is chair of the Royal Dutch Geographical Society. Ottens was and is active in numerous Dutch and foreign managerial functions, including several education audits in the Netherlands and Flanders.

**Prof. Herman van der Wusten** was professor of Political Geography at the University of Amsterdam (1984-2001) and the first full-time dean of the Faculty of Social and Behavioural Sciences at the UvA (1997-2001). He is still active as emeritus researcher and author writing on two themes: the formation and design of political centres and the EU as a new sort of political unit. Van der Wusten previously took part in various reviews in the Netherlands, Flanders and Austria.

**Prof. Herman van den Bosch** is professor of Management Sciences, particularly Management Education. He develops and teaches courses in innovation management and academic skills. He investigates the role of institutions of higher education in regional development and innovation. Van den Bosch contributed to a series of international education audits and accreditations of new courses in business administration, economics and liberal arts & science. He taught workshops and courses in distance learning, education management and quality of care both nationally and abroad. Van den Bosch was dean of the Faculty of Management Sciences of the Open University from October 2001 to September 2011. In this position he was responsible for implementing the bachelor/master structure, activating distance learning and developing a training programme for professionals. Van den Bosch publishes in the fields of educational organisation, innovation of scientific education and the role of ICT, the role of knowledge institutions in innovation (regional or wider), and during his period in Nijmegen, in the fields of geography education, quality of care and education management.

**Prof. Wil Zonneveld** is professor of Urban and Regional Development at the Faculty of Architecture, Delft Technical University. His research focuses on the conditions for strategic spatial planning and the relationship between strategic planning and operational decision-making, often while considering the influence of European environmental guidelines. He has been the editor of various specialist journals and is Editor-in-Chief of the open access *European Journal of Spatial Development* and publishes continuously in scientific and professional journals and books. Zonneveld was a guest researcher for extended periods at both the Scientific Council for Government Policy and the former Netherlands Institute for Spatial Research. He was a member of a review committee in 2010-2011 that evaluated the quality of education at the three academising courses for Urban Development and Spatial Planning in Flanders.

**Prof. Robert Hassink** is professor of Economic Geography at the Christian Albrechts University of Kiel (Germany) and visiting professor in the School of Geography, Politics & Sociology at Newcastle University (United Kingdom). After receiving his PhD in 1992 from Utrecht University Hassink has worked as a research fellow, consultant, assistant and temporary professor at several research institutes and universities in the Netherlands, Germany, Norway and South Korea. Over the years he has carried out various research projects on regional innovation policies, industrial restructuring and regional economic development in Western Europe and East Asia. Currently, Hassink is project leader of the

research project '10-ECRP-007 Cluster life cycles – the role of actors, networks and institutions in emerging, growing, declining and renewing clusters', sponsored by the European Science Foundation and the German Research Foundation. Hassink has published widely in English, Dutch, German, French and Korean and is author and co-author of nine books and official research reports, 16 chapters in edited volumes, 37 articles in journals included in the Social Sciences Citation Index (SSCI) and 14 articles in other journals. From 2006 until 2011 Hassink was editor of the Critical Surveys Section of the journal *Regional Studies*.

**Prof. Ton Dietz** is a Human Geographer, who graduated from the former Catholic University of Nijmegen (1976) and obtained his doctorate at the University of Amsterdam (1987). He was awarded an honorary doctorate from Moi University in Eldoret (Kenya) (2007). Dietz worked at the University of Amsterdam from May 1976 to July 2012, as professor of Human Geography from 1995, specialising in the social-economic geography of developing countries (especially Africa) and environment and development (political environmental geography). Between 2002 and 2007 he was director of the research school CERES part-time (resource studies for development) in Utrecht and also professor of Social Sciences there. Since May 2010 Dietz has been director of the Africa Studies Centre in Leiden, initially for 0.8 fte and then full-time from July 2012. In Leiden he is professor of African Development in the Faculty of Social and Behavioural Sciences. In Amsterdam Dietz was director first of the research institute AGIDS and later of the broader research institute AMIDST. He has held many managerial posts in and outside the university.

**Madelon Post, MSc**, graduated from the Urban and Regional Planning master's programme at the University of Amsterdam in 2013. In 2012 she obtained her bachelor's diploma in Spatial Planning at the same university, specialising in Urban development & Real estate and Strategic planning of urban regions. For her master's thesis she conducted the study "The end for church buildings?", which scrutinised dominant factors in demolition decisions for unused church buildings in the Netherlands. Post has gained experience with boards and committees as treasurer and committee member of the student union Sarphati, and as a member of the student accommodation committee of ASVA.

**Jikke van 't Hof, BSc**, is a student of the Human Geography master's programme at the Radboud University of Nijmegen. She completed the Human Geography and Spatial Planning bachelor's programme (specialising in Human Geography) at the same university. Van 't Hof gained committee and board experience at the student union Mundus, and in the 2011 – 2012 academic year she was chair of the student section of the Geography, Spatial Planning and Environment education committee at the Radboud University Nijmegen.

## Appendix 2: Domain-specific framework of reference

---

### **Domain specific frame of reference for the reaccreditation of the master programmes in the domain of Human Geography and Spatial Planning (including Population Studies, Environmental and Infrastructure Planning, Vastgoedkunde and Environment)**

Approved by the 'Disciplineoverleg Sociale Geografie en Planologie' of the Vereniging van Universiteiten VSNU, May 16th, 2012, Utrecht

#### **Introduction**

The accreditation of the Master programmes in the domain of Human Geography and Spatial Planning comes to an end in December 2014. The assessment of the programmes will take place in 2013. The 'Disciplineoverleg Sociale Geografie en Planologie' of the VSNU took the initiative to develop a common domain specific frame of reference for the reaccreditation. The reaccreditation regards all bachelor and master programmes within the domain, i.e. the bachelor programmes Human Geography and Planning at University of Amsterdam, Groningen University and Utrecht University, the bachelor programme Environmental and Infrastructure Planning at Groningen University and the bachelor programme Geography, Planning and Environment at Radboud University Nijmegen and the master programmes Human Geography and Urban and Regional Planning at University of Amsterdam, Cultural Geography, Economic Geography, Vastgoedkunde, Socio-Spatial Planning, Environmental and Infrastructure Planning and Population Studies at Groningen University, Human Geography, 'Planet Europe' and Spatial Planning at Radboud University Nijmegen and Human Geography, International Development Studies and Planning at Utrecht University and the interuniversity master programme Geographical Information Management and Applications (GIMA) at University Utrecht, Delft University of Technology, University of Twente and Wageningen University.

This frame of reference is based on the Dublin descriptors. The frame of reference forms partly a continuation of examples from the Netherlands ('Het referentiekader van de visitatie Sociale Geografie, Planologie en Demografie 2007'<sup>1</sup> for the bachelor and master programmes in the domain of Human Geography and Spatial Planning, the 'Domeinspecifieke Referentiekader Sociologie 2011' for the bachelor and master programmes Sociology, 'Het Referentiekader CA/OS 2011' for the bachelor and master programmes Anthropology and Non-Western Sociology and the 'Domeinspecifiek referentie kader 2011' for the bachelor programmes Social Sciences). At the same time it is inspired by foreign examples: Flanders<sup>2</sup>, United Kingdom<sup>3</sup> and Australia<sup>4</sup> and the Association of European Schools of Planning AESOP<sup>5</sup>.

A domain specific frame of reference formulates the domain specific requirements for the educational programmes in a broad sense. These requirements deal with two issues:

1. What do we expect from a graduate?

---

<sup>1</sup> Onderwijsvisitatie Sociale Geografie, Planologie en Demografie. Utrecht: QANU, 2008, p. 17-20.

<sup>2</sup> De Onderwijsvisitatie Geografie Vlaanderen. Den Haag: NVAO, 2009, pp. 18-28.

<sup>3</sup> Geography 2007. Gloucester: The Quality Assurance Agency for Higher Education, 2007.

<sup>4</sup> Geography Learning and Teaching Academic Standards Statement. Canberra: Australian Learning & Teaching Council, 2010.

<sup>5</sup> Eindtermen voor planologieopleidingen, geformuleerd door de Werkgroep Onderwijs van de Association of European Schools of Planning (AESOP), In: Onderwijsvisitatie Sociale Geografie, Planologie en Demografie. Utrecht; QANU, 2008, pp.21.

## 2. What do we expect from the educational programmes?

The Master programme (second cycle) builds upon the competences that students have acquired in the Bachelor (first cycle), and prepares for the PhD (third cycle) and the labour market. Master programmes (or tracks within a programme) are more specialized than bachelor programmes. According to the Bologna treaty, Master programmes must be treated as complete programmes. Students entering a Master programme may have finished a related Bachelor programme at the same Faculty or University, a Bachelor programme at another institution, or in another discipline (with or without extra preparatory courses to fulfill entry requirements of the Master). This means that Master programmes must take into account a diverse institutional and/or disciplinary background of students entering the Master.

### **The domain of Human Geography and Spatial Planning in the Netherlands**

The domain of Human Geography and Spatial Planning is a broad domain with a clear core, but also with specific profiles of the various educational programmes. The domain specific frame of reference emphasizes the common characteristics. At the same time it provides a frame for the unique profiles of the separate programmes. In the self assessment reports, each programme will illuminate the specific profile and the positioning of the profile within the domain of Human Geography and Spatial Planning in the Netherlands.

The complex relationship between human beings and their environment is the core of the domain of Human Geography and Spatial Planning. A time-space perspective and thinking in terms of different scale levels (local, regional, national, global) and the relationship between these levels is fundamental in the domain of Human Geography and Spatial Planning. Graduates in the domain focus on developments within and differences between economic, social and political systems, cultures and landscapes and the relationships between these developments and differences, worldwide. An international orientation is of vital importance. Core concepts in the domain are space, place, location, region, scale, networks, linkages, time-space behaviour, place attachment, spatial quality, spatial design and spatial intervention. In the past decades, issues such as social-spatial inequality, allocation of resources, social and spatial/environmental justice, sustainability, governance, (social and spatial) diversity and identity have also become core issues in the domain. The domain focuses not only on the analysis of these issues, but also on issues of design and management of interventions directed to the solutions to social-spatial problems. In the last decades, the domain of Human Geography and Spatial Planning has become more closely connected with other social sciences. Conversely, a spatial turn took place within other social sciences. The integrative and multidisciplinary nature of the domain of Human Geography and Spatial Planning forms the distinctive characteristic of this domain within the field of social sciences with a focus on the time-space dimension. However, the educational programmes differ in terms of degree and nature of interdisciplinarity. Graduates in the domain of Human Geography and Spatial Planning demonstrate knowledge and understanding of the domain as a whole; however, their knowledge and understanding reflect the specialist knowledge and understanding that characterizes the educational and research programmes of their own university. The self assessment reports will elaborate on the local profile.

Experiential learning plays an important role in Human Geography and Spatial Planning teaching and learning. Fieldwork with data collection in situ forms an important instrument for understanding the time and space bound character of social, demographic, cultural, political and economic phenomena and developments. Graduates in the domain of Human Geography and Spatial Planning learn to understand spatial heterogeneity within and between countries by experiencing diversity in an unfamiliar context.



Graduates in the domain of Human Geography and Spatial Planning have knowledge and understanding of social research methods and techniques and can apply their knowledge adequately. Furthermore, they are able to apply domain specific research methods and techniques.

The programmes prepare for a diverse professional field. Graduates are employed in a broad range of professional functions and economic sectors. Researcher, teacher, consultant, civil servant and project manager are typical professions for graduates. An integrative approach and a clear relationship with spatial and regional perspectives are characteristic aspects of these professions, in particular in the early stages of the professional career. Graduates of specialized master programmes are usually employed in related sectors, such as spatial planning, urban policy, housing, regional policy, transport and infrastructure planning or environmental policy. The self-assessment reports of the various programmes will specify in which professions graduates are employed.

### **Qualifications Master**

Qualifications that signify completion of the second cycle (Master) are awarded to students who:

**Dublin descriptor Knowledge and understanding:**

*Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;*

- Have advanced knowledge and understanding of the nature, history, theory and methodology of the respective discipline or specialisation within the domain of Human Geography and Spatial Planning and are able to apply this knowledge;
- Have advanced knowledge and understanding of the socio-spatial diversity, complexity and dynamics of societal structures, processes and behaviours;
- Have advanced knowledge and understanding of possible interventions that are based on the outcomes of research in their respective discipline or specialisation, and of the need and methods of critical assessment of such interventions.

**Dublin descriptor Applying knowledge and understanding**

*Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;*

- Are able to design an original research proposal or plan for a complex societal issue, in an independent way. In this they integrate knowledge and skills learnt in the bachelor and master phases relating to theory, methodology, research methods and techniques, and interpretation;
- Are able to conduct a research project with a minimum of supervision, also in unfamiliar contexts; they are able to integrate theoretical knowledge, to apply social research methodology and appropriate research methods and techniques, to interpret data in a valid way and to formulate appropriate conclusions;
- Are able to develop solutions for complex (spatial) societal problems, both individually and in a team of professionals with different expertise.

**Dublin descriptor Making judgements**

*Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;*

- Are able to apply a series of advanced research techniques (data collection, processing, analysis and interpretation) and generic skills (oral, written, visual and mixed presentation; design of relevant policy recommendations; knowledge and use of ICT; working in a team).
- The techniques and skills are relevant to the respective discipline or specialization;
- Are able to apply these in the analysis of contemporary societal questions;
- Are able to analyse and evaluate the effects of complex spatial developments and interventions;
- Have developed an academic attitude that induces them constantly to critically reflect on their academic behavior;
- Have developed an attitude that induces them to take into account the societal consequences and the ethical implications of academic research. They are able and feel the responsibility to participate in public debates and to formulate policy recommendations.

**Dublin descriptor Communication**

*Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;*

- Are able to communicate in written and spoken manner with the groups in society for which their research has implications or is relevant in another way. They are able to participate in academic debates on the basis of arguments and communicate their analysis convincingly;
- Are able to listen to, use, integrate, and reproduce complex and unfamiliar arguments given by others;
- Are able to integrate the communicative actions by different stakeholders in a complex societal issue, and play a role in linking these to each other. They are able to play a mediating role between actors with competing goals by stimulating the exchange of ideas.

**Dublin descriptor Learning skills**

*Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous*

- Are able to keep up with developments in their respective disciplines in an independent manner;
- Are capable of recognizing and analyzing developments in society in an independent manner, and to anticipate on these in the public debate;
- Are able to continue experiential learning processes in an independent manner;
- Are able to work in an (interdisciplinary) team, and to recognize and communicate the contribution and added value of their own discipline or specialisation in the team;
- Have advanced knowledge of and are aware of research and working cultures in other disciplines or sectors;
- Are able to qualify for a third cycle (PhD) project.

## Qualifications Master programmes

To be able to reach the above qualifications students may expect from the Master programme that it:

- Has a strong focus on academic research, both theoretical and applied;
- Teaches students the state of the art in the discipline and its historical development at an advanced level;
- Teaches students to recognize and critically discuss the theoretical and methodological foundations of the discipline at an advanced level;
- Require students to complete their Master programme with a research project through which they individually demonstrate their ability to design and execute an advanced and relevant research project, and to present the results, usually in the form of a written thesis;
- Offers students an effective, stimulating and challenging learning environment, with possibilities to participate in empirical data collection in the field, also in an unfamiliar spatial context; and to participate in excursions and visits to institutions or commercial agencies that may be relevant to the students' later careers. Teaching materials and equipment are state-of-the-art and challenging, also in the field of ICT. Teachers play a stimulating, active and coaching role;
- Offers students sufficient and relevant opportunities for specialization within the discipline;
- Offers students a clear view of the opportunities and chances to continue their educational or professional careers after graduation;
- Offers students an adequate academic advisory system;
- Has a well/functioning system of internal educational quality control;
- Guarantees close connection between education and research;
- Has an adequate system of staff management, including professionalization and an equal position of teaching and research in the career perspectives of academic staff;
- Monitors and controls the disciplinary and generic competences of students entering the Master programme;
- Takes into account the diverse background of students entering the Master.



## Appendix 3: Intended learning outcomes

---

### Master's programme Human Geography

<i>I General disciplinary qualifications</i>
<ol style="list-style-type: none"><li>1. The capacity to interpret and describe human geography concepts, approaches and methods and to discuss these with colleagues</li><li>2. The capacity to understand the development of the discipline of human geography and its sub-disciplines including its social, philosophical and scientific-theoretical backgrounds</li><li>3. The capacity to describe and explain <i>general</i> socio-spatial processes and structures in interaction with relevant social processes and to describe and explain the socio-spatial actions of individuals and institutions</li><li>4. The capacity to describe and explain <i>specific</i> developments in a number of relevant components of these socio-spatial development processes, such as those taking place in the political, social-cultural, economic and other areas</li></ol>
<i>II Theoretical qualifications</i>
<ol style="list-style-type: none"><li>5. The capacity to evaluate human-geographical approaches regarding their internal consistency, empirical validity, force of legitimacy and social relevance, and partly with the aid of these competencies, to contribute to the continuing process of theory formation</li><li>6. The capacity to critically review and theorise the importance of the actions of individuals, organisations and other relevant actors for socio-spatial problems and problems of socio-spatial policy</li><li>7. The capacity to critically compare and relate various topical theories concerning the meaning of socio-spatial structures and institutionalisations at different scale levels, in the Netherlands and abroad for socio-spatial problems and problems of socio-spatial policy</li></ol>
<i>III Methodological qualifications</i>
<ol style="list-style-type: none"><li>8. The capacity – independently and as part of a team – to formulate a problem for scientific research, derive scientific research questions from this problem, select and process data, formulate conclusions and evaluate the conclusions, using theories, methods and techniques that are relevant to human geography</li></ol>
<i>IV Policy qualifications</i>
<ol style="list-style-type: none"><li>9. The capacity to recognise socio-spatial problems, identify the relevant socio-spatial policy and the relevant policy actors in this regard</li><li>10. The capacity to analyze and evaluate the practice and the spatial and social consequences of specific socio-spatial policy at various levels of scale in the Netherlands and abroad</li><li>11. The capacity to formulate proposals based on scientific research which can provide a relevant contribution to solving concrete socio-spatial problems, especially by making use of relevant policy theories and measures</li><li>12. Perform evaluations of the effects of implemented policy on socio-spatial developments</li></ol>

<i>V Communication qualifications</i>
<p>13. The capacity to communicate professionally, orally and in writing, with a wide range of individuals and groups</p> <p>14. The capacity to work professionally and purposefully in a wide range of social contexts (teams of experts, societal consultations and negotiations) while acknowledging everyone's importance, position and values</p>
<i>VI Personal qualifications</i>
<p>15. To direct one's own social and intellectual development with the aim of continuing to develop oneself as a responsible, scientifically-trained professional while being aware of changing social conditions, values and norms</p> <p>16. The ability to explain one's own position with respect to socio-spatially relevant social developments and problems</p> <p>17. The ability to act effectively in a wide range of situations by linking insights, skills and attitude with each other and being able to reflect on this process</p> <p>18. The ability to reflect ethically on and to justify one's own scientific research</p>

### **Master's programme Urban and Regional Planning**

#### *Knowledge and understanding, and the application thereof*

Students are trained from a theoretical perspective to analyse a complex spatial issue and to explain, fully understand and structure the issue in such a way that the handholds for steering the process are identified and can be evaluated regarding their value and feasibility. The students must:

1. be familiar with the relevant developments and issues in spatial planning.
2. have up-to-date knowledge of the practice of spatial planning, specifically in the multi-actor policy and institutional contexts.
3. be informed about relevant concepts and theories and be capable of comparing the concepts and theories regarding their applicability to a specified issue.
4. be able to detect the possible policy theory behind problem analyses and policy proposals and to analyse them in such a way that the underlying assumptions become explicit, operational and testable.

The above aspects are essential preconditions for the following:

5. applying and expressing theoretical knowledge in a discerning fashion, for example to formulate research questions to test the assumptions.
6. The students must also be able to give scientific shape to this test by making a well-supported choice for specific methods of data collection and analysis.
7. For the planner, it is also relevant that analytical knowledge, partly based on experiences acquired elsewhere, is converted into recommendations for the approach/coordination of the planning issue.
8. In that context, up-to-date knowledge of the current practice of spatial planning, especially of the relevant policy organizational and institutional context, is very important.
9. Moreover, students must be able to justify the recommendations according to the principles, norms and criteria on which they are based.

In summary, this concerns the active mastery of knowledge and understanding, resulting in a solid analysis and the conversion of the analysis into a substantive and/or process design.

#### *Making judgements*

Students are expected to be able to reflect critically on the chosen scientific approach.

10. This means that they can make a connection with the state-of-the-art in theoretical literature and can indicate how their own contribution relates to this current state of knowledge.
11. Simultaneously, it is especially important for spatial planners to be able to expose and reflect upon the normative elements in their work, partly in the light of divergent actor positions.

#### *Communication*

In spatial planning, written and oral communication is very important. Certainly in written communication, two approaches are relevant: (a) communication with scientists and (b) communication with the users of knowledge/policymakers.

12. In the interest of communication with other scientists, students must be able to account for themselves scientifically, which is expressed by citing references, using sound arguments justifying the chosen theoretical and methodological approach.
13. In the communication with users of knowledge/policymakers, students must be able to convert the resulting problem insights into recommendations, and the other way around: to convert societal questions into scientific questions.

#### *Learning skills*

Students are educated based on the awareness that there is a continuous dynamic process taking place surrounding their academic field.

14. Students must therefore realise that the issues that emerge from specific aspects of a problem definition can be broken down on the one hand into research questions and on the other hand into items about which normative choices must be made.
15. This means that students must be capable of independently searching for the most recent insights, while making use of various sources.

As compared with the domain specific frame of reference, the Nijmegen master's programme in Spatial Planning emphasizes the ability of students to formulate recommendations for practice, based on a scientific analysis of the planning issue at stake (see learning outcomes 2, 7, 8 and 9).

For the specialisation ESEP, a set of additional learning outcomes are defined which specifies some of the learning outcomes defined above. After completion of the programme, graduates will:

- be able to critically reflect on the challenges from, and fundamental concepts of, European spatial planning, environmental policy and territorial cooperation;

- be able to understand international trends and respond to European and international policy developments in their professional work as spatial or environmental planner;
- be able to understand the characteristics of their own country's planning system in a comparative perspective, and be aware of the benefits of and opportunities for European territorial cooperation;
- have explored the theoretical notions for understanding European integration and methodological aspects of undertaking cross-national comparative research;
- have independently set up and conducted an academic research project in the field of spatial-environmental planning research.



## Appendix 4: Overview of the curricula

### Master's programme Human Geography

*Programme of the master's specialisation in Economic Geography*

Semester 1		Semester 2	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Our Common Ground: Human geographic research colloquium (6 EC)			
Economic Geographies: Foundations, critiques and alternatives (6 EC)	City- and Region Marketing (6 EC)	Economy, Space and Culture in Nijmegen (6 EC)	
Elective course (6 EC)			
Preparing the Master Thesis (6 EC)	Master Thesis (24 EC)		

*Programme of the master's specialisation in Globalisation, Migration and Development*

Semester 1		Semester 2	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Our Common Ground: Human geographic research colloquium (6 EC)			
Globalising Cities and Hinterlands (6 EC)			
International Migration, Globalisation and Development (6 EC)			
Elective courses (12 EC)			
Preparing the Master Thesis (6 EC)	Master Thesis (24 EC)		

*Programme of the master's specialisation in Urban and Cultural Geography*

Semester 1		Semester 2	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Our Common Ground: Human geographic research colloquium (6 EC)			
Urban and Cultural Geography (6 EC)		Economy, Space and Culture in Nijmegen (6 EC)	
Elective courses (12 EC)			
Preparing the Master Thesis (6 EC)	Master Thesis (24 EC)		

*Programme of the master's specialisation in Europe: Borders, Identities and Governance*

Semester 1		Semester 2	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Our Common Ground: Human geographic research colloquium (6 EC)			
Geopolitics of Borders (6 EC)		Cross-Border Governance (6 EC)	
Elective courses (12 EC)			
Preparing the Master Thesis (6 EC)	Master Thesis (24 EC)		

*Programme of the master's specialisation in Conflicts, Territories, and Identities*

Semester 1		Semester 2	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Geopolitics of Borders (6 EC)	Excursion (to conflict area) (6 EC)	Elective course (6 EC)	
Conflicting Theories: Applying Theoretical Approaches of Conflicts, Territories & Identities (6 EC)	Political and Geographical Conflict Resolution (6 EC)		
Preparing the Master Thesis (6 EC)	Master Thesis (24 EC)		

**Master's programme Urban and Regional Planning**

*Programme of the master's specialisation in Local and Regional Spatial Planning*

Semester 1

Course Code	Course Name	ECs	Type of exam	Language	Block
MPL022	Institutional Perspectives on Societal Change and Spatial Dynamics	6	Written examination + Paper	English	1
MPL017	Location and regional development: process and content	6	Written examination + Assignments	Dutch	1
MPL023	Ordering of the Market and Spatial Development	6	Written examination + Paper	Dutch	2
MPL024	In-depth Study of Law and Institutions in Spatial Planning	6	Written examination	Dutch	2
MPL025	Preparation for the Master Thesis	6	Paper	Dutch	1 and 2

## Semester 2

Course Code	Course Name	ECs	Type of exam	Language	
	Elective	6			
MTHPLAN	Master Thesis in Spatial Planning	24	Paper	Dutch	3 and 4

*Programme of the master's specialisation in Local and Regional Spatial Planning (Dual)*

## Semester 1

Course Code	Course Name	ECs	Type of exam	Language	Block
MPL022	Institutional Perspectives on Societal Change and Spatial Dynamics	6	Written examination + Paper	English	1
MPL017	Location and regional development: process and content	6	Written examination + Assignments	Dutch	1
MPL023	Ordering of the Market and Spatial Development	6	Written examination + Paper	Dutch	2
MPL024	In-depth Study of Law and Institutions in Spatial Planning	6	Written examination	Dutch	2
MPL025	Preparation for the Master Thesis	6	Paper	Dutch	1 and 2

## Semester 2

Course Code	Course Name	ECs	Type of exam	Language	Block
MPL029	Work experience	6	Paper	Dutch	3 and 4
MTHPLAN	Master Thesis in Spatial Planning	24	Paper	Dutch	3 and 4

*Programme of the master's specialisation in European Spatial and Environmental Planning (ESEP)*

## Semester 1

Course Code	Course Name	ECs	Type of exam	Language	Block
MPL027	Comparative Planning	6	Paper	English	1
MPL022	Institutional Perspectives on Societal Change and Spatial Dynamics	6	Written examination + Paper	English	1
MPL026	European Spatial Planning and the EU Territorial Cooperation Agenda	6	Paper	English	2
MPL031	The EU and Domestic Impact: Economy, Space and Environment	6	Paper	English	2
MMW015	International Environmental Politics (ESEP)	6	Paper	English	2

## Semester 2

Course Code	Course Name	ECs	Type of exam	Language	
MPL028	Preparation for the Master Thesis	6	Paper	English	3
MTHPLE	Master Thesis in ESEP	24	Paper	English	3 and 4

*Programme of the PLANET Europe specialisation*

The joint master's programme is structured as shown in the following diagram.





## Appendix 5: Quantitative data regarding the programmes

### Data on intake, transfers and graduates

#### *Master's programme Human Geography*

#### Cohortomvang en onderwijs-herkomst masterinstroom Master Sociale Geografie (66620)

Jaar	Eigen universiteit	Andere universiteiten NL	HBO	Buiten HO	Totaal
03/ 04	30	0	0	0	30
04/ 05	28	2	2	2	34
05/ 06	40	0	0	0	40
06/ 07	32	0	0	0	32
07/ 08	28	5	0	0	33
08/ 09	51	15	0	2	68
09/ 10	40	4	0	6	50
10/ 11	52	12	1	8	73

#### Instroom Master Sociale Geografie (66620)

Cohort	Totaal	Mannen	Vrouwen
03/ 04	30	12	18
04/ 05	34	21	13
05/ 06	40	26	14
06/ 07	32	17	15
07/ 08	33	19	14
08/ 09	68	30	38
09/ 10	50	18	32
10/ 11	73	39	34

#### Studieduur masteropleiding naar onderwijs-herkomst Master Sociale Geografie (66620)

Afstudeer cohort	Eigen universiteit		Andere universiteit NL		Buiten HO	
	Geslaagd absoluut	Duur opl.gemiddeld in maanden	Geslaagd absoluut	Duur opl.gemiddeld in maanden	Geslaagd absoluut	Duur opl.gemiddeld in maanden
03/ 04	7	7				
04/ 05	12	14				
05/ 06	15	16			1	22
06/ 07	24	19			1	28
07/ 08	24	18				
08/ 09	26	18	5	14	1	12
09/ 10	36	20	8	19	1	18
10/ 11	38	22	9	24	3	16

*Master's programme Urban and Regional Planning*

Efficiency of the master's programme (all specialisations)

Cohort	Number of students	Efficiency		
		After 1 year	After 2 years	After 3 years
2006/07	40	8 (20%)	27 (68%)	28 (70%)
2007/08	36	7 (19%)	28 (78%)	30 (83%)
2008/09	37	5 (14%)	29 (78%)	33 (89%)
2009/10	51	7 (14%)	33 (65%)	44 (86%)
2010/11	62	12 (19%)	48 (77%)	51 (82%)
2011/12	52	9 (17%)	Data not yet available	

**Teacher-student ratio achieved**

*Master's programme Human Geography*

Year	Teaching FTE	Number of students	Student-Teacher ratio
2007-2008	1.95	33	17
2008-2009	2.00	68	34
2009-2010	2.12	49	23
2010-2011	2.77	72	26
2011-2012	2.93	76	25

Source: Task-allocation table + statistics of studentadministration

*Master's programme Urban and Regional Planning*

Student-teacher ratio

	Teaching FTE	Number of students	Student-Teacher ratio
2007-2008	1,14	36	32
2008-2009	1,25	37	30
2009-2010	1,55	51	33
2010-2011	1,96	62	32
2011-2012	1,93	52	27

Source: Task allocation table + statistics of student administration



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

### *Master's programme Human Geography*

Contact hours for each course

Course name	Total	Lectures	Tutorial / (Group) supervision
Our Common Ground: Human geographic research colloquium	43	43	0
Preparing the Master Thesis	26	22	4
Master Thesis	20	0	20
Economic Geographies: Foundations, critiques and alternatives	18	16	2
Economy, Space and Culture in Nijmegen	34	24	10
City- and Region Marketing	24	16	12
Globalising Cities and Hinterlands	26	20	6
International Migration and Development	30	22	8
Urban and Cultural Geography	67.5	15.5	52*
Geopolitics of Borders	32	16	16
Cross-Border Governance	10.25	7.25	3
Conflicting Theories: Applying Theoretical Approaches of Conflicts, Territories & Identities	25	18	7
Political and Geo-graphical Conflict Resolution	14.25	12.25	2
Excursion	72	12	60

\* including 4 day field work excursion to Berlin

### *Master's programme Urban and Regional Planning*

Throughout semester 1, students have 8 to 10 contact hours per week. The second semester is primarily reserved for writing the master thesis, which implies individual supervision. Students of the specialisation Local and Regional Planning still need to follow a full (elective) course in the second semester (contact hours depending on the specific course chosen), and the dual students need to attend a series of tutorials to discuss their working experience.



## Appendix 6: Programme of the site visit

June 16th		
18.00	20.00	Preparatory meeting (theses + self-assessments)
June 17th		
09.00	10.00	Internal meeting (reading additional documentation)
10.00	11.00	Interview with the management <ul style="list-style-type: none"> <li>- prof. dr. ir. Rob van der Heijden, dean</li> <li>- dr. Anna van der Vleuten, vice-dean</li> <li>- prof. dr. Pieter Leroy</li> <li>- dr. Sander Meijerink</li> <li>- prof. dr. Huib Ernste</li> <li>- dr. Martin van der Velde</li> </ul>
11.00	11.15	Break and internal meeting
11.15	12.00	Students bachelor's programme <i>Geografie, Planologie en Milieu</i> <ul style="list-style-type: none"> <li>- Tim Marks</li> <li>- Mathijs van Oosterhout</li> <li>- Dayon Eling</li> <li>- Bouke Timmen</li> <li>- Huib van der Zwaluw</li> <li>- Marieke de Vries</li> <li>- Lisa Busink</li> <li>- Jody de Graaf</li> </ul>
12.00	12.45	Teachers bachelor's programme <i>Geografie, Planologie en Milieu</i> <ul style="list-style-type: none"> <li>- dr. Roos Pijpers</li> <li>- dr. Olivier Kramsch</li> <li>- drs. Jaap Gersie</li> <li>- dr. ir. Linda Carton</li> <li>- dr. Rianne van Melik</li> <li>- prof. dr. Arnoud Lagendijk</li> <li>- drs. Henk Donkers</li> <li>- dr. Sietske Veenman</li> <li>- prof. dr. Erwin van der Krabben</li> </ul>
12.45	13.30	Lunch and internal meeting
13.30	14.15	Students master's programme Human Geography <ul style="list-style-type: none"> <li>- Jobke Heij</li> <li>- Stan Crienen</li> <li>- Fenki Evers</li> <li>- Susan Verbeij</li> </ul>
14.15	15.00	Teachers master's programme Human Geography <ul style="list-style-type: none"> <li>- prof. dr. Huib Ernste</li> <li>- dr. Lothar Smith</li> <li>- prof. dr. Henk van Houtum</li> <li>- dr. Olivier Kramsch</li> <li>- dr. Martin van der Velde</li> <li>- dr. Willemijn Verkoren</li> <li>- prof. dr. Arnoud Lagendijk</li> </ul>
15.00	15.15	Break and internal meeting
15.15	16.00	Students master's programme Urban and Regional Planning <ul style="list-style-type: none"> <li>- Djoerd van Velzen</li> <li>- Wouter van den Elzen</li> <li>- Philip Stohr</li> </ul>

			<ul style="list-style-type: none"> <li>- Tessa van de Zande</li> <li>- Pauline van Heugten</li> <li>- Joep Arts</li> <li>- Annelies Wesselink</li> </ul>
16.00	16.45	Teachers master's programme Urban and Regional Planning	<ul style="list-style-type: none"> <li>- prof. dr. Peter Ache</li> <li>- prof. mr. Tonny Nijmeijer</li> <li>- prof. dr. Arnoud Lagendijk</li> <li>- dr. Sander Meijerink</li> <li>- dr. Karel Martens</li> <li>- dr. Mark Wiering</li> </ul>
16.45	17.15	Alumni	<ul style="list-style-type: none"> <li>- drs. Huub Ploegmaker</li> <li>- drs. Daniëlle Damoiseaux</li> <li>- drs. Tjeerd Mombarg</li> <li>- drs. Laura Maussart</li> <li>- drs. Gideon Visser</li> <li>- drs. Mirije Oude Lansink</li> <li>- drs. Juul Osinga</li> </ul>
17.15	17.30	Internal meeting	
<b>June 18th</b>			
9.00	9:30	Internal meeting	
9.30	10.30	Programme Committee	<ul style="list-style-type: none"> <li>- prof. dr. Henk van Houtum, chair</li> <li>- dr. Roos Pijpers</li> <li>- dr. Karel Martens</li> <li>- Marjolein Kouwenhoven, student-chair</li> <li>- Inge Oortgiessen</li> <li>- Lisa Jacobs</li> </ul>
10.30	10.45	Break	
10.45	11.45	Board of Examiners + study advisors	<ul style="list-style-type: none"> <li>- prof. dr. Huib Ernste, chair</li> <li>- dr. Mark Wiering, secretary</li> <li>- prof. dr. Peter Ache</li> <li>- prof. dr. Pieter Leroy</li> <li>- drs. Lynneke Spreeuwenberg, study advisor</li> <li>- drs. Jackie van de Walle, study advisor</li> </ul>
11.45	12.45	Consultation 'hour'	
12.45	13.15	Lunch and internal meeting	
13.15	14:00	Internal meeting	
14.00	15.00	Interview with the management	<ul style="list-style-type: none"> <li>- prof. dr. ir. Rob van der Heijden, dean</li> <li>- dr. Anna van der Vleuten, vice-dean</li> <li>- prof. dr. Pieter Leroy</li> <li>- dr. Sander Meijerink</li> <li>- prof. dr. Huib Ernste</li> <li>- dr. Martin van der Velde</li> </ul>
15.00	15.45	Internal meeting	

15.45	16.30	Interal meeting
16.30	16.45	Presentation preliminary findings



## Appendix 7: Theses and documents studied by the committee

---

Prior to the site visit, the committee studied the theses of the students with the following student numbers:

### Master's programme Human Geography

0840777	S0447196	4079027	S0403318	0620211	S0816655	0853119
0532231	S0733679	0824321	0607924	0614289	S0421766	S0748579

### Master's programme Urban and Regional Planning

0818836	S0315370	S3041794	3046125	S4161939	S0504238	S0412546
S4006003	3050904	S0843628	S3051951	4003934	S0843334	S0601632

During the site visit, the committee studied, among other things, the following documents of each programme (partly as hard copies, partly via the institute's electronic learning environment):

- Domain-specific framework of reference and the learning outcomes of the programme;
- Overview of the curriculum;
- Outline description of the curriculum components;
- Teaching and examination regulations;
- Overview of allocated staff;
- Overview of the contacts maintained with the professional field;
- Report on the institutional quality assurance assessment;
- Reports on consultations in relevant committees/bodies;
- Test questions with corresponding assessment criteria and requirements;
- Selection of final projects with corresponding assessment criteria and requirements;
- Reference books and other learning materials;
- Summary and analysis of recent evaluation results and relevant management information;
- Documentation regarding teacher and student satisfaction.





## Appendix 8: Declarations of independence

---



### ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

H.F.L. Ottens

PRIVÉ ADRES:

Waldeck Pyramontkade 9

3583 TW Utrecht

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Sociale Geografie en Planologie

AANGEVRAAGD DOOR DE INSTELLING:

zie bijlage

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

*Utrecht*

DATUM:

*22 april 2013*

HANDTEKENING:



## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

*H. van der Woude*

PRIVÉ ADRES:

*J.M. Molenaerplein 6  
2102 CE Heerhooft*

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

*Sociale Geografie en Planologie*

AANGEVRAAGD DOOR DE INSTELLING:

*Zie bijlage*

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN.

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

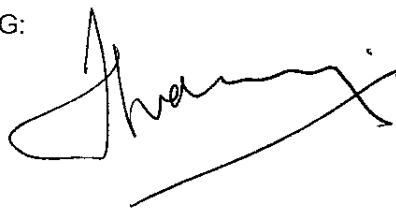
PLAATS:

*Heemstede*

DATUM:

*20.4.2013*

HANDTEKENING:



## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

*H. van den Bosch*

PRIVÉ ADRES:

*Walem 35*

*6342 PA Walem*

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

*Sociale Geografie en Planologie*

AANGEVRAAGD DOOR DE INSTELLING:

*Zie bijlage*

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden kunnen beïnvloeden;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

*Walem*

DATUM:

*19 april 2013*

HANDTEKENING:

A handwritten signature in black ink, appearing to read 'J. Meunier', is written over a horizontal line. The signature is stylized and cursive.

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Wil Zonneveld

PRIVÉ ADRES:

Buiksloterdijk 224  
1034 ZG Amsterdam

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Sociale geografie en planologie

AANGEVRAAGD DOOR DE INSTELLING:

zie bijlage

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

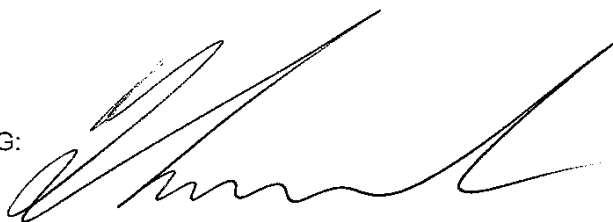
VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: Utrecht

DATUM: 22 april 2019

HANDTEKENING:





## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Robert Hassink

PRIVÉ ADRES:

Klinkerwisch 60  
D-24107 Kiel  
Duitsland

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Sociale geografie en Planologie

AANGEVRAAGD DOOR DE INSTELLING:

QANU

Utrecht, Nijmegen  
Groningen,  
UvA Amsterdam

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE ZOULDEN KUNNEN BEÏNVLOEDEN;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: *Utrecht*

DATUM: *22-4-13*

HANDTEKENING:



## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Ton Dietz

PRIVÉ ADRES:

Kennemerpark 1 2051 KP Overveen

IS ALS DESKUNDIGE / ~~SECRETARIS~~ GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

SOCIALE GEOGRAFIE EN PLANNING

AANGEVRAAGD DOOR DE INSTELLING:

Radboud universiteit Nijmegen

UNIVERSITEIT UTRECHT

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

DATUM:

OVERVEEN

21/4/2013

HANDTEKENING:

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.



## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Madelon k.m. Post

PRIVÉ ADRES: Roerstraat 62h  
1070 LC Amsterdam

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Sociale geografie en Planologie

AANGEVRAAGD DOOR DE INSTELLING:

Radboud Universiteit Nijmegen, Rijksuniversiteit Groningen, Universiteit Utrecht

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE ZOULDEN KUNNEN BEÏNVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: Amsterdam

DATUM: 21-04-2013

HANDTEKENING:

A handwritten signature in black ink, appearing to be 'W. G. J. B.', written over a circular stamp or mark.

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Chantal Gorissen

PRIVÉ ADRES:

De Molensloot 702

6136 GS Sittard

IS ALS ~~BEKROONDIGE~~ / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Cluster Sociale Geografie & Planologie

AANGEVRAAGD DOOR DE INSTELLING:

Universiteit van Amsterdam, Radboud Universiteit Nijmegen

Rijksuniversiteit Groningen, Universiteit Utrecht

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: *Utrecht*

DATUM: *11-2-2013*

HANDTEKENING:

