

Master's programmes
**Human Geography &
Urban and Regional Planning**

Faculty of Social and Behavioural Sciences,
University of Amsterdam

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
Internet: www.qanu.nl

Project number: Q0439

© 2013 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

Report on the master's programmes Human Geography and Urban and Regional Planning of the University of Amsterdam	5
Administrative data regarding the programmes.....	5
Administrative data regarding the institution.....	5
Quantitative data regarding the programmes.....	5
Composition of the assessment committee	6
Working method of the assessment committee	7
Summary judgement of the master's programme Human Geography	9
Summary judgement of the master's programme Urban and Regional Planning	12
Master's programme Human Geography.....	15
Description of the standards from the Assessment framework for limited programme assessments	17
Master's programme Urban and Regional Planning.....	31
Description of the standards from the Assessment framework for limited programme assessments	33
Appendices.....	47
Appendix 1: Curricula Vitae of the members of the assessment committee	49
Appendix 2: Domain-specific framework of reference.....	51
Appendix 3: Intended learning outcomes	57
Appendix 4: Overview of the curriculum.....	59
Appendix 5: Quantitative data regarding the programme.....	61
Appendix 6: Programme of the site visit	65
Appendix 7: Theses and documents studied by the committee.....	69
Appendix 8: Declarations of independence	71

This report was finalized on 21 November 2013

Report on the master's programmes Human Geography and Urban and Regional Planning of the University of Amsterdam

This report takes the NVAO's Assessment framework for limited programme assessments as a starting point.

Administrative data regarding the programmes

Master's programme Human Geography

Name of the programme:	Human Geography
CROHO number:	66620
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	-
Location(s):	Amsterdam
Mode(s) of study:	full time
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
Specializations or tracks:	-
Location(s):	Amsterdam
Mode(s) of study:	full time
Expiration of accreditation:	31-12-2014

The visit of the assessment committee Social Geography and Planning to the Social and Behavioural Sciences of University of Amsterdam took place on may 13 and 14, 2013.

Administrative data regarding the institution

Name of the institution:	University of Amsterdam
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 bachelor's programme *Sociale Geografie en Planologie* and the master's programmes Human Geography and Urban and Regional Planning of the University of Amsterdam forms part of the cluster assessment Social Geography and Planning, for which the committee also assessed the Social Geography and Planning programmes of Radboud University Nijmegen, the University of Groningen, and Utrecht University.

The Committee that assessed the Social Geography and Planning cluster consisted of nine members:

- Prof. H.F.L. (Henk) Ottens (chair), emeritus professor of social 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 Universiteit Nederland;
- Prof. W.A.M. (Wil) Zonneveld, professor of urban and regional development at the 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 Africa study centre in Leiden;
- M. (Madelon) Post, BSc, master student of urban and regional planning at the University of Amsterdam;
- J. (Jikke) van 't Hof, BSc, master student of social geography at Radboud University Nijmegen.

Based on expertise and possible conflicts of interest, a subcommittee was formed for every visit. The committee that assessed the Amsterdam (bachelor's programme *Sociale Geografie en Planologie*, master's programme Human Geography, and the master's programme Urban and Regional Planning) programmes 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;
- J. (Jikke) van 't Hof, BSc.

The project leader of the assessment was Ms. C.J.J. Gorissen, MSc, QANU staff member. She also acted as the secretary during the site visit.

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

assessed programmes. Appendix 1 gives the abbreviated curricula vitae of the committee members.

Working method of the assessment committee

Preparation

On 22 April 2013 the committee held an initial meeting for the entire cluster assessment. During this meeting the committee was instructed about the processes and regulations for the assessments, and it also discussed the domain-specific reference framework for Social Geography and Planning (see Appendix 2).

After receiving the critical reflection from the universities, the project leader checked the quality and completeness of the information provided. After approval, it was forwarded to each of the committee members. They studied the critical reflection and formulated questions and remarks, which were then sent to the secretary and the chair of the committee. Based on these questions and remarks, the chair of the committee created a list of questions and topics to be discussed for each of the planned interviews.

In addition, each committee member received two theses for each of the programmes being assessed. A cross-section sample of theses (see Appendix 7) was selected by the project leader from a list of theses provided by the university. An equal number of theses was selected from each of the academic years, tracks within a programme, and a range of grades. The chair divided the selected theses among the committee members. They assessed the theses based on a list of assessment criteria provided by QANU, in order to ensure that all committee members assessed the theses in the same way. When a committee member evaluated a thesis as unsatisfactory, this was reported to the secretary and chair, and a second committee member was asked to evaluate the thesis also.

Based on the critical reflection, the secretary, in consultation with the chair, selected for each of the programmes a sample of documents, in accordance with the NVAO standards, that were provided to the committee during the site visit. These documents included committee reports, evaluation results and study materials.

Site visit

Before the site visit the project leader prepared a draft programme for the interviews (see Appendix 6). It was discussed with the chair of the committee and the programmes. The programmes then selected panel members for the interviews. The site visit for the University of Amsterdam took place on 13 and 14 May 2013.

The committee started each site visit with an initial meeting, at which it discussed its findings based on the critical reflection and the thesis evaluations. It also discussed its working methods for the upcoming interviews.

During the site visit, interviews were held with representatives of the faculty, students, staff members, the Educational Committee, the Examination Committee, the student advisers, and the alumni. The committee also received and studied the requested additional information, for example study materials from several courses and reports from the meetings of the Examination Committee. A consultation hour was scheduled to provide students and staff with the opportunity to talk to the committee informally. Two students used this opportunity to speak to the committee. The committee has taken the information from these conversations into account where appropriate.

The committee used a significant part of the final day of the site visit to discuss the assessment of the programmes and prepare a preliminary outline of the findings. The site visit concluded with an oral presentation of these findings by the chairman, consisting of a general assessment and several specific observations and impressions of the programmes.

Report

After the site visit the secretary wrote a draft report based on the committee's findings. This draft was first read and commented upon by the chair of the committee, and later by all the committee members before being sent to the relevant faculty to check for factual irregularities. Any comments of the faculty were discussed with the chair of the committee and, if necessary, with the other committee members. After that, the report was finalised.

Decision rules

In accordance with the NVAO's Assessment Framework for Limited Programme Assessments (as of 6 December 2010), 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.

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

Summary judgement of the master's programme Human Geography

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

Standard 1: Intended learning outcomes

The committee assesses this standard as **satisfactory**.

The committee compared the intended learning outcomes prepared by the programme against the domain-specific reference framework for Social Geography and Planning and examined its profile and orientation. The committee agrees that the domain-specific qualifications described in the reference framework are appropriate for a master's program in the field of Social Geography and Planning. It furthermore concluded that the framework provides a broad but acceptable reflection of the domain.

The profile of the University of Amsterdam's master's programme Human Geography is characterised by its combined focus on urban (social and economic) and political geographies and by the fact that specific attention is given to space as a condition for societal development. The committee is satisfied with the chosen profile of the programme. However, it recommends that the programme defines and communicates its profile more clearly, especially in its communication towards students. The committee noted that the programme has undergone a number of changes in the past few years; it is in general very pleased to see how the programme is being revised. The committee would like to encourage the programme to continue developing the profile in this way.

The intended learning outcomes as formulated by the master's programme Human Geography were very well described and explained. The committee agrees that these qualifications fit a master's programme in Human Geography.

The committee also appreciates the attention paid to scientific orientation in the programme. It concludes that the programme prepares students for the professional practice in a scientific manner. However, it would like to stress that students' feelings of discomfort with their preparation for the labour market have to be addressed.

Standard 2: Teaching-learning environment

The committee assesses this standard as **satisfactory**.

The committee concludes that the programme, the personnel and the programme-specific facilities enable the master students to realize the intended learning outcomes. It found that the intended learning outcomes are clearly defined in the curriculum. It was also impressed by the systematic approach used to structure the curriculum, and the awareness and serious involvement of the staff members in matching the design and content of specific courses with the intended learning outcomes.

The critical reflection described which changes have been made based on the recommendations of the previous programme assessment committee. The current committee confirms that a large number of the recommendations have been satisfactorily implemented. It is impressed with the quality of the improvements made and the seriousness with which the programme has now organised its quality assurance system.

The committee concludes that the Programme Committee functions properly and is quite active. It really liked the idea of interactive panel discussions to evaluate the new courses. This is a recent development, but the committee is interested to see the results and effects of these evaluations. Currently, one Programme Committee is responsible for both master programmes, and the committee advises to reconsider whether separate programme committees for each of the master's programmes would be more effective. Also, at the moment the two master programmes are not equally represented in the Programme Committee. The committee advises either separating the programme committees for the two master's programmes or adding an additional student member, so that both master programmes are equally represented.

The committee assessed the quality of the content of the courses as perfectly adequate. It found a good mix of work forms, a good variety and balance of lectures, colloquia, individual study and group discussions.

It felt, however, that the programme lacked a clearly recognizable core-course, which would teach students the basis of what Human Geography is at an advanced level. The programme uses the course 'Human Geography: Theory and Social Implications' in this way, but this course is part of the second period which is not ideal as one expects such a course at the very beginning of the programme. The committee feels that the timing as well as the content and profile of this course should be carefully reconsidered. The committee liked the five thematic electives that were offered, though it thought that these courses were so specific that they did not give a clear profile of the field as a whole. It applauds the opportunity for students to specialize, but would recommend also providing students with a common ground. This is especially significant because the interviewed students seemed to be under the impression that they were in different tracks, even though the programme does not officially define tracks.

The committee values the focus on scientific and academic training in the programmes. It recognised the link between teaching and research in the curriculum, which was also apparent from the interviews with the teachers and students. The students were aware of the research done by their teachers. The committee questioned the position of the methodological course in the curriculum. The difficulties that it had with some of the theses were mostly due to methodological issues (see Standard 3). These issues led the committee to think that it might be more productive to make a tighter connection between the methodological course and the master thesis project. It was pleased, however, with the content of the methodological course.

Standard 3: Assessment and achieved learning outcomes

The committee assesses this standard as **satisfactory**.

The committee concluded that the programme has an adequate system of assessment and can demonstrate that the intended learning outcomes are realized. It confirms that the Examination Committee functions correctly and is very well prepared for its tasks. The assessments, as a whole, are sufficiently varied and well prepared, according to the committee. It was impressed by the activities the Examination Committee organised for the assessment-

training day. It hopes that the Examination Committee will continue these activities in the future.

The committee concluded that the master students acquire an adequate final level by the end of the programme. This was confirmed by the master theses it evaluated. It agreed with the grades awarded by the supervisors. It would like to stress, however, that the issues encountered with the theses were all in the same area, namely methodology and use of methods. This was also an issue of concern for the previous committee. The current committee found that the often qualitative research methods used by students in their master theses were rather simple. It would like to see students applying more diverse and advanced techniques. It hopes that this issue will be addressed with the revisions that have been made in the programme, or otherwise that the programme will take action and alter the structure of the methodology teaching.

In addition to obtaining the required level in their thesis work, the committee concluded 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:

Master's programme in Human Geography:

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

Summary judgement of the master's programme Urban and Regional Planning

This report reflects the findings and considerations of the Social Geography and Planning assessment committee on the master's programme Urban and Regional Planning of the University of Amsterdam. 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 ones which could be improved. Taking those aspects into consideration, it concluded that the master's programme fulfils the requirements of the criteria set by the NVAO, which are the conditions for accreditation.

Standard 1: Intended learning outcomes

The committee assesses this standard as **satisfactory**.

According to the critical reflection, the profile of the University of Amsterdam's master's programme Urban and Regional Planning is characterised by its focus on metropolitan areas from an international-comparative angle. The programme is built on a conviction that an advanced academic habitus is good preparation for planning practice. Graduates are expected to be able to make the connection between academia and society. The Urban and Regional Planning programme is set apart from other programmes in the Netherlands by its social scientific orientation.

The committee compared the intended learning outcomes described by the programme against the domain-specific reference framework for Social Geography and Planning and examined the profile and orientation of the programme. The committee agrees that the domain-specific qualifications as described in the reference framework are appropriate for a master's program in the field of Social Geography and Planning. It furthermore concluded that the framework provides a broad but adequate reflection of the domain.

The intended learning outcomes as formulated by the master's programme Urban and Regional Planning were very well described and clearly explained what is expected of students who graduate from the programme. The committee agrees that the intended learning outcomes fit a master's programme Urban and Regional Planning.

The committee also appreciates the attention paid to scientific orientation in the programme. It concludes that the programme prepares students for the professional practice in a scientific manner.

Standard 2: Teaching-learning environment

The committee assesses this standard as **satisfactory**.

The committee concludes that the programme, the personnel and the programme-specific facilities enable the master students to realize the intended learning outcomes. It found that the intended learning outcomes are clearly translated into the curriculum. The committee was also impressed by the systematic approach used to build the curriculum, and the awareness and involvement of the staff members in matching the design and content of specific courses with the relevant intended learning outcomes.

The critical reflection described which changes have been made based on the recommendations by the previous assessment committee. The current committee confirms that a large number of the recommendations have been satisfactorily implemented. It is

impressed with the quality of the improvements made and the seriousness with which the programme has now organised its quality assurance system.

The committee concludes that the Programme Committee functions properly and is quite active. The committee really appreciates the idea of interactive panel discussions to evaluate the new courses. This is a recent development, but the committee is interested to see the results and effects of these evaluations. Currently, one programme committee is responsible for this master programme but also for the master's programme in Human Geography, and the committee wonders if there should not be separate programme committees for each master programme. Also, at the moment the two master's programmes are not equally represented in the programme committee. The committee advises either separating the programme committee for the two master programmes or adding an additional student member, so that both master programmes are equally represented.

The committee assessed the quality of the content of the courses as adequate. It found a good mix of work forms, a good variety and balance of lectures, colloquia, individual study and group discussions.

The committee values the focus on scientific and academic training in the programme. It recognised the link between teaching and research in the curriculum, which was also apparent from the interviews with the teachers and students. The students were aware of the research done by their teachers.

Standard 3: Assessment and achieved learning outcomes

The committee assesses this standard as **satisfactory**.

The committee concluded that the programme has an adequate system of assessment and can demonstrate that the intended learning outcomes are realized. It confirms that the Examination Committee functions correctly and is very well prepared for its tasks. The assessments, as a whole, are sufficiently varied and well prepared, according to the committee. It was impressed by the activities the Examination Committee organised for the assessment-training day, in which a committee (members of staff with one or two external experts) evaluated the assessments in a number of courses. It hopes that the Examination Committee will continue this measure in the future.

The committee concluded that the master students acquire an adequate final level by the end of the programme. This was confirmed by the master theses it evaluated. The committee agreed with the grades awarded by the supervisors. It would like to stress, however, that the issues of concern encountered with the theses were all in the same area, namely methodology and use of methods. This was also an issue of concern for the previous committee. The current committee found that especially the qualitative research methods often used by students in their master theses were rather straightforward. The committee would like to see students using more diverse and advanced methods and techniques. It hopes that this issue will be addressed with the revisions that have been made in the programme, or otherwise that the programme will take action and alter the way of the methodology teaching.

In addition to obtaining the required level in their thesis work, the committee concluded 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:

Master's programme in Urban and Regional Planning:

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

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

Date: 21-11-2013



Prof. H.F.L. Ottens



Ms. C.J.J. Gorissen, MSc

Master's programme Human Geography

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

Domain-specific requirements

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

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

The committee recommend further elaboration of a generally shared domain-specific reference framework for all programmes involved in this assessment plus possibly a few others that have for whatever reason not been involved in this round. The framework could be further specified and then serve as an even more distinctive basis to indicate commonalities among the orientations of the programmes in this field as well as their differences. The committee agrees, however, that, although general, the described domain-specific qualifications are appropriate for a master's program within the field of Social Geography and Planning.

Profile and orientation

According to the critical reflection, the profile of the University of Amsterdam's master's programme Human Geography is characterised by its combined focus on urban (social and economic) and political geography and by the fact that specific attention is given to space as a condition for societal development.

The committee has no problems with the profile chosen by the university, but would recommend defining this profile more explicit, especially in communications towards students. During the interviews, students were not able to explain the profile of their master's

programme. However, in the interviews with board and staff members and from studying the curriculum, the committee saw that there was a well defined profile. It also noted that the programme has undergone a number of changes in the past few years, and is in general very pleased to see how the programme was revised and would like to encourage it to continue clarifying the profile in this way.

Intended Learning Outcomes and Academic and professional orientation

The Human Geography programme intended learning outcomes are described in the critical reflection and are developed/designed according to the Dublin descriptors (see Appendix 3). The programme's main objective is that students acquire knowledge, skills and understanding in the area of Human Geography, especially academic skills (written, oral and research skills - presenting, debating, reasoning, correctly quoting and referencing sources), learn to solve complex problems both independently and creatively, and learn to reflect critically. The committee thought that these intended learning outcomes were well described and explained, and agrees that they fit a master's programme in Human Geography.

The programme has a focus on training students as researchers, both for academia as well as professionally. A considerable part of the programme is devoted to conducting an individual research project, which is finalised in a master thesis. However, from the critical reflection as well as from the interviews, the committee understood that most students interested in pursuing a PhD choose the Research Master programme.

The programme aims to provide students with qualifications that can help them to participate in the labour market and find their individual niche. According to the critical reflection, a large variety of public and private organizations in the Netherlands and internationally are seeking knowledge and expertise on a variety of socio-spatial issues. Possible future employment for master Human Geography graduates includes (research) positions within public bodies (ministries, provinces, and municipalities), private firms (housing corporations, consultancy firms, geographic information technology firms) and non-governmental organisations (policy researcher or advisor). Other potential employment opportunities are media outlets (journalist) or secondary education (geography teacher), after having completed the appropriate master's programme in education. To prepare students for these diverse opportunities, the programme aims to train students as scientific researchers of socio-spatial themes who are able to understand complex relationships and approach societal issues from an analytical, integrative and synthesizing perspective. It hopes that by giving weight to carrying out academic research independently, it helps students to develop skills in linking theory and practice, analytical and critical thinking, conducting fieldwork to collect empirical data and reflecting critically. The committee is satisfied with the orientation of the master's programme, which prepares students for professional practice in a scientific manner. Nevertheless, students in general are not comfortable with their preparation for the labour market. The committee suggest inviting alumni more frequently in order to confirm their benefit from the programme. Another option are scientific internships, which are related to the writing of a thesis within organizations that employ alumni .

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 an adequate reflection of the domain. It is satisfied with the chosen profile of the programme. The profile is characterised by its combined focus on urban (social and economic) and political geographies and by the fact that specific

attention is given to space as a condition for societal development. However, it recommends that the programme define its profile more clearly, especially in communications towards students. It would like to encourage the programme to continue clarifying the profile in the same way they have worked on the other programme revisions.

The committee agrees that the domain-specific qualifications described in the reference framework are appropriate for the field of Social Geography and Planning. The intended learning outcomes as formulated by the master programme Human Geography were well described and explained. The committee agrees that these qualifications fit a master's programme Human Geography.

The committee also appreciates the attention paid to scientific orientation in the programme. It concludes that the programme prepares students for the professional practice in a scientific manner. However, students' complaints about the preparation for the labour market must be addressed.

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 master curriculum is 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 programme oriented internal quality assurance. This standard also includes descriptions of the measures for improvement implemented as a result of the previous assessment visit.

Content, structure and coherence of the curriculum

The committee studied the curriculum of the master programme Human Geography, looking at coherence and structure. The curriculum is included in Appendix 4.

The Human Geography master programme is a one-year, full-time master's programme (60 EC). It has a single admission point in September and consists of two semesters. Each semester is divided into three periods, two of eight weeks and one of four weeks. The courses offered are divided into four categories. In the first two periods of the first semester students start with one course in the Theory and Practice categories (1) and three Thematic Focus courses (2). In the third period students follow courses in the Research Methods category (3). The second semester is dedicated to the master thesis (project) Application and Specialisation category (4). During this second semester students complete a methods course and conduct the complete cycle of an independent Human Geography research project organized in peer groups, including writing up the master thesis (24 EC).

In the thematic focus part of the first two periods all students follow a course called Theory and Social implications and three out of five electives, each addressing a different sub-domain of Human Geography. The commonalities of the courses are uneven development, socio-spatial transformation, globalisation, governance and multi-scalar analysis. The content and programming of the thematic courses are arranged to allow students to compile a coherent package if they have a strong preference for either Urban Geography or Political Geography or choose a set of complementary courses from the offered sub-domains.

The committee studied the content of the courses provided during the site visit, and found that the quality of the content of the courses was adequate. It felt, however, that the programme lacked a clearly recognizable core-course, which would teach students the basis of what Human Geography is at an advanced level. The programme uses the course 'Human Geography: Theory and Social Implications' in this way, but this course is part of the second period which is not ideal as one expects such a course at the very beginning of the programme. The committee feels that the timing as well as the content and profile of this course should be carefully reconsidered.

While the course on 'Theory and social implications' invites students to reflect on important questions related to the core concerns of Human Geography from a number of valuable perspectives, it shies away from taking a distinctive position with respect to the current position of the subject matter. All five electives offered were very worthwhile courses but turned out to be so specific that they did not give a clear profile of the field as a whole. The committee applauds the opportunity for students to specialize, but would recommend also providing students with a common ground. In fact, in the interviews the students seemed to assume that they were in different tracks, even though the programme does not define tracks in the critical reflection and the teaching staff confirmed that no tracks were prescribed. This point reiterates the issue mentioned under Standard 1, the need to further explicate the intended profile.

The committee questioned the position of the methodological course in the curriculum. It was pleased with the content of the methodological course, but with some of the theses difficulties observed were mostly due to methodological issues (which will be discussed further under standard 3). These issues led the committee to think that it might be useful to better attune and integrate the timing, content of and choice possibilities in the methodological course with the choice of topics of and methods to be used in the thesis projects earlier in the programme.

Didactic concept

The committee examined the didactic vision underlying the teaching in the master's programme. In the critical reflection the programme claims to use the University of Amsterdam didactical format of Research-Intensive Teaching. This format is characterized by a close link between teaching and research. For example, the master thesis projects are closely linked to the research activities of the associated research programmes. The critical reflection does not further elaborate on the applied didactic concept.

The committee recognised the link between teaching and research in the curriculum, and also in the interviews with the teachers and students. The students told the committee that they were aware of the research done by their teachers, and that they could easily select a master thesis topic of personal interest that fitted with the expertise of their supervisor.

The committee also examined the choice of the teaching methods of the curriculum. It found that there was a good mix of work forms, a good variety and balance of lectures, colloquia, individual study and group discussions.

One critical note the committee has on the didactic concept is that it does not seem to be very innovative. The Human Geography master programme has undergone a number of changes in the last few years, but the programme does not seem to have been actively innovating its didactic format. Nevertheless, the committee finds this didactic vision adequate for a master's programme in Human Geography.

The representation of the intended learning outcomes in the curriculum

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

The committee concluded that the intended learning outcomes were clearly defined within the curriculum. In the critical reflection an overview was provided that showed intended learning outcomes being cross-matched to courses within the curriculum. During the visit, the committee asked about whether this cross-matching was done in hindsight or was present when the curriculum was first designed. It was pleased to find that the staff members were very enthusiastic about the way they used the intended learning outcomes as the starting point for their curriculum revisions. It was impressed by the systematic approach used to build the curriculum, and the awareness and serious involvement of the staff members in matching the design and content of specific courses with the intended learning outcomes.

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 committee feels that the development of scientific research skills is well addressed within the master's programme. The programme has a proper scientific orientation, which is reflected, for example, by the separate methodological course in the curriculum. During the site visit, students and alumni were also positive about the academic orientation of the programme and the academic skills they had acquired.

Although the committee agrees with the academic orientation within the courses, it questions the position of the methods course in the programme as has been touched upon earlier. As the quality of the research methods used in the theses did not seem to reflect the intended learning outcomes in the curriculum, the committee wonders if students may benefit more from the methodological and thematic courses if there might be a tighter connection between the methodology courses and literature course, and the master thesis project.

The committee was pleased to find that the programme offers extra methodological crash courses to students who are admitted to the programme with a background that may cause them to lack some qualitative or quantitative social science research skills.

Study load

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

The Human Geography master programme consists of 60 EC to be completed in one academic year. It is designed to result in a workload of 42 hours per week (28 hours per EC). In the interviews with the students, the committee found that they study less than 42 hours, but students did confirm that they definitely spend more time on their studies in their master's programme compared to their bachelor's programme. Students noted that this is mainly due to the time pressure of completing 60 EC within one academic year.

In the critical reflection the programme notes that it expects the newly restructured programme will increase the actual time spent on study, due to the improved distribution of the study load, and the strict sanctions for delaying thesis submissions. To some extent this is already reflected in the results of the exit survey in which the number of hours spent on study is clearly higher than before. The committee agrees that especially the strict deadlines for the thesis project may increase the time spent on study and therefore the study pace. This is an important issue for the programme as many students did not complete their programme within one year. The committee understands that it is important that students do not delay completion, but also wants to warn the programme about becoming overly strict. An academic master programme should be careful not to become too much like a school, and academic skills at a master level also include being self-directed. The students the committee

interviewed expressed mixed opinions on this point; some wanted more responsibility and found such a structured and guided programme strange in an academic master programme, while others liked the guidance and strict deadlines.

The committee agrees that the workload during each period is equally distributed. As described in the critical reflection, the programme makes an inventory of all course deadlines to ensure equal workload distribution. The students were also positive about the structure of the programme, and found the workload to be manageable. According to the interviewed students and alumni, the available study support contributes to the feasibility of the programme. They highly valued how approachable the lecturers, supervisors and study advisors are, and felt that there are sufficient possibilities to receive study support when needed.

The programme stated in the critical reflection that it cancelled the possibility of a second admission point. The former design (with two admissions per year) appeared to be part of the reason why students did not complete the programme within the official timeframe. The second admission caused an uneven distribution of workload over the academic year (in particular in the second semester, in which a course had to be followed till the end of the fifth period while writing the master thesis at the same time) and created an illogical and awkward programme structure. It had been introduced to smoothly accommodate the Bachelor-before-Master rule (*harde knip*), which became compulsory at the University of Amsterdam in 2009-2010, only allowing students to enrol in the master's programme after completing the related bachelor's programme. It was thought that this would increase success rates, also by the previous assessment committee, but it resulted in even longer delays instead. The committee understands why the decision was taken that there is no longer an opportunity for students to start the programme later in the academic year later. The committee agrees that the structure of the current programme is not suitable for a second admission possibility.

The committee noted that students of the master programme Human Geography usually do not spend time abroad during their studies. In the interviews during the site visit, they claimed that a one-year programme is too short for this, and the only opportunity to go abroad would be during the second semester, while writing the master thesis. The committee agrees that a one-year master is short, and that the programme curriculum does not allow much room. It does feel, however, that spending time abroad as a student is very valuable and would therefore recommend that it should remain a possibility for those students who want to take it up.

Staff

The master programme Human Geography is taught by four full professors, seven associate professors, eleven assistant professors, three PhD students and three other staff members, for a total of 2.4 FTE. In accordance with the policy of the Graduate School of Social Sciences, the tenured staff of full, associate and assistant professors who combine teaching with research are responsible for at least 80% of the programme. The tenured staff are supported by lecturers with a PhD, postdoctoral researchers and advanced PhD candidates. The staff-student ratio is 1:30, which the committee agrees is a sufficient number of teaching staff.

According to the critical reflection, full, associate and assistant professors spend 40% of their working time on research and 60% on teaching and management. Occasionally, the research time is extended for substantial, externally funded research projects (NWO, ERC, EU), but to no more than 70%. The programme uses this maximum to guarantee that successful researchers are always involved in the teaching programme.

The previous committee criticized the fact that the department did not require a BKO certificate (Basic Teaching Qualification, *Basiskwalificatie Onderwijs*) for the experienced, tenured staff. In response to this criticism, the department introduced a BKO trajectory for the tenured staff in cooperation with the Amsterdam Institute for Lifelong Learning in Education (CNA: Centrum voor Nascholing Amsterdam) in 2010-2011. Now all tenured staff have a BKO certificate, which is also presently required by the general University of Amsterdam policy. The committee confirmed that the programme has actively responded to this criticism, and is very pleased to see that it has taken serious action.

The committee was also pleased to see how seriously the programme values the quality of teaching. From the interviews and the critical reflection, the committee learned that teaching qualifications are now an important criterion in the selection of new academic staff. As part of the selection procedure, candidates are required to give a lecture to a group of students whose consequent evaluations form an important input in the selection procedure. The quality of teaching is also an important criterion for promotion to a higher position. A BKO certificate and good student evaluations are prerequisites for a tenured position.

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 Amsterdam, the committee ascertained that the facilities are appropriate. The department will move into an entirely new building on the campus site within the very near future.

As described in the critical reflection and confirmed in the interviews during the site visit, students in the Human Geography programme are entitled to use all University of Amsterdam facilities. The Department of Human Geography, Planning and International Development Studies (GPIO) maintains a GIS centre, which is accessible to students and researchers of all levels. GIS is a key tool of geographical sciences to explore geographical locations, analyse spatial patterns and identify special relationships. The GIS centre consists of a computer lab, supporting staff and experienced GIS researchers and lecturers and is equipped with the basic infrastructure required for GIS analysis. The staff of the GIS centre support students and researchers with requests regarding GIS. In general, students are quite satisfied with the facilities provided by the institution and programme.

The programme noted in the critical reflection that work processes and responsibilities changed with the organizational changes produced by the introduction of the College of Social Sciences, the Graduate School of Social Sciences and the new Student Information System (SIS). This has caused some information flow problems. According to the programme, this is likely to be the main source of students' negative opinions regarding the information provided by the institution over the past few years (NSE 2010, 2011). This issue is presently being dealt with at higher levels of the organisation. The committee understands this and encourages the university to continue its efforts.

Quality assurance

As stated in the critical reflection, the quality assurance system of the College of Social Sciences has been developed according to the University of Amsterdam and faculty frameworks (*UvA Beleidsplan Kwaliteit, Kwaliteitshandboek FMG*) and legal provisions and regulations. All courses are evaluated by means of a written student evaluation form after the course has ended. Furthermore, student members of the programme committee of Human Geography and Planning regularly carry out a number of interactive evaluations (panel discussions) on selected courses (new courses, modified courses or courses in which issues

have been raised). From the interview with the programme committee, the committee understood that the aim was to organise these interactive evaluations twice a year. The results of the interactive evaluations are discussed by the programme committee and also communicated to the Programme Director.

Until 2011-2012 there was one programme committee for the three programmes in the Department of Human Geography, Planning and International Development Studies (GPIO), including the master programme Human Geography. Since 2012-2013 there are two programme committees, one for the bachelor's programme and one for the two master's programmes. Three lecturers are members of both committees, while each committee has three different student members. Both committees meet at the same time.

During the site visit the committee was pleased to find that the programme committee seemed to function properly and is quite active. Evaluation forms are filled out by a majority of the students, although the answers often tend to be minimalistic. The programme committee seems to be active in finding other ways to get the students' opinion. The committee greatly appreciated the idea of the interactive panel discussions to evaluate the new courses. It encourages the programme committee to continue this line of work.

The committee agrees with the Department's choice to separate the programme committees. However, it wonders if there should not also be separate programme committees for each master's programme. In the master's programmes committee there are three student members, which means that the master programmes are not equally represented. The committee advises either separating the programme committees for the two master programmes or adding an additional student member, so that both master programmes are equally represented.

The critical reflection describes which changes have been made based on the recommendations of the previous assessment committee. The current committee confirms that a large number of the recommendations have been satisfactorily implemented. A number of examples are provided throughout this report. The committee is impressed by the quality of the improvements made, and the seriousness with which the programme has organised its quality assurance system.

Considerations

The committee concludes that the programme, the personnel and the programme-specific facilities enable the master students to realize the intended learning outcomes. It confirmed the intended learning outcomes were clearly defined within the curriculum, as was shown in the critical reflection. It was also impressed by the systematic approach used to build the curriculum, and the awareness and serious involvement of the staff members in matching the design and content of specific courses to the intended learning outcomes of the programme.

The critical reflection described which changes have been made based on the recommendations of the previous assessment committee. The current committee confirms that the recommendations have been satisfactorily implemented. It is impressed by the quality of the improvements made, and the seriousness with which the programme has now organised its quality assurance system.

The programme committee seemed to function properly and is quite active. The committee greatly appreciated the idea of interactive panel discussions to evaluate the new courses. It

advices to reconsider the number or composition of programme committee(s) as suggested before.

The committee was also pleased to see how seriously the programme values the quality of teaching. From the interviews and the critical reflection, it learned that teaching qualifications are now an important criterion in the selection of new academic staff, and that a BKO certificate and good student evaluations are prerequisites for a tenured position.

The quality of the content of the courses that the committee studied is adequate. The committee found a good mix of work forms, a good variety and balance of lectures, colloquia, individual study and group discussions. However, it feels that the programme lacks a clearly recognizable advanced level core-course that authoritatively positions Human Geography among the disciplines. Even though it liked the subject matters covered in the general course and the five thematic electives on offer, it thought that these courses were so specific that they did not give a clear profile of the field as a whole. It noted from the interviews that the students seemed to be under the impression that they were in different tracks, even though the programme does not define different tracks. It applauds the opportunity for students to reflect on general questions concerning practices in the social sciences and to specialize in slightly different directions, but would recommend also providing students with a firmer common ground. The course which could serve this way is part of the second period which is not ideal as one expects such a course at the very beginning of the programme. The committee feels that the timing as well as the content and profile of this course should be carefully reconsidered.

The committee values the focus on scientific and academic training. It recognised the link between teaching and research in the curriculum, and from the interviews with the teachers and students. The students were aware of the research being done by their teachers. However, the committee questioned the position of the methodological courses in the curriculum. The committee thinks that connection between the second 'Geographical research and GIS' course could be made stronger so that methodological problems which students encounter during the starting up phase of their thesis trajectory (i.e. the writing of the research proposal) could be addressed in this course. Currently, students have to select a thesis topic before the start of the methods course. The committee feels that the timing as well as the content and profile of this course should be carefully reconsidered, so students may benefit more from methodological/methods course that precedes the thesis trajectory. It was pleased with the content, however.

The committee concludes that the programme, the personnel and the programme-specific facilities are all of satisfactory quality and should enable the students to realize 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 checked 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 Examination Committee. It confirmed that the assessment system functions adequately.

There is one Examination Committee for the bachelor programme *Sociale Geografie en Planologie* and the master programmes Human Geography and Urban and Regional Planning. According to the critical reflection, the Examination Committee issues both solicited and unsolicited recommendations to the Programme Coordinator and Programme Director, and also monitors programme quality. The main agenda items in the 2011-2012 academic year were: quality of the programmes, reassessment of a sample of master's theses, abolishing the part-time programme and the dual-planning programme, and enforcing the use of the plagiarism tool Ephorus for written assignments. In addition, it also dealt with teaching and examination regulations, student requests, fraud and plagiarism monitoring, monitoring the quality of assessment, and improving systematic thesis assessments.

During the site visit the committee spoke to the Examination Committee about its role in the implementation of the assessment policy and monitoring the quality of assessment. It learned that the Examination Committee was very involved and highly committed. The Examination Committee has taken certain additional measures to guarantee the quality of assessment. For instance, it organised an assessment-training day in which a committee (members of staff with one or two external experts) evaluated the assessments in a number of courses. The first day was organised in the spring of 2013, and the plan is to make this an annual event. The Examination Committee also introduced thesis assessment forms, which have been in use since the start of the master programmes in 2004. It also carries out periodic monitoring and re-evaluation of the students' final thesis. It does this via a 'blind' sample of randomly selected theses.

Other assessment policies the Examination Committee intends to introduce include a protocol for collegial peer review for courses taught by a single member of staff. In courses taught by multiple lecturers, it is already common for the lecturer teams to monitor each other and use a form of collegial consultation or 'peer-review'. Examinations are then developed and assessed in joint consultation. The committee concludes that the Examination Committee functions correctly. Furthermore, it was impressed by the activities the Examination Committee organised for the assessment-training day. It expects that the Examination Committee will continue this in the future, as the staff members the committee spoke to, were also very positive about it.

The University of Amsterdam has prepared a planning, including a new Handbook for Examination Boards (*Handreiking voor Examencommissies*), to help with setting up the Examination Committee and organising its activities. Hours are allotted to examination committee members so that they can carry out their tasks properly. They are also supported by the appointment of an official secretary, and receive training in the area of assessment and examination (as part of their BKO training). The committee also liked the separation of student advisors and the Examination Committee, as this prohibits conflicts of interest.

Master thesis

The individual master thesis project is organised in small peer-groups around a geographic theme, framed by the supervisor, to establish a platform for theoretical and methodological discussions regarding the overall theme, provide feedback, exchange ideas and receive support. The master thesis projects are organised by the master thesis coordinator, a staff member in the Human Geography programme. The thesis coordinator further acts as a mediator between the programme director and the staff members who are the thesis supervisors.

In the critical reflection, the programme stated that in order to tackle the study delays in the Human Geography programme, efforts were made in the academic year 2011-12 to assist students from both previous and current cohorts to complete the programme. These efforts turned out to be effective, and the programme incorporated them into the thesis planning. The programme strongly believes that conducting the master thesis projects with peer-groups creates a stimulating environment for the thesis process as students meet each other on a more regular basis.

Half-way during the second period of the first semester, the thesis coordinator organizes a meeting to introduce the possible thesis projects and the entire thesis trajectory. Students choose their project before the end of the second period. In period four, students start writing their research proposal in parallel with the geographical research methods course. Only after receiving approval of their research proposal (maximum of two chances) do students start the actual research. Although the thesis research is carried out independently, all activities and products are peer-reviewed, both theoretically as well as methodologically. Students submit a first draft of the master thesis in early June and the final version at the end of June. The master thesis project is finalized with presentations in the peer-groups and an oral thesis defence in front of their supervisor and the second examiner. The theses are always assessed by two examiners: the supervisor and an impartial third party (from within the faculty). Together the two examiners fill out one assessment form. If the first submission of the thesis is unsatisfactory, there is an opportunity to resubmit an improved manuscript in mid-August. If the second submission is still unsatisfactory, students have to undertake a new thesis project in the following academic year.

The committee is positive about the efforts made by the programme to guide the students through the thesis trajectory and is confident that these efforts will result in less study delay. It understands that it is important for the programme to prevent study delay, but also wants to warn the programme not to become overly strict. The students the committee interviewed expressed mixed opinions on this point, some wanted more responsibility and found such a structured and guided curriculum in an academic master programme strange, while others liked the guidance and strict deadlines. All agreed, though, that this would cause them to finish their study faster.

Achievement of the learning outcomes

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

The committee would like to note, however, that if issues were encountered with the theses, they were all in the same area, namely methodology and use of methods. As it turns out, the previous committee raised the same 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 also stated in the critical reflection that students show a preference for qualitative research methods. The committee found that often simple qualitative research methods were used. It would like to see students using more diverse and advanced techniques. It hopes that with the alterations that have been made in the programme, this issue will be addressed, or otherwise that the programme will take action and alter the structure of its methodology teaching.

The committee also investigated the job positions of graduates of the master's programme in Human Geography and whether they felt adequately prepared. From the interviews with the alumni, the committee learned that they were very positive about the master's programme and felt adequately prepared for the labour market.

Considerations

The committee confirms that the assessment system functions adequately. It also concluded that the Examination Committee functions correctly and is very well prepared for its tasks. Furthermore, it was impressed by the activities the Examination Committee organised for the assessment day. It hopes that the Examination Committee will continue this measure in the future.

The committee is positive about the efforts made by the programme to guide the students through the thesis trajectory and is confident that these efforts will result in less study delay. It understands that it is important for the programme to prevent study delay, but also wants to warn the programme not to become overly strict.

The achieved learning outcomes were evaluated as satisfactory, as assessed by inspecting a selection of the master theses, and the selected course materials and results. The committee agreed with the grades awarded by the supervisors and considered all theses to be of at least of satisfactorily quality. It would like to note, however, that the problems encountered with the theses were all in the same area, namely methodology. And that this was also an issue of concern for the previous committee. The committee found that often simple qualitative research methods were used by students in their master theses. It would like to see students using more diverse and advanced techniques. It hopes that with the alterations that have been made 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 concluded 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's evaluation is based on information provided in the critical reflection and from evaluations of the selected theses, additional documentation and interviews held during the site visit. The committee assessed the three standards as satisfactory. The committee concludes that the master programme Urban and Regional Planning of the University of Amsterdam fulfils the requirements of the criteria set by NVAO which are the conditions for accreditation.

Conclusion

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

Master's programme Urban and Regional Planning

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

Domain-specific requirements

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

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

The committee recommend further elaboration of a generally shared domain-specific reference framework for all programmes involved in this assessment plus possibly a few others that have for whatever reason not been involved in this round. The framework could be further specified and then serve as an even more distinctive basis to indicate commonalities among the orientations of the programmes in this field as well as their differences. The committee agrees, however, that, although general, the described domain-specific qualifications are appropriate for a master's program within the field of Social Geography and Planning.

Profile and orientation

According to the critical reflection, the profile of the University of Amsterdam's (UvA) master's programme Urban and Regional Planning is characterised by its focus on metropolitan areas from an international-comparative angle. The programme also intends to integrate three perspectives: an analytical approach, an interventionist standpoint and an institutional perspective. The programme describes that in the analytical approach the focus is on understanding spatial dynamics and critically assessing/evaluating existing forms of spatial intervention. The focus on interventions seeks to improve the societal problem-solving skills of students. The institutional perspective teaches students that the legitimacy and

effectiveness of spatial interventions can only be understood in the context of the limiting and enabling structural conditions that surround them. The Urban and Regional Planning master programme is set apart from other programmes in the Netherlands by its social scientific orientation. The committee is positive about the clear profile chosen by the programme. However, it noticed that students were not completely aware of this profile and orientation and sometimes miss a more explicit orientation towards professional practice. The programme should put more effort in communicating its profile towards (prospective) students.

The committee also noted that the programme has undergone a number of changes in the past few years, and is in general very pleased to see how the programme was revised. The current curriculum (2012-2013) is a modified version of a curriculum that was introduced in 2009. In 2009 the programme made a switch from Dutch to English as the language of instruction. The programme did this in an effort to give the programme an international orientation, which would allow the UvA to offer the programme to an international audience. The committee noticed that this indeed has caused an increase in the intake of foreign students .

Intended Learning Outcomes and Academic and professional orientation

The intended learning outcomes are described in the critical reflection and are developed/designed according to the Dublin descriptors (see Appendix 3). The programme's main objective is that students obtain knowledge and understanding about planning theory as part of understanding social theory at large (under the header of institutions and policy analysis) and on understanding socio-spatial dynamics, and also learn academic skills (written, oral and research skills - presenting, debating, reasoning, correctly quoting and referencing sources). Graduates are required to be sufficiently skilled in every aspect of the research process to allow them to conduct research projects independently and are expected to be able to make the connection between academia and society. The committee concluded that these intended learning outcomes were very well described and explained, and agrees that they fit a master's programme Urban and Regional Planning.

The programme does not intend specializing its graduates. Their trademark is a habitus in which the analysis of spatially relevant collective action problems is connected to the design of solutions. The programme describes that, compared to the wide variety of careers that graduates of other social sciences pursue, the labour market for planning graduates is more narrowly defined. As a result, the programme concludes that planning students are generally more satisfied with the connection between their education and the labour market than those in many other degree programmes (National Student Survey NSE).

According to the programme most of their graduates find a job outside academia and research. The programme focuses on providing a high-level academic education not particularly emphasizing practical skills that also can be learned on the job. Even though most students interested in pursuing a PhD choose the Research Master programme, in recent years several students from the programme went on to enter a PhD programme. The committee is satisfied with this academic orientation of the master's programme, which prepares students for professional practice in a scientific manner. The committee also found that the alumni were very positive about the skills they had learned during their studies and that they felt adequately prepared for their current work. Nevertheless the committee noticed that students sometimes emphasize the need for a more explicit orientation towards professional practice. At the same time, students felt less comfortable about their preparation for the labour market.

Considerations

The committee compared the intended learning outcomes prepared by the programme against the domain-specific reference framework and examined its profile and orientation. The committee is satisfied with the chosen profile of the programme. The profile is characterised by its focus on metropolitan areas from an international-comparative angle. The committee is positive about the clear profile chosen by the programme. The committee sees the logic of not giving room for an apprenticeship in a programme which has only 60 ECTS. In the current curriculum there are opportunities to confront student more with aspects of (future) professional practices.

The committee agrees that the domain-specific qualifications described in the reference framework are appropriate for the field of Social Geography and Planning. The intended learning outcomes of the master programme Urban and Regional Planning were well described and explicated. The committee agrees that these qualifications fit a master's programme Urban and Regional Planning.

The committee furthermore appreciates the attention paid to scientific orientation in the programme. It 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 curriculum is 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 programme oriented internal quality assurance. This standard also includes descriptions of the measures for improvement implemented as a result of the previous assessment visit.

Content, structure and coherence of the curriculum

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

The Urban and Regional Planning master programme is a one-year, full-time master's programme (60 EC). It has a single admission point in September and consists of two semesters. Each semester is divided into three periods, two of eight weeks and one of four weeks. In the first two periods students follow a course on planning methodologies (6 EC) and three thematic courses (6 EC each). In the third period students follow a course focussed on applying the theoretical foundation in a reflection on planning practice (6 EC). The second semester is dedicated entirely to research with a planning research course focusing on research methodologies and writing a research proposal which prepares for the master thesis (6 EC) and the master thesis (24 EC). The programme does not leave room for elective courses.

The committee studied the content of a number of courses during the site visit, and found that the quality of the content of the courses was adequate. The committee found that the programme showed its profile clearly throughout its curriculum. The focus on metropolitan areas and specifically the focus on understanding the dynamics, conflicts and opportunities for problem solving in metropolitan areas, is clearly represented in the courses. The committee understands the choice of the programme to offer students a clear outlined curriculum, and it accepts that the lack of electives courses is prohibiting the students opportunity to specialize.

The committee is positive about the focus on research methodology and writing a research proposal, but the committee wonders if students may benefit more from the methodological and thematic courses if there might be a tighter connection between the Planning Research course and the master thesis project. This results from the conclusion that in some of the theses difficulties that were observed by the committee were mostly related to methodological issues (which will be discussed further under standard 3).

In the interviews the students expressed some frustration concerning the methodological (planning research) course. Students claim that it was too much a repetition of their Bachelor's courses and that it did not allow room for deepening their understanding of the different methodologies. The committee agreed with the programme management that students may have studied the research methodologies before, but that this does not mean that they have mastered them. The committee found that the students and teaching staff seemed to have different interpretations of what the purpose of a methodological course is, and that this may be the reason for the students' frustration. Students expressed the wish for more hands-on experience of working with concrete methods. This could be done for instance by focussing on research methods which are very popular (like interviewing) where students often do not choose for the right level of sophistication (in the example of interviews: show and apply tools to carry out and analyse interviews). The committee recommends to reinforce the links between the methodology course and the thesis and more in general to offer more hands-on opportunity in applying scientific method in the programme.

Didactic concept

The committee examined the didactic vision underlying the teaching in the master's programme. In the critical reflection the programme claims to use the University of Amsterdam's didactical format of Research-Intensive Teaching. This format is characterized by a close link between teaching and research. For example, the master thesis projects are closely linked to the research activities of the associated research programmes. The critical reflection does not further elaborate on the applied didactic concept.

The committee recognised the link between teaching and research in the curriculum, and also in the interviews with the teachers and students. The students told the committee that they were aware of the research done by their teachers, and that they could easily select a master thesis topic of personal interest that fitted with the expertise of their supervisor.

The committee also examined the choice of the teaching methods of the curriculum. It found that there was a good mix of work forms, a good variety and balance of lectures, colloquia, and workshops.

One critical note the committee has on the didactic vision is that it does not seem to be very innovative. The Urban and Regional Planning master programme has undergone a number of changes in the last few years, but the programme does not seem to have been actively innovating its didactic format.

The representation of the intended learning outcomes in the curriculum

The committee examined whether and how the intended learning outcomes formulated by the master's 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, the committee gained insight into the way the intended learning outcomes are translated within the courses. The study guides of several master 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. In the critical reflection an overview was provided that showed intended learning outcomes being cross-matched to courses within the curriculum. During the visit, the committee asked whether this cross-matching was done in hindsight or was present when the curriculum was first designed. It was pleased to find that the staff members were very

enthusiastic about the way they used the intended learning outcomes as the starting point for their curriculum alterations. The committee was impressed by the systematic approach used to build up the curriculum, and the awareness and serious involvement of the staff members in matching the design and content of specific courses with the intended learning outcomes.

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 committee feels that the development of scientific research skills is well addressed within the master's programme. The programme has a proper scientific orientation, which is reflected, for example, by the introductory planning methodologies course and planning research course in the curriculum. During the site visit, students and alumni were also positive about the academic orientation of the programme and the academic skills they had acquired.

The programme describes in the critical reflection that their graduates are not hyper-specialised, but that their trademark is a habitus in which the analysis of spatially relevant collective action problems is connected to the design of solutions. The programme also explains that because the labour market for planning graduates is more narrowly defined, planning students are generally more satisfied with the connection between their education and the labour market. However, because of the current economic crisis, students are becoming more critical about the relationship between their degree programme and their prospects in the labour market. The committee recognised this description in the interviews with the students and the alumni.

The committee was pleased to find that the programme offers extra methodological crash courses to students who are admitted to the programme with a background that may cause them to lack some qualitative or quantitative social science research skills.

Study load

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

The Urban and Regional Planning master programme is designed to result in a workload of 42 hours per week (28 hours per EC). In the critical reflection the programme describes that it found that their students reported a workload, which was slightly under the 42 hour norm. The committee also found this reflected in the interviews with the students and the alumni: the committee found that they study less than 42 hours, but students did confirm that they definitely spend more time on their studies in their master's programme compared to their bachelor's programme. Students noted that this is mainly due to the time pressure of completing 60 EC within one academic year and recent measures put in place to stimulate students to do so.

In the critical reflection the programme notes that it expects the newly restructured programme will increase the actual time spent during the study, due to the improved distribution of the study load, and the strict sanctions for delaying thesis submissions. The committee agrees that especially the strict deadlines for the thesis project may increase the time spent on study and therefore the study pace. This is an important issue for the programme as many students did not complete their programme within one year. The committee understands that it is important that students do not delay completion, but also wants to warn the programme about becoming overly strict. An academic master programme should be careful not to become too much like a school, and academic skills at a master level also include being self-directed. The students the committee interviewed expressed mixed

opinions on this point; some wanted more responsibility and found such a structured and guided programme strange in an academic master programme, while others liked the guidance and strict deadlines.

The committee agrees with the programme that the workload during each period is equally distributed. As described in the critical reflection, the programme makes an inventory of all course deadlines to ensure equal workload distribution. The students were positive about the structure of the programme, and found the workload to be manageable. According to the interviewed students and alumni, the available study support contributes to the feasibility of the programme. They highly valued how approachable the lecturers, supervisors and study advisors are, and felt that there are sufficient possibilities to receive study support when needed.

The programme stated in the critical reflection that it cancelled the possibility of a second admission point. The former design (with two admissions per year) appeared to be part of the reason why students did not complete the programme within the official timeframe. The second admission caused an uneven distribution of workload over the academic year (in particular in the second semester, in which a course had to be followed till the end of the fifth period while writing the master thesis at the same time) and created an illogical and awkward programme structure. It had been introduced to smoothly accommodate the Bachelor-before-Master rule (*harde knip*), which became compulsory at the University of Amsterdam in 2009-2010, only allowing students to enrol in the master's programme after completing the related bachelor's programme. It was thought that this would increase success rates, also by the previous assessment committee, but it resulted in even longer delays instead. The committee understands why the decision was taken that there is no longer an opportunity for students to start the programme later in the academic year later. The committee agrees that the structure of the current programme is not suitable for a second admission possibility.

The committee noted that students of the master programme Urban and Regional Planning usually do not spend time abroad during their studies. In the interviews during the site visit, students claimed that a one-year programme is too short for this, and the only opportunity to go abroad would be during the second semester, while writing the master thesis. The committee agrees that a one-year master is short, and that the programme curriculum does not allow much room. It does feel, however, that spending time abroad as a student is very valuable and would therefore recommend that it should remain a possibility for those students who want to take it up.

Staff

The master programme Urban and Regional Planning is taught by six full professors, five associate professors, seven assistant professors, eight PhD students and four other staff members, for a total of 1.1 FTE. In accordance with the policy of the Graduate School of Social Sciences, the tenured staff of full, associate and assistant professors who combine teaching with research are responsible for at least 80% of the programme. The tenured staff are supported by lecturers with a PhD, postdoctoral researchers and advanced PhD candidates. The staff-student ratio is 1:37, which the committee feels is rather unsatisfactory for a master programme.

According to the critical reflection, full, associate and assistant professors spend 40% of their working time on research and 60% on teaching and management. Occasionally, the research time is extended for substantial, externally funded research projects (NWO, ERC, EU), but to

no more than 70%. The programme uses this maximum to guarantee that successful researchers are always involved in the teaching programme.

The previous committee criticized the fact that the department did not require a BKO certificate (Basic Teaching Qualification, *Basiskwalificatie Onderwijs*) for the experienced, tenured staff. In response to this criticism, the department introduced a BKO trajectory for the tenured staff in cooperation with the Amsterdam Institute for Lifelong Learning in Education (CNA: Centrum voor Nascholing Amsterdam) in 2010-2011. Now all tenured staff have a BKO certificate, which is also presently required by the general University of Amsterdam policy. The committee confirmed that the programme has actively responded to this criticism, and is very pleased to see that it has taken serious action.

The committee was also pleased to see how seriously the programme values the quality of teaching. From the interviews and the critical reflection, the committee learned that teaching qualifications are now an important criterion in the selection of new academic staff. As part of the selection procedure, candidates are required to give a lecture to a group of students whose consequent evaluations form an important input in the selection procedure. The quality of teaching is also an important criterion for promotion to a higher position. A BKO certificate and good student evaluations are prerequisites for a tenured position.

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 Amsterdam, the committee ascertained that the facilities are appropriate. The department will move into an entirely new building on the campus site within the very near future.

As described in the critical reflection and confirmed in the interviews during the site visit, students in the Urban and Regional Planning programme are entitled to use all University of Amsterdam facilities. The Department of Human Geography, Planning and International Development Studies (GPIO) maintains a GIS centre, which is accessible to students and researchers of all levels. GIS is a key tool of geographical sciences to explore geographical locations, analyse spatial patterns and identify special relationships. The GIS centre consists of a computer lab, supporting staff and experienced GIS researchers and lecturers and is equipped with the basic infrastructure required for GIS analysis. The staff of the GIS centre support students and researchers with requests regarding GIS. In general, students are quite satisfied with the facilities provided by the institution and programme.

The programme noted in the critical reflection that the National Student Survey gave a low score for facilities ranging from 25% to 38 % being (very) satisfied between 2010 and 2012, while the average score for the social sciences at UvA varied from 47% to 58% in the same period. According to the programme, students indicated that there is some dissatisfaction about the number of computers available to students and the quality of the lecture rooms. The programme expects that the facilities will improve in students' perception with the move to the new building in 2014. The committee understands this and encourages the university to continue its efforts.

Quality assurance

As stated in the critical reflection, the quality assurance system of the College of Social Sciences has been developed according to the University of Amsterdam and faculty frameworks (*UvA Beleidsplan Kwaliteit, Kwaliteitshandboek FMG*) and legal provisions and regulations. All courses are evaluated by means of a written student evaluation form after the

course has ended. Furthermore, student members of the programme committee of Human Geography and Planning regularly carry out a number of interactive evaluations (panel discussions) on selected courses (new courses, modified courses or courses in which issues have been raised). From the interview with the programme committee, the committee understood that the aim was to organise these interactive evaluations twice a year. The results of the interactive evaluations are discussed by the programme committee and also communicated to the Programme Director.

Until 2011-2012 there was one programme committee for the three programmes in the Department of Human Geography, Planning and International Development Studies (GPIO), including the master programme Urban and Regional Planning. Since 2012-2013 there are two programme committees, one for the bachelor's programme and one for the two master's programmes. Three lecturers are members of both committees, while each committee has three different student members. Both committees meet at the same time.

During the site visit the committee was pleased to find that the programme committee seemed to function properly and is quite active. Evaluation forms are filled out by a majority of the students, although the answers often tend to be rather minimalistic. The programme committee seems to be active in finding other ways to get the students' opinion. The committee greatly appreciated the idea of the interactive panel discussions to evaluate the new courses. Although this is only a recent development, the committee would be interested to see the results and effects of these evaluations. It encourages the programme committee to continue this line of work.

The committee agrees with the Department's choice to have separated the programme committees in 2012-2013. However, it wonders if there should not also be separate programme committees for each master's programme. In the master's programme committee there are three student members, which means that the two master programmes are not equally represented. The committee advises either separating the programme committee for the two master programmes or adding a student member, so that both master programmes are equally represented.

The critical reflection describes which changes have been made based on the recommendations of the previous assessment committee. The current committee confirms that a large number of the recommendations have been satisfactorily implemented. A number of examples are provided throughout this report. The committee is impressed by the quality of the improvements made, and the seriousness with which the programme has organised its quality assurance system.

Considerations

The committee concludes that the programme, the personnel and the programme-specific facilities enable the master students to realize the intended learning outcomes. It confirmed the intended learning outcomes were clearly defined within the curriculum, as was shown in the critical reflection. It was also impressed by the systematic approach used to build the curriculum, and the awareness and serious involvement of the staff members in matching the design and content of specific courses to the intended learning outcomes of the programme. The didactic vision does not seem to very innovative. Also the connection between the planning research course and the master thesis project could be more tight for instance by focussing on research methods which are very popular where students often do not choose for the right level of refinement.

The critical reflection described which changes have been made based on the recommendations of the previous assessment committee. The current committee confirms that a large number of the recommendations have been satisfactorily implemented. It is impressed by the quality of the improvements made, and the seriousness with which the programme has now organised its quality assurance system.

The programme committee seems to function properly and is quite active. The committee greatly appreciated the idea of interactive panel discussions to evaluate the new courses. This is only a recent development, but the committee is interested to see the results and effects of these evaluations. It wonders if there should not be separate programme committees for each master programme. In the master's programme committee there are three student members, which means that the two master programmes are not equally represented. The committee advises to reconsider the number or composition of the Programme Committee(s) as suggested before.

The committee was also pleased to see how seriously the programme values the quality of teaching. From the interviews and the critical reflection, it learned that teaching qualifications are now an important criterion in the selection of new academic staff, and that a BKO certificate and good student evaluations are prerequisites for a tenured position.

The quality of the content of the courses that the committee studied was perfectly adequate. The committee found a good mix of work forms, a good variety and balance of lectures, colloquia, individual study and group discussions.

The committee values the focus on scientific and academic training. It recognised the link between teaching and research in the curriculum, and from the interviews with the teachers and students. The students were aware of the research being done by their teachers. However, the committee wonders if students may benefit more from the methodological and thematic courses if there might be a tighter connection between the Planning Research course and the master thesis project. The difficulties that the committee had with some of the theses were mostly due to methodological issues (which will be discussed further under standard 3).

The committee concludes that the programme, the personnel and the programme-specific facilities are all of satisfactory quality and should enable the students to realize 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 Examination Committee. It confirmed that the assessment system functions adequately.

There is one Examination Committee for the bachelor programme *Sociale Geografie en Planologie* and the master programmes *Human Geography* and *Urban and Regional Planning*. According to the critical reflection, the Examination Committee issues both solicited and unsolicited recommendations to the Programme Coordinator and Programme Director, and also monitors programme quality. The main agenda items in the 2011-2012 academic year were: quality of the programmes, reassessment of a sample of master's theses, abolishing the part-time programme and the dual-planning programme, and enforcing the use of the plagiarism tool Ephorus for written assignments. In addition, it also deals with teaching and examination regulations, student requests, fraud and plagiarism monitoring, monitoring the quality of assessment, and improving systematic thesis assessments.

During the site visit the committee spoke to the Examination Committee about its role in the implementation of the assessment policy and monitoring the quality of assessment. It learned that the Examination Committee was very involved and highly committed. The Examination Committee has taken certain additional measures to guarantee the quality of assessment. For instance, it organised an assessment-training day in which a committee (members of staff with one or two external experts) evaluated the assessments in a number of courses. This was organised for the first time in the spring of 2013, and the plan is to make this an annual event. The Examination Committee also introduced thesis assessment forms, which have been in use since the start of the master programmes in 2004. It furthermore carries out periodic monitoring and re-evaluation of the students' final thesis. It does this via a 'blind' sample of randomly selected theses.

Other assessment policies the Examination Committee intends to introduce include a protocol for collegial peer review for courses taught by a single member of staff. In courses taught by multiple lecturers, it is already common for the lecturer teams to monitor each other and use a form of collegial consultation or 'peer-review'. Examinations are then developed and assessed in joint consultation. The committee concludes that the Examination Committee functions correctly. Furthermore, it was impressed by the activities the Examination Committee organised for the assessment-training day. It expects that the Examination Committee will continue this in the future, as the staff members the committee spoke to, were also very positive about it.

The University of Amsterdam has prepared a planning, including a new Handbook for Examination Boards (*Handreiking voor Examencommissies*), to help with setting up the Examination Committee and organising its activities. Hours are allotted to examination committee members so that they can carry out their tasks properly. They are also supported by the appointment of an official secretary, and receive training in the area of assessment and examination (as part of their BKO training). The committee also liked the separation of student advisors and the Examination Committee, as this prohibits conflicts of interest.

Master thesis

The individual master thesis project starts with a first phase in which students prepare a research proposal. After 6 weeks, the proposal is finalized and evaluated. If the proposal is not approved, students cannot continue with their thesis. In this thesis planning phase students attend regular group meetings in which supervisor review is combined with peer review. The research proposal is assessed and approved by the thesis supervisor, in case of doubt a second opinion is provided by another staff member. After this phase, thesis supervision is individual and students receive individual feedback on their work from their supervisor.

In the critical reflection, the programme describes that the previous assessment committee advised a stronger link between thesis topics and staff research. The programme has improved this by offering students research themes from which they can choose. The selection and description of themes provides direction for and cohesion between the different theses that are part of a project. This approach does however leave room for students to focus within a theme. The committee is positive about this change.

In the critical reflection, the programme furthermore states that efforts were made in the academic year 2011-2012 to assist students from both previous and current cohorts to complete the programme without additional delay. This included introducing strict deadlines in combination with dividing the students into groups, which held regular meetings. These efforts turned out to be effective, and the programme incorporated them into the thesis planning. The programme strongly believes that conducting the master thesis projects with peer-groups creates a stimulating environment for the thesis process as students meet each other on a more regular basis.

Students submit a final draft to the thesis supervisor who will provide comments to be incorporated in the final manuscript, which is submitted to both the thesis supervisor and a second examiner. Both thesis supervisor and second examiner assess the thesis according to a pre-defined set of criteria laid down in the thesis assessment form and the student has to defend her/his point of view during the one-hour oral defence. Immediately after the defence, the supervisor and second examiner then agree on a mark for both the written work and the defence (in the student's absence). For quality assurance, only senior staff members act as second examiner in their area of expertise. This ensures a consistent assessment procedure over the years.

The committee is positive about the efforts made by the programme to guide the students through the thesis trajectory and is confident that these efforts will result in less study delay. It understands that it is important for the programme to prevent study delay, but also wants to warn the programme not to become overly strict. The students the committee interviewed expressed mixed opinions on this point, some wanted more responsibility and found such a structured and guided curriculum in an academic master programme strange, while others

liked the guidance and strict deadlines. All agreed, though, that this would cause them to finish their study faster.

Achievement of the learning outcomes

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

The committee would like to note, however, that if issues were encountered with the theses, they were all in the same area, namely methodology and use of methods. As it turns out, the previous committee raised the same 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 also stated in the critical reflection that students show a preference for qualitative research methods. The committee found that often very simple qualitative research methods were used. It would like to see students using more diverse and advanced techniques. It hopes that with the alterations that have been made in the programme, this issue will be addressed, or otherwise that the programme will take action and alter the structure of its methodology teaching. One way of doing this might be a tighter connection between the Planning Research course and the master thesis project.

The committee investigated the job positions of graduates of the master's programme Urban and Regional Planning and whether they felt adequately prepared. From the interviews with the alumni, the committee learned that they were very positive about the master's programme and felt adequately prepared for the labour market.

Considerations

The committee confirms that the assessment system functions adequately. It also concluded that the Examination Committee functions correctly and is very well prepared for its tasks. Furthermore, it was impressed by the activities the examination committee organised for the assessment day. It hopes that the Examination Committee will continue to work like this in the future.

The committee is positive about the efforts made by the programme to guide the students through the thesis trajectory and is confident that these efforts will result in less study delay. It understands that it is important for the programme to prevent study delay, but also wants to warn the programme not to become overly strict.

The achieved learning outcomes were evaluated as satisfactory, as assessed by inspecting a selection of the master theses, and the selected course materials and results. The committee agreed with the grades awarded by the supervisors and considered all theses to be of at least of satisfactorily quality. It would like to note, however, that the problems encountered with the theses were all in the same area, namely methodology. This was also an issue of concern for the previous committee. The committee found that often simple qualitative research methods were used by students in their master theses. It would like to see students using

more diverse and advanced techniques. It hopes that with the alterations that have been made in the programme, this issue will be addressed, or otherwise that the programme will take action and alter the structure of its methodology teaching. One way of doing this might be a tighter connection between the Planning Research course and the master thesis project.

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

Conclusion

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

General conclusion

The committee's evaluation is based on information provided in the critical reflection and from evaluations of the selected theses, additional documentation and interviews held during the site visit. The committee assessed the three standards as satisfactory. The committee concludes that the master programme Urban and Regional Planning of the University of Amsterdam fulfils the requirements of the criteria set by NVAO which are the conditions for accreditation.

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. dr. Henk Ottens is gepensioneerd hoogleraar Sociale Geografie van de Universiteit Utrecht. Zijn vakgebieden zijn: stedelijke ontwikkeling, ruimtelijke ordening en geo-informatie. Hij was decaan van de faculteit Ruimtelijke wetenschappen en directeur van de landelijke onderzoeksschool NETHUR. Thans is hij voorzitter van het Koninklijk Nederlands Aardrijkskundig Genootschap. Hij was en is actief in talrijke Nederlandse en buitenlandse bestuursfuncties, waaronder diverse onderwijsvisitaties in Nederland en Vlaanderen.

Prof. dr. Herman van der Wusten was hoogleraar politieke geografie aan de Universiteit van Amsterdam (1984-2001) en de eerste full time decaan van de Faculteit Maatschappij- en Gedragwetenschappen van de UvA (1997-2001). Hij is als emeritus nog actief als onderzoeker en auteur op twee thema's: de vorming en vormgeving van politieke centra en de EU als nieuw soort politieke eenheid. Hij nam eerder deel aan diverse visitaties in Nederland, Vlaanderen en Oostenrijk.

Prof. dr. Herman van den Bosch is hoogleraar managementwetenschappen, in het bijzonder managementeducatie. Ontwikkelt en verzorgt onderwijs op het gebied van innovatiemanagement en academische vaardigheden. Onderzoekt de rol van instellingen voor hoger onderwijs in regionale ontwikkeling en innovatie. Is betrokken geweest bij een reeks (internationale) onderwijsvisitaties en accreditaties van nieuwe opleidingen op het gebied van bedrijfskunde, economie en liberal arts & science. Verzorgt in binnen- en buitenland trainingen en opleidingen op het gebied van afstandsonderwijs, opleidingsmanagement en kwaliteitszorg. Was van oktober 2001 - september 2011 decaan van de Faculteit Managementwetenschappen van de Open Universiteit. In deze functie was hij verantwoordelijk voor de invoering van de bachelor- en masterstructuur, activerend (afstandsonderwijs) en de ontwikkeling van een opleidingsaanbod voor professionals. Publiceerde op het gebied van onderwijsorganisatie, innovatie van het wetenschappelijk onderwijs en de rol van ICT, de rol van kennisinstellingen bij (regionale) innovatie en in de Nijmeegse periode op het gebied van het geografie-onderwijs, kwaliteitszorg en onderwijsmanagement.

Prof. dr. Wim Zonneveld is hoogleraar Stedelijke en Regionale Ontwikkeling bij Onderzoeksinstituut OTB en de Faculteit Bouwkunde, beide onderdeel van de Technische Universiteit Delft. Hij geeft onderwijs binnen de TU Faculteiten Techniek, Bestuur en Management en Bouwkunde van de TU Delft. Zijn onderzoek is met name gericht op de voorwaarden voor strategische ruimtelijke planning en de relatie tussen strategische planvorming en operationele besluitvorming, mede in het licht van de invloed van Europese milieuriichtlijnen. Bij OTB is professor Zonneveld leider van het onderzoeksprogramma Stedelijke en Regionale Ontwikkeling, dat ca. 12 fte omvat. Hij is redacteur geweest van diverse vaktijdschriften, is Editor in Chief van het open access European Journal of Spatial Development en publiceert continu in wetenschappelijke en professionele tijdschriften en boeken. Hij is voor middellange periodes gastonderzoeker geweest bij zowel de Wetenschappelijk Raad voor het Regeringsbeleid als het (voormalige) Ruimtelijk Planbureau. Hij is in de periode 2010-2011 lid geweest van een visitatiecommissie die de kwaliteit van het onderwijs heeft beoordeeld aan de drie academiserende opleidingen voor Stedenbouw en Ruimtelijke Planning in Vlaanderen.

Prof. dr. Robert Hassink Robert Hassink is Professor of Economic Geography at the University of Kiel in Germany and Visiting Professor in the School of Geography, Politics & Sociology at Newcastle University, UK. After receiving his PhD in 1992 from the University

of Utrecht, the Netherlands, he has worked as a research fellow, consultant, assistant and temporary professor at several research institutes and universities in the Netherlands, Germany, Oslo 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, particularly South Korea, which have been sponsored by, among others, the European Science Foundation, the German Research Foundation, the Research Council of Norway, several Directorate-Generals of the European Commission, the World Bank and the OECD. Currently he 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. He 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 he was editor of the Critical Surveys Section of the journal *Regional Studies*.

Jikke van 't Hof BSc is student aan de masteropleiding Human Geography aan de Radboud Universiteit Nijmegen. Hiervoor voltooide zij de bacheloropleiding Sociale Geografie en Planologie (specialisatie Sociale Geografie) aan dezelfde Universiteit. Ze deed commissie- en bestuurservaring op bij studievereniging Mundus, en was in het collegejaar 2011 – 2012 voorzitter van de studentengeleding van de opleidingscommissie Geografie, Planologie en Milieu aan de RUN.

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 2007'¹ 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: Flanders², United Kingdom³ and Australia⁴ and the Association of European Schools of Planning AESOP⁵.

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

1. What do we expect from a graduate?
2. What do we expect from the educational programmes?

¹ Onderwijsvisiteer Sociale Geografie, Planologie en Demografie. Utrecht: QANU, 2008, p. 17-20.

² De Onderwijsvisiteer Geografie Vlaanderen. Den Haag: NVAO, 2009, pp. 18-28.

³ Geography 2007. Gloucester: The Quality Assurance Agency for Higher Education, 2007.

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

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

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

The domain of Human Geography and Spatial Planning in the Netherlands

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

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

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

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

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

Qualifications Master

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

Dublin descriptor Knowledge and understanding:

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

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

Dublin descriptor Applying knowledge and understanding

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

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

Dublin descriptor Making judgements

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

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

Dublin descriptor Communication

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

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

Dublin descriptor Learning skills

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

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

Qualifications Master programmes

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

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

Appendix 3: Intended learning outcomes

The codes are based on the Dutch version of the Teaching and Examination regulations (Onderwijs en Examenreglement (OER)). K= Kennis or *Knowledge*, T = Toepassing or *Application*, O= Oordeelsvorming or *Making Judgements*, C= Communicatieve Vaardigheden or *Communicative skills*, L= Leervaardigheden or *Learning Skills*.

Master's programme Human Geography

K The graduate has acquired knowledge and understanding:

1. Of contemporary and theoretical and policy insight and views on the central issues within human geography.
2. Of scientific/philosophical and epistemological foundations for a human-geographical science.
3. Of several advanced qualitative, quantitative and spatial research methods that are relevant to human geographical research.
4. Of theoretical knowledge at the required level of achievement that properly reflects the current state of the theoretical and policy debate.

T The acquired cognitive and/or professional abilities enable the graduate:

1. To approach, and deal with problems from a scientific habitus in a systematic, analytical, reflective, critical and creative manner.
2. To thoroughly analyse human geographical issues using current theoretical and social insights as they pertain to these issues.
3. To trace and analyse primary and secondary data as they pertain to such issues in the field of human geography, to present arguments, both verbally as well as in written form, to defend these arguments, and to contribute to the theoretical and policy-based debate in an active manner.
4. To design human geographical research independently, to execute this research, and to report systematically on this research.
5. To make a calculated, well-reasoned choice in the chosen research methods and techniques, taking into account the nature of the subject of the human geographical research and taking into account any restrictions of this research.
6. To translate results of human geographical research in a constructive and prospective manner to the scientific and societal discussions about the issue in question and to translate this to policy proposals.

O Concerning the ability of formulating judgements, the graduate should be able:

1. To critically assess different theoretical and policy-based analyses on human geographical issues within the chosen specialisation.
2. To bring to the foreground any (hidden) presuppositions and normative positions in theoretical and policy views on human geographical issues.
3. To formulate an independent opinion about the nature of, and approach to human geographical issues.

C The graduate should be in possession of the following communicative skills:

1. The ability to deliver a professional written presentation of human geographical problems and research.
2. The ability to give a professional oral presentation of human geographical problems and research using modern presentation techniques.
3. The ability to participate in discussions within the domain of human geography in a professional manner.

L The graduate has acquired the following competencies:

1. Can independently track developments within the discipline.
2. Can work as a fully qualified professional in the field of human geography.
3. Can continue studying at post-master level, including PhD training.

Master's programme Urban and Regional Planning

K The graduate has advanced knowledge and understanding:

1. Of spatial planning and policy development as core mechanisms of institutionalisation.
2. Of the conceptual and methodological foundations of different planning concepts, planning methods and planning styles, in an international comparative perspective.
3. Of the interconnectedness of societal dynamics, spatial planning and spatial policy analysis and institutionalization processes
4. Of planning, theory, spatial plan making and spatial policy analysis at a level that properly reflects the current state of the art in theory and policy with regard to this specialisation.

T The acquired cognitive and/or professional abilities enable the graduate to:

1. Approach, and deal with planning problems from a scientific habitus in a systematic, analytical, critical and creative manner.
2. Thoroughly analyze planning problems using current theoretical and social insights as the pertain to these issues.
3. Trace and analyze primary and secondary data, to present arguments, both verbally as well as in written form, to defend these arguments and to contribute to the academic and political debate in an active manner.
4. Design planning research independently, to execute this research, and to report systematically on this research.
5. Make a calculated, well-reasoned choice of research methods, taking into account the nature of the subject of his/her planning research and taking into account possible restrictions.
6. Link the results of planning research to theoretical and societal debates on the subject.
7. Translate results of planning research in a constructive and prospective manner to spatial policy and planning.

O Concerning the ability of formulating judgements, the graduate should be able to:

1. Critically assess different theoretical and policy-based analyses on planning-issues.
2. Bring to the foreground any (hidden) presuppositions and normative positions in theoretical and policy views on planning issues.
3. Formulate an independent opinion about the nature of, and approach to planning issues.

C The graduate has the communicative skills to:

1. Deliver a written professional report of planning problems and research.
2. Give a professional oral presentation of planning problems and research using modern presentation techniques.
3. Participate in discussions within the planning domain in a professional manner.

L The graduate has acquired the competency to:

1. Independently track developments within the discipline.
2. Work as a fully qualified professional planner.
3. Continue studying at post-master level, including PhD training

Appendix 4: Overview of the curriculum

Master's programme Human Geography

Programme 2012 - 2013

Semester 1			Semester 2	
Period 1 (8 weeks)	Period 2 (8 weeks)	Period 3 (4 weeks)	Period 4 (8 weeks)	Period 5 & 6 (12 weeks)
Thematic course 1 6 EC	HG: Theory and social implications 6 EC	Geographical research methods and GIS (3 EC)	Geographical research methods and GIS (6 EC)	Master Thesis Project 24 EC
Thematic course 2 6 EC	Thematic course 3 6 EC	Literature course 3 EC		
Thematic focus - Theory and Practice		Research methods / Specialisation	Research methods	Application and specialisation

Thematic courses in period 1:

- Social challenges in cities
- Territories, identities and conflict in a changing world order
- Governance of commons, resources and environmental conflict

Thematic courses in period 2:

- Globalisation, cities, networks
- Development Geography

Master's programme Regional and Urban Planning

Programme 2012 - 2013

Semester 1			Semester 2	
Period 1 (8 weeks)	Period 2 (8 weeks)	Period 3 (4 weeks)	Period 4 (8 weeks)	Period 5 & 6 (12 weeks)
Planning Methodologies 6 EC	Metropolitan Transportation Planning 6 EC	Innovative International Planning Practices 6 EC	Planning Research 6 EC	Master Thesis Project 24 EC
Urban Transformation and Strategic Planning 6 EC	Urban Planning and Real Estate 6 EC			
Theoretical foundation		Reflecting on Practice	Doing Research	

Appendix 5: Quantitative data regarding the programme

Data on intake, transfers and graduates

Master's programme Human Geography

Intake per year (intake cohort), full-time/part-time, educational background

Cohort	Full-time programme				Total	Part-time programme				Total
	UvA	Other universities NL	HBO	Other higher education		UvA	Other universities NL	HBO	Other higher education	
05/06	26	22	1	44	93	2	0	0	0	2
06/07	26	2	0	0	28	0	0	0	0	0
07/08	24	3	0	2	29	1	0	0	0	1
08/09	37	2	0	0	39	1	2	0	0	3
09/10	33	14	0	4	51	3	0	0	0	3
10/11	41	9	0	0	50	0	0	1	0	1

Average period of study (in months) per educational background, full-time

Graduation cohort	UvA		Other universities NL		HBO	Other higher education	
	Graduated absolute	Period study average	Graduated absolute	Period study average	Period study average	Graduated absolute	Period study average
	N	in months	N	in months	in months	N	in months
05/06	20	15	6	18	0	14	8
06/07	17	11	5	19	0	0	0
07/08	13	12	0	0	0	0	0
08/09	30	13	1	14	0	0	0
09/10	26	18	3	18	0	2	22
10/11	28	19	9	17	0	2	17
*11/12: total	21	13					

Success rates cumulative in percentages

Cohort	Intake N	Graduated within				Active after
		<=1 year %	<=2 years %	<= 3 years %	> 3 years %	max) 3 years %
2005/2006	61	31	41	43	43	
2006/2007	20	45	70	75	75	
2007/2008	24	17	58	88	92	
2008/2009	33	39	82	94	97	3
2009/2010	44	23	73	86		7
2010/2011	36	22	89			11
*2011/2012	36	42				

Master's programme Urban and Regional Planning

Intake per year (intake cohort), full-time/part-time, educational background

Cohort	Fulltime programme				Total	Part-time programme				Total
	UvA	Other universities NL	HBO	Other higher education		UvA	Other universities NL	HBO	Other higher education	
05/06	12	3	0	1	16	1	0	2	0	3
06/07	16	0	0	0	16	0	0	0	0	0
07/08	22	2	0	0	24	0	2	1	0	3
08/09	23	3	0	1	27	5	0	0	0	5
09/10	30	11	0	0	41	0	2	1	0	3
10/11	43	9	0	2	54	2	2	1	0	5

Average period of study (in months) per educational background, full-time

Graduation cohort	UvA		Other universities NL		HBO	Other higher education	
	Graduated absolute	Period study average	Graduated absolute	Period study average		Period study average	Graduated absolute
	N	in months	N	in months	in months	N	in months
05/06	11	12	1	18	0	1	1
06/07	7	18	1	18	0	0	0
07/08	12	14	0	0	0	0	0
08/09	20	15	2	13	0	0	0
09/10	19	20	1	12	0	0	0
10/11	33	20	6	19	0	2	11
*11/12: total	24	13					

Success rates cumulative in percentages

Cohort	Intake N=	Graduated within				Active after (max) 3 years
		<=1year	<=2 years	<= 3years	> 3 years	
		%	%	%	%	%
2005/2006	15	47	87	87	93	
2006/2007	12	25	67	83	100	
2007/2008	22	23	64	77	86	
2008/2009	24	33	71	83	83	4
2009/2010	33	9	73	97		3
2010/2011	43	21	77			2
* 2011/2012	40	38				

Teacher-student ratio achieved

Master's programme Human Geography

	<i>amount N</i>	<i>of which women</i>	<i>% women</i>	<i>of which with PhD</i>	<i>% with PhD</i>	<i>FTE</i>	<i>of which fte temporar</i>
Full professor	4	1	25	4	100	0,2	0,1
Associate professor	7	4	57	7	100	0,6	0,0
Assistant professor	11	3	27	11	100	1,1	0,1
PhD	3	1	33	0	0	0,1	0,1
Other teaching staff	3	2	66	1	33	0,4	0,3
Total	28	11	42	23	66	2,4	0,6

Source: Staff overview department Geography and Planning 2012-2013, education planning 2012-2013 (committees 2011-2012).

Master's programme Urban and Regional Planning

	<i>amount</i>	<i>of which women</i>	<i>% women</i>	<i>of which with PhD</i>	<i>% with PhD</i>	<i>FTE</i>	<i>of which fte temporary</i>
Full professor	6	0	0	6	100	0,5	0,1
Associate professor	5	2	40	5	100	0,6	0,0
Assistant professor	7	1	14	7	100	0,3	0,0
PhD	8	1	13	0	0	0,6	0,6
Other teaching staff	4	0	0	2	50	0,4	0,4
Total	30	4	13	20	70	2,4	1,1

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

Master's programme Human Geography

	<i>Contact hours</i>	<i>Selfstudy</i>	<i>Study load NSE</i>	<i>Respondents NSE</i>
<i>Study phase</i>	<i>hours/week</i>	<i>hours/week</i>	<i>hours/week</i>	<i>N</i>
Master semester 1	8	34	29	28
Master semester 2, including thesis	8	34	29	28

Master's programme Urban and Regional Planning

	<i>Contact hours</i>	<i>Selfstudy</i>	<i>Study load NSE</i>	<i>Respondents NSE</i>
<i>Study phase</i>	<i>hours/week</i>	<i>hours/week</i>	<i>hours/week</i>	<i>N</i>
Master semester 1	8	34	33	31
Master semester 2, including thesis	8	34	33	31

Appendix 6: Programme of the site visit

Zondag 12 mei

17.00	18.00	Aankomst hotel
18.00	20.00	Startbijeenkomst en bespreken scripties
20.15	22.00	Diner

Maandag 13 mei

09:00	10.00	Management (inhoudelijk verantwoordelijken opleidingen)	Management – gesprek in het Nederlands <ul style="list-style-type: none"> • Dr. Jochem de Vries – opleidingsdirecteur MSc en BSc • Dr. Johan Post directeur college sociale wetenschappen • Dr. Joos Droogleever Fortuijn – afdelingsvoorzitter • Dr. Stan Majoor – voormalig opleidingsdirecteur BSc • Prof. dr. Edward de Haan – decaan FMG • Prof. dr. Mark Rutgers – directeur graduate school social sciences
10.00	11.00	Inzien documenten	
11.00	11.15	Pauze en voorbespreking gesprekken	
11.15	12.00	Studenten BA Sociale Geografie en Planologie (56838)	Studenten bachelor (met enkele reserve studenten) – gesprek in het Nederlands <ul style="list-style-type: none"> • Jate Bleeker • Jesse Spoelstra • Lotte Meijhuis • Miranda Jonker • Paula Dooren • Sannah Nagelkerken • Tim Slierings
12.00	12.45	Docenten BA Sociale Geografie en Planologie (56838)	Docent en bachelor – gesprek in het Nederlands <ul style="list-style-type: none"> • Dr. ir. Lia Karsten • Dr. Mirjam Ros-Tonen • Dr. Stan Majoor • Dr. Virginie Mamadouh • Drs. Bas Hissink Muller • Marit de Vries MSc
12:45	13:30	Lunch en intern overleg	
13.30	14.15	Studenten MA Sociale Geografie (66620)	Studenten master sociale geografie – gesprek in het Engels <ul style="list-style-type: none"> • Barend Wind BSc • Catherine Verbeelen BSc • Joris Tieleman BSc • Marlies Thomassen BSc • Wiebke Gossens BSc
14.15	15.00	Docenten MA Sociale Geografie (66620)	Docenten master sociale geografie – gesprek in het Nederlands <ul style="list-style-type: none"> • Dr. Inge van der Welle • Dr. Karin Pfeffer

			<ul style="list-style-type: none"> • Dr. Pieter Terhorst • Dr. Richard Ronald
15.00	15.15	Pauze en intern overleg	
15.15	16.00	Studenten MA Planologie (66622)	Studenten master planologie – gesprek in het Engels <ul style="list-style-type: none"> • David Pancini BSc • Jeroen Schoonackers BSc • Laurens Higler BSc • Robert Gerritsen BSc • Thomas Postema BSc • Tycho de Haan BSc
16.00	16.45	Docenten MA Planologie (66622)	Docenten master planologie – gesprek in het Nederlands <ul style="list-style-type: none"> • Dr. Jochem de Vries • Mr. Federico Savini • Prof. dr. ir. Luca Bertolini • Prof. dr. Wilem Salet
16.45	17.30	Alumni Master opleidingen	Alumni – gesprek in het Engels <ul style="list-style-type: none"> • Anne Meijer Msc • Gert-Jan Tabor MSc • Janneke Sinnige MSc • Rowan Arundel MSc • Vincent van Marle MSc
17.30	18.00	Nabespreken en afronden	
18:00	21.00	Diner commissie: commissieoverleg	

Dinsdag 14 mei

9.00	9:30	Voorbespreking gesprekken	
9.30	10.30	Opleidingscommissie	Opleidingscommissie – gesprek in het Nederlands <ul style="list-style-type: none"> • Dr. Fenne Pinkster • Dr. Jan Markusse • Dr. Virginie Mamadouh • Drs. Nick Smit • Hannah Visser • Jeroen Koning BSc • Shelley Bontje
10.30	10.45	Pauze	
10.45	11.45	Examencommissie +studieadviseurs	Examencommissie en studieadviseur – gesprek in het Nederlands <ul style="list-style-type: none"> • Dr. Marco Bontje • Drs. Bas Hissink Muller • Jan Stammes • Prof. dr. Sako Musterd • Prof. dr. Willem Salet
11.45	12.15	rondleiding	
12:15	13:15	Lunch en intern overleg / Inloopsprek	
13.15	14.00	Vorbereiden eindgesprek	

14.00	15.00	Eindgesprek management (inhoudelijk en formeel verantwoordelijken opleidingen)	Management – gesprek in het Nederlands <ul style="list-style-type: none"> • Dr. Jochem de Vries – opleidingsdirecteur MSc en BSc • Dr. Johan Post □ directeur college sociale wetenschappen • Dr. Joos Droogleever Fortuijn – afdelingsvoorzitter • Dr. Stan Majoor – voormalig opleidingsdirecteur BSc • Prof. dr. Edward de Haan – decaan FMG • Prof. dr. Mark Rutgers – directeur graduate school social sciences
15.00	15.15	Pauze en intern overleg	
15.15	17.00	Opstellen voorlopige bevindingen+ Voorbereiden mondelinge rapportage voorzitter	
17:00	17:15	Mondelinge rapportage voorlopig oordeel	
17:15	17:45	Afsluitende borrel	

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

0415944	7612672	10219900
6069134	0351369	5744083
0448249	5616891	6178057
5683289	0528005	10115129

Master's programme Urban and Regional Planning

5639980	0109606	10120351
0463450	6141366	5617049
0332666	10034811	10258280
0110256	0452394	5609488

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

Master's programme Human Geography

- HG: Theory and social implications; 6 EC
- Geographical research methods and GIS; 9 EC

Master's programme Urban and Regional Planning

- Planning Methodologies; 6 EC
- Innovative International Planning Practices; 6 EC

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 Wosten

PRIVÉ ADRES:

*J.M. Molenaerplein 6
2102 CE Heemstede*

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 BOVINGENOEMDE 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.

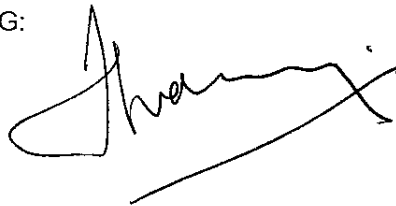
PLAATS:

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;

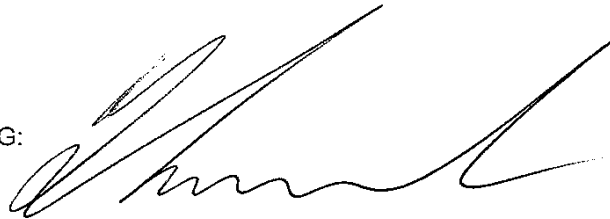
VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

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,
Uv Amsterdam

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

Jikke van't Hof

PRIVÉ ADRES:

Kromme Ellebaag 22

6511 ZA Nijmegen

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

BA Sociale Geografie en Planologie

MA Sociale Geografie MA Planologie

AANGEVRAAGD DOOR DE INSTELLING:

Universiteit van Amsterdam (UvA)

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:

Nijmegen

DATUM:

21 april 2013

HANDTEKENING:



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 & Plannologie

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:



Naam	UvA	RU	RUG	UU
Prof. Dr. H.F.L. (Henk) Ottens	x	x	x	x
Prof. Dr. H. H. (Herman) van der Wusten	x	x	x	x
Prof. Dr. W.A.M. (Wil) Zonneveld	x	x	x	x
Prof. Dr. H. M. J. (Herman) Van den Bosch	x	x	x	x
Prof. Dr. R. (Robert) Hassink	x	x	x	x
Prof. Dr. A.J. (Ton) Dietz		x		x
M. (Madelon) Post, BSc		x	x	x
J. (Jikke) van 't Hof, BSc	x			