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Faculty of Spatial Sciences

Teaching and Examination Regulations (TER)
Master's degree programmes for academic year 2025-2026

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Colophon

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Table of contents

SECTION 1: GENERAL PROVISIONS 5
SECTION 2: QUALIFICATIONS AND ADMISSION 7
SECTION 3: CONTENT AND STRUCTURE OF THE DEGREE PROGRAMME 9
SECTION 4: EXAMINATIONS AND FINAL ASSESSMENT OF THE DEGREE PROGRAMME; GENERAL PROVISIONS 12
SECTION 5: FINAL ASSESSMENT 17
SECTION 6: STUDY PROGRESS 19
SECTION 7: TRANSITIONAL AND FINAL PROVISIONS 19
Appendix 1 MSc Economic Geography 20
Appendix 2 MSc Environmental and Infrastructure Planning 30
Appendix 3 MSc Population Studies 37
Appendix 4 MSc Real Estate Studies 41
Appendix 5 MSc Research Master Spatial Sciences 45
Appendix 6 MSc Society, Sustainability and Planning 53

The Teaching and Examination Regulations set out the specific rights and obligations that apply to each degree programme taught at the University of Groningen, for both students and the degree programme.

The University-wide section of the Student Charter and the Code of Conduct sets out the rights and obligations that apply to all students.

These Regulations were decreed by the Board of the Faculty of Spatial Sciences on May 13 2025 and approved by the Faculty Council and the Programme Committee where required on May 22 2025.

SECTION 1: GENERAL PROVISIONS

Article 1.1 – Applicability

1. These Regulations for academic year 2025-2026 apply to the teaching, examinations and final assessment of the following Master's degree programmes:
   a) MSc Economic Geography, including its two tracks: Regional Competitiveness and Trade, and Sustainable Rural Futures
   b) MSc Environmental and Infrastructure Planning, including the track: Designing Spatial Transformations
   c) MSc Population Studies
   d) MSc Real Estate Studies
   e) MSc Research Master: Spatial Sciences, including the track: Spatial Sciences: Islands and Sustainability
   f) MSc Society, Sustainability and Planning

   hereinafter referred to as the degree programme, and to all students enrolled in this degree programme.
2. The degree programmes are provided by the Faculty of Spatial Sciences of the University of Groningen, hereinafter referred to as the Faculty.
3. These Teaching and Examination Regulations also apply to students of other degree programmes, faculties or institutes of higher education, insofar as they follow course units in the degree programme to which these Regulations apply.
4. Course units that students of the degree programmes as referred to in Article 1.1.1 follow in other degree programmes or at other faculties or institutes of higher education are subject to the Teaching and Examination Regulations of that programme, faculty or institute.
5. These Regulations also apply to the admission of students to the Pre-Master's programmes referred to in Article 2.3 with a view to following the degree programme. In all other respects, the relevant Bachelor's TER will apply to students who are enrolled in a Pre-Master's programme.

Article 1.2 – Definitions

The following definitions apply to these Regulations:

a. *Academic year*: the time period that starts on 1 September and ends on 31 August of the following year;
b. *Admissions Board*: the board that has decision-making powers in matters concerning admission to the degree programme on behalf of the Faculty Board;
c. *Board of Examiners*: an independent body charged with the duties and powers as stated in Articles 7.11, 7.12, and 7.12b and 7.12c of the Act, including assessing whether the requirements of the final examination have been met;
d. *Course unit:* a syllabus unit or other part of the degree programme within the meaning of Article 7.4 of the Act, included in OCASYS;

e. *Degree programme:* the Master's degree programme referred to in Article 1.1 of these Regulations, comprising a coherent set of course units;
f. *ECTS credit points:* credit points as referred to in Article 7.4 of the Act, which specify the scope of the degree programme's course unit, whereby 1 ECTS credit point is equivalent to a student workload of 28 hours;
g. *Examiner:* a person appointed by the Board of Examiners to set examinations and determine their results;
h. *Extraordinary circumstances:* circumstances as referred to in Article 7.51 of the Higher Education and Research Act, which must be taken into account when reaching a decision as referred to in Article 5.4. Within the University of Groningen, the implementation of Article 7.51 of the Higher Education and Research Act is stipulated in the University of Groningen's Student Support Fund Regulations. In these Regulations, extraordinary circumstances include, in any case, a disability or chronic illness, illness, pregnancy and delivery, extraordinary family circumstances, a degree programme which is not feasible, students with an elite sports status (issued by the elite sports coordinator), membership of a consultative participation body;
i. *Final assessment:* the final assessment for the Master's degree which is considered to be passed once all the requirements of the entire Master's degree programme have been satisfied;
j. OCASYS: the University of Groningen's online Course Catalogue;
k. *Practical*: a practical exercise, as referred to in Art. 7.13 of the Act, in one of the following forms:
   - a thesis
   - a written assignment, paper or draft
   - a research assignment
   - participation in fieldwork or an excursion
   - completion of a placement
   - participation in another educational activity designed to teach certain skills;
l. *Pre-Master's programme:* a programme intended to remedy deficiencies for admission to the Master's degree
m. *Programme Committee:* the consultative participation body and advisory body that performs the tasks as described in Article 9.18 of the Act;
n. *Semester*: part of the academic year, either starting on 1 September and ending on a date to be determined by the Board of the University, or starting on a date to be determined by the Board of the University and ending on 31 August;
o. *Student*: a person registered at the University of Groningen for the purpose of taking course units and/or examinations leading to the conferral of a university degree;
p. *Test or examination*: an assessment of the knowledge, understanding, and skills of the student, as well as the review of the results of that assessment;
q. *the Act*: the Higher Education and Research Act (WHW: Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek);
r. *Track*: a graduation specialization as approved by the Board of the University.

All other definitions will have the meaning that the Act ascribes to them.

SECTION 2: QUALIFICATIONS AND ADMISSION

Article 2.1 - Admission to the programme

1. The admission to the MSc Economic Geography and the tracks 'Regional Competitiveness and Trade' and 'Sustainable Rural Futures' can be found in Appendix 1.1
2. The admission to the MSc Environmental & Infrastructure Planning and the track 'Designing Spatial Transformations' can be found in appendix 2.1
3. The admission to the MSc Population Studies can be found in appendix 3.1
4. The admission to the MSc Real Estate Studies can be found in appendix 4.1
5. The admission to the MSc Research Master: Spatial Sciences and the track 'Islands and Sustainability' can be found in appendix 5.1
6. The admission to the MSc Society, Sustainability and Planning can be found in appendix 6.1

Article 2.2 - Language requirement for international certificates

1. Students who have been admitted to a degree programme on the basis of an international certificate or degree may be required by the Admissions Board – before registration – to pass an English language test to be administered by an agency stipulated by the Board.
2. English language proficiency requirements, one of the following conditions must be met:
   - English at VWO level.
   - Cambridge Certificate of Proficiency in English (A, B or C).
   - Cambridge Certificate in Advanced English (A, B or C).
   - A score of 6.5 or higher in the complete International English Language Testing System (Academic version) (IELTS) with minimum scores of 6.0 for all four sections (reading, listening, writing and speaking) for all MSc programs, except for the Research Master. For this programme, a score of 6.5 or higher is required on all four sections.
   - A score of at least 90 on the internet version of the Test of English as a Foreign Language (TOEFL): Reading 18, Listening 18, Speaking 20, Writing 21 for all MSc programmes, except for the Research Master: Reading 21, Listening 21, Speaking 21, Writing 24.
   - Pearson Academic: a score of 66 (Reading 62, Listening 54, Speaking 54, Writing 62). For the Research Master, the overall score is 66 (Reading 64, Listening 58, Speaking 58, Writing) 70
   - Language Cert Academic score of 70 (with a minimum score of 65 on all sections). For the Research Master, a score of 70 is required, with a minimum of 70 on all sections.
   - A level equivalent to those mentioned above, at the discretion of the Admissions Board
3. Exemptions: Native English speakers or diploma holders from United States of America, Canada, Australia, New Zealand, United Kingdom, Ireland, Antigua and Barbuda, the Bahamas, Barbados, Belize, Grenada, Guyana, Jamaica, Trinidad and Tobago, St Kitts and Nevis, St Lucia and St Vincent and the Grenadines, who meet our general end level requirements for that specific qualification.
4. A prospective student can apply for an exemption from the English language test. The student needs to explain, and if required, show proof of, why an exemption would be justified.

The Admission Board decides whether an exemption will be granted or not.

Article 2.3 - Pre-Master's programme

1. The faculty offers a pre-master's programme to facilitate entry into the faculty master's degree programme.
2. For more information about the pre-master programmes of MSc Economic Geography, MSc Real Estate Studies and MSc Population Studies, the Teaching and Exam Regulations of BSc Human Geography and Planning applies.
3. For more information about the pre-master programmes of Environmental and Infrastructure Planning and Society, Sustainability and Planning, the Teaching and Exam Regulations of BSc Spatial Planning and Design applies.
4. The Research Master Spatial Sciences does not offer a pre-master programme.
5. The scope and content of the pre-master's programme are individually determined by the Admissions Board.
6. The Admissions Board of the intended Master's degree programme rules on admission to the associated Pre-master's programme.

Article 2.4 - Admissions Board

1. The Admissions Board has the power to take decisions on behalf of the Faculty Board in matters concerning admission to the degree programme and the pre-master's programme.
2. The Admissions Board consists of:
   - A member who acts as the Chair, selected from the professors who teach in the degree programme.
   - One other member selected from the other academic staff who teach as part of the degree programme.
3. The study advisor for the degree programme (or an equivalent member of faculty staff) will be an advisory member.
4. The selection will be made by the Faculty Board, which will also set out the admissions requirements.

Article 2.5 - Entrance examination for the Master's Honours programme: criteria

1. With a view to the admissions procedure for the Master's Honours programme, the Admissions Board will investigate whether the candidate satisfies the conditions concerning knowledge, expertise and skills.
2. When conducting its investigation, the Admissions Board will also consider the motivation and ambitions of the candidate concerning the degree programme in question, as well as the candidate's proficiency in the language in which the programme will be taught.

Article 2.6 - Entrance examination: times

1. The entrance examination will be held twice a year, with the exception of the entrance examination of MSc Real Estate Studies and the Research Master Spatial Sciences. These entrance examinations are held once a year.
2. Applications for admission to the degree programme must be submitted to the Admissions Board. Students with a Dutch degree who want to start in September have to submit their application before August 15, students with a non-Dutch degree before May 1. Students with a Dutch degree who want to start in February have to submit their application before January 15, non-Dutch students before November 1.
3. Only in exceptional cases will the Admissions Board consider an application submitted after the date stated in Article 2.6.2.
4. The Admissions Board will make a decision about the admission of students with a non-Dutch diploma before 1 June or 15 November, respectively. For students with a Dutch diploma, the decision about the admission should be made before August 31 or January 31. Admission is granted on condition that on the starting date concerned, the candidate satisfies the requirements of Article 2.1 regarding knowledge and skills, as evident from documentary proof of the programmes they have followed. The written admission statement will include information for the student about the possibility of an appeal to the Board of Appeal for Examinations.

2.7 Registration (or re-registration) for a Master's degree programme

1. There are two intake dates for the admission process per academic year, namely 1 September and 1 February of each year, for the following programmes:
   - MSc Economic Geography
   - MSc Environmental and Infrastructure Planning
   - MSc Population Studies
   - MSc Sustainability, Society and Planning
2. There is one intake date for admission, namely 1 September, for the following programmes:
   - MSc Real Estate Studies (selective master)
   - MSc Spatial Sciences (Research Master), including the Erasmus Mundus track: Islands and Sustainability

SECTION 3: CONTENT AND STRUCTURE OF THE DEGREE PROGRAMME

Article 3.1 - Aim and intended learning outcomes of the degree programme

1. Aims and intended learning outcomes of the MSc Economic Geography and its tracks Regional Competitiveness and Trade and Sustainable Rural Futures can be found in Appendix 1.2.
2. Aims and learning outcomes of the MSc Environmental and Infrastructure Planning and its track Designing Spatial Transformations can be found in Appendix 2.2.
3. Aims and intended learning outcomes of the MSc Population Studies can be found in Appendix 3.2.
4. Aims and intended learning outcomes of the MSc Real Estate Studies can be found in Appendix 4.2.
5. Aims and intended learning outcomes of the MSc Research Master Spatial Sciences and the track

Research Master Spatial Sciences: Islands and Sustainability can be found in Appendix 5.2.

6. Aims and intended learning outcomes of the MSc Society, Sustainability and Planning can be found in Appendix 6.2.

Article 3.2 –Conducting research

1. Students who conduct research in the context of the Master thesis do so in accordance with relevant legislation, the Dutch code of conduct for academic integrity, and the requirements of ethically sound research.
2. Throughout the entire research process, the student will adhere to the applicable policies and procedures, which are based on the faculty's data management policy.
3. In general, the student holds the copyright on any theses or other independently written assignments that are intended to test their knowledge, understanding, and skills. If anyone else wishes to use the student's thesis or written work, the student must first give permission for them to do so. The University must be free to archive theses and written assignments (whether or not these are under embargo) and to process them in accordance with the rules of the Dutch Inspectorate of Education and the Higher Education and Research Act unconditionally.
4. All students are obliged to give their unconditional consent to the aforementioned procedures.

Article 3.3 - Type of degree programme

The degree programme is full time.

Article 3.4 – Medium of Instruction

1. The degree programme is taught in English. Exceptions may apply for electives.
2. The thesis/final assignment shall be written in English unless the examiner, second examiner and the student jointly agree to use a different language that all involved understand and are proficient in.

Article 3.5 - Student workload

1. The following degree programmes have a student workload of 60 ECTS credit points:
   a. MSc Economic Geography
   b. MSc Environmental and Infrastructure Planning
   c. MSc Population Studies
   d. MSc Real Estate Studies
   e. MSc Society, Sustainability and Planning

   The following degree programmes has a student workload of 120 ECTS credit points:
   a. MSc Research Master Spatial Sciences
2. The student workload is expressed in whole ECTS credit points.

Article 3.6 - Tracks and Specializations

1. The degree programme Economic Geography has the following tracks: 'Regional Competitiveness and Trade' and 'Sustainable Rural Futures'. See Appendix 1.2 for more information.
2. The degree programme Environmental and Infrastructure Planning has the following track: 'Designing Spatial Transformations'. See Appendix 2.2 for more information.

3. The Research Master Spatial Sciences has the following track: 'Erasmus Mundus Islands and Sustainability.' See Appendix 5.2 for more information.

Article 3.7 - Content of the programme

1. The content of the MSc Economic Geography and its tracks 'Regional Competitiveness and Trade' and 'Sustainable Rural Futures' can be found in Appendix 1.2.
2. The content of the MSc Environmental & Infrastructure Planning and its track 'Designing Spatial Transformations' can be found in Appendix 2.2.
3. The content of the MSc Population Studies can be found in Appendix 3.2.
4. The content of the MSc Real Estate Studies can be found in Appendix 4.2.
5. The content of the MSc Research Master Spatial Sciences and the track Research Master Spatial Sciences: 'Erasmus Mundus Islands and Sustainability' can be found in Appendix 5.2.
6. The content of the MSc Society, Sustainability and Planning can be found in Appendix 6.2.

Article 3.8 - Open Degree Programme

1. Students can choose one of the degree programme's Open Degree Programmes that deviates from the adopted degree programme (or degree programmes). An Open Degree Programme must always be approved in advance by the Board of Examiners of the degree programme for which the student is registered.
2. The following additional requirements apply to Open Degree Programmes:
   - An application for the approval of an Open Degree Programme must be accompanied by a letter of motivation by the student, explaining, for instance, how this programme satisfies the learning outcomes of the degree programme
   - A request for approval of an Open Degree programme should be sent to the Board of Examiners at least three months before the student wishes to start such a programme.

Article 3.9 - Participation in course units

1. Students may participate in course units of the degree programme if they register in good time via https://progresswww.nl/rug.
2. The maximum number of students for each course unit is listed in OCASYS.
3. Admission to course units with limited capacity is arranged according to predefined and published admission criteria and priority regulations. Students who are registered for the degree programme will be given priority for the compulsory course units in their programme.
4. Students who are registered for the Masters' degree programme cannot access the course units of a Bachelor's programme.

SECTION 4: EXAMINATIONS AND FINAL ASSESSMENT OF THE DEGREE PROGRAMME; GENERAL PROVISIONS

Article 4.1 – Examinations in general

1. Each course unit of the degree programme concludes with an examination.
2. An examination can comprise a number of partial exams. The results of these partial exams together determine the examination result.
3. The examination assesses students' academic development and mastery of the learning outcomes of the course unit.
4. The results of an examination are given as pass or fail, in numbers on a scale of 1.0 to 10.0, expressed as 5.5 or higher for a pass and 5.4 or lower for a fail.

Article 4.2 - Participation in examinations

1. Registration for a course unit of the degree programme also means registration for the examination for that course unit.
2. Notwithstanding the provisions of Article 4.2.1, there are specific periods (which have yet to be determined) during which students can register and deregister for examinations.

Article 4.3 - Compulsory order of examinations

1. The compulsory order of examinations of the MSc Economic Geography and its tracks 'Regional Competitiveness and Trade' and 'Sustainable Rural Futures' can be found in Appendix 1.2.
2. The compulsory order of examinations of MSc Environmental & Infrastructure Planning and its track 'Designing Spatial Transformations' can be found in Appendix 2.2.
3. The compulsory order of examinations of MSc Population Studies can be found in Appendix 3.2.
4. The compulsory order of examinations of MSc Real Estate Studies can be found in Appendix 4.2.
5. The compulsory order of examinations of MSc Research Master Spatial Sciences and the track Research Master Spatial Sciences: 'Islands and Sustainability' can be found in Appendix 5.2
6. The compulsory order of examinations of the MSc Society, Sustainability and Planning can be found in Appendix 6.2.

Article 4.4 - Examination frequency and periods

1. There will be at least two opportunities a year to sit examinations.
2. The periods in which examinations can be sat are listed in OCASYS. Partial exams can also be taken outside the period indicated.

Article 4.5 – Assessment of placement or research assignment

The assessment of a placement or research assignment will be conducted by an examiner.

Article 4.6 – Thesis

1. A thesis can in principle only be used for one University of Groningen degree programme.
2. Theses are archived by the Faculty Board for a period of at least 7 years.
3. Students will be given the opportunity to start writing a Master's thesis twice per academic year,

with the exception of Real Estate Studies.

4. The period(s) during which students can write theses will be explained during the introduction of the programme and be published in the course outline on the Student Portal.
5. The Board of Examiners is the only body that can deviate from the provisions of this Article at the written request of a student.

Article 4.7 - Format of examinations

1. Examinations will be taken in the manner stated in Ocasys.
2. At the student's request, the Board of Examiners may allow an examination to be taken in a form different from that stated in Article 4.7.1.
3. Mock versions or examples of each exam will be made available to practise before the examination.
4. In situations of force majeure, when it is not reasonably possible to provide examinations in the manner stated in OCASYS, alternative modes of assessment may temporarily be used. This is on condition that the prescribed learning outcomes are still achieved upon completion of the degree programme.
5. Examinations will be administered in English.

Article 4.8 - Oral examinations

1. Unless the Board of Examiners decides otherwise, an oral examination may only be taken by one student at a time. A second examiner must be present during an oral examination.
2. Oral examinations are public, unless the Board of Examiners or the relevant examiner stipulate otherwise due to extraordinary circumstances or the student objects to the public nature of the examination.

Article 4.9 - Request for an additional examination

1. Students can ask the Board of Examiners to grant them an additional examination.
2. Such requests may be granted if the student did not pass the examination in question due to special circumstances and if not granting an additional resit would result in unacceptable study delay.

Article 4.10 - Powers of the Board of Examiners regarding electives offered by other degree programmes

1. A request to take an elective at another degree programme must be approved by the Board of Examiners of the student's own degree programme.
2. The Board of Examiners of the other degree programme is authorized to set and assess the examinations for an optional module of that degree programme and decide upon requests for alternative exam regulations. The provisions of Article 5.2 on course units obtained elsewhere apply.

Article 4.11 - Exemptions

1. At a student's request, the Board of Examiners, having discussed the matter with the examiner in question, may grant exemption from an examination (or part thereof) on the basis of results obtained earlier (elsewhere), if the student:

a. has completed part of a university or higher vocational degree in the Netherlands or abroad that is equivalent in content and level OR

b. can demonstrate by work experience that they have sufficient knowledge and skills in respect of the course unit in question.

2. Article 5.2 Course units obtained elsewhere apply to the granting of exemptions.
3. The same period of validity applies to exemptions for examinations (or parts thereof) as to examination results.

Article 4.12 - Examinations and performance disabilities

1. Students with a performance disability will be given the opportunity to take examinations in a form that will compensate as far as possible for their individual disability. If necessary, the Board of Examiners will seek expert advice from a student counsellor of the Student Service Centre (SSC) before making a decision.
2. With regard to examinations for electives taken at other degree programmes by students with a performance disability, the Board of Examiners of the degree programme that sets the examination will comply with the facilities permitted by the Board of Examiners of the degree programme for which the student is registered.

Article 4.13 - Examination provision

If not providing an individual examination were to lead to a 'special case of an unfairness of overriding nature', the Board of Examiners may decide to grant such a provision, contrary to the provisions of Article 4.4 (Examination frequency and periods). Requests for an individual examination facility must be submitted to the Board of Examiners as soon as possible, including supporting documents.

Article 4.14 - Determining the examination results and publication of marks

1. After an oral examination, the examiner will assess the examination immediately and provide the student with a statement upon request.
2. The examiner will mark a written examination within ten working days from the day on which it was taken, and will provide the faculty's administration department with the necessary details for registration of the result in Progress. In the event of unforeseen circumstances, the examiner may deviate from this rule. In that case, the examiner will inform the educational management and the students. The two weeks that are considered the Christmas holidays in the Netherlands are not considered working days
3. If an examination is taken in a form other than oral or in writing, the examiner will determine in advance how and when students will receive written confirmation of the result.
4. Students can lodge an appeal against the results of an examination with the Central Portal for the Legal Protection of Student Rights (CLRS) within 6 weeks of the date on which the result was announced

Article 4.15 – Validity of course units

1. Completed course units remain valid indefinitely.
2. a. Contrary to the provisions of the Article 4.15.1, the Board of Examiners may decide to require a student to take a supplementary or substitute examination for a course unit that was taken more

3. than 5 years previously before allowing that student to progress to the final assessment. This only applies if the student's knowledge, insight, or skills that are being assessed in this way are demonstrably outdated.
   b. In the event of extraordinary personal circumstances, the term of validity will be extended to include the period during which the student in question receives support from the Student Support Fund.
4. Partial examinations and assignments passed within a course unit that have not been successfully completed will lapse at the end of the academic year in which they were passed unless the examiner decides differently.

Article 4.16 Right of inspection

1. Students have the right to inspect their marked work during a period of at least 14 days after the results of a written examination have been made known.
2. Within the time frame stipulated in Article 4.16.1, students may request they be allowed to peruse the examination paper and, if possible, the assessment criteria.
3. The Board of Examiners can determine that this inspection will take place at a certain place and set at least two dates and/or times. If the person concerned can show that they were prevented by force majeure from attending at the indicated places and times, they will be offered another opportunity, if possible, within the period stated in Article 4.16.1.

Article 4.17 Board of Examiners and examiners

1. The Board of Examiners is the independent body that determines whether individual students have the knowledge, understanding and skills required to be awarded a degree.
2. The Faculty Board appoints the members of the Board of Examiners on the basis of their expertise in the field of the degree programme (or cluster of degree programmes) in question.
3. The Board of Examiners must comprise at least:
   a. one member who is an examiner affiliated with the degree programme (or with one of the degree programmes that belong to the cluster of degree programmes); and
   b. one member from outside the degree programme (or one of the degree programmes that belong to the cluster of degree programmes).
4. Members of the Faculty Board or other people who have financial responsibilities within the institution may not be appointed as members of the Board of Examiners.
5. The Board of Examiners appoints examiners to conduct examinations and determine the results obtained.
6. The Board of Examiners adopts the 'Rules and Regulations'

Article 4.18 Fraud and plagiarism

1. Fraud is an act or omission by a student who purposely partly or wholly hinders the forming of a correct assessment of their – or another's – knowledge, understanding, and skills.
2. Fraud also includes committing plagiarism, copying someone else's or one's own knowledge, insight, and skills without correctly acknowledging the source.
3. Students who substitute their personal effort with work generated by artificial intelligence (AI) and present this as their own work will also be considered to have committed fraud.

4. The assessment of theses and written assignments requires a plagiarism check to be performed, by means of a plagiarism scanner accessed by the University. Students are individually responsible for maintaining academic integrity.
5. If a student cheats, the Board of Examiners may exclude that student from participation in one or more examinations or final assessments for a maximum of one year.
6. In the event of fraud, the Board of Examiners can advise the Board of the University to permanently terminate a student's registration in the degree programme.
7. The Board of Examiners sets out its course of action in the event of fraud in its Rules and Regulations.

Article 4.19 Invalid examinations

In the event of irregularities with regard to an examination that are so serious that an accurate assessment of the examinee's knowledge, understanding and skills cannot be made, the Board of Examiners may declare the examination invalid for either an individual examinee or a group of examinees.

Article 4.20 Termination of registration

1. In extraordinary cases of reprehensible behaviour or statements made by a student, the Board of the University may, on the recommendation of the Board of Examiners or the Faculty Board, terminate that student's registration.
2. The Board of the University will not make a decision as referred to in Article 4.20.1 until after the student in question has been given an opportunity to put their case forward, any interests of the student and of the institution have been carefully assessed and it has been proven reasonable to assume that the student's behaviour and/or statements prove that they are unsuitable for one or more of the professions for which they are being trained in their degree programme, or for the practical preparation for the profession.
3. In such cases, the Faculty Board, the Board of Examiners and the Board of the University will follow the Protocol Judicium Abeundi [protocol for termination of registration] as approved by the Dutch Federation of University Medical Centers on 1 November 2010.
4. The stipulations in the University of Groningen Regulations for Registration and Tuition Fees apply.

SECTION 5: FINAL ASSESSMENT

Article 5.1 – Marking examinations

1. The degree programme is concluded with a final assessment.
2. a. The Board of Examiners determines the result of the examination, provided that the examination subjects have been approved, as soon as the student has passed all the required examinations. The Board of Examiners may define terms to this end.
   The determination of the result means that the student has achieved the requisite academic development. The Board of Examiners will issue a degree certificate indicating this.

b. If a student fails to meet the relevant deadlines for approval of the study programme, referred to under a, the Board of Examiners may postpone the graduation date. This date may then be in the academic year following the year in which the last examination was passed.

3. Before the final assessment can be determined, the Board of Examiners may itself decide to test the student's knowledge of one or more course units or aspects of the programme, if and in as much as the marks for these course units provide a reason for doing so.
4. By determining the result of the final assessment, the Board of Examiners also commits itself to a speedy processing of the degree certificate ceremony.
5. If the student wishes to postpone their date of graduation in connection with additional examinations that they still need to sit, the student must submit this request to the Board of Examiners within two weeks of the moment at which the examination date was set.
6. The graduation date is the date on which the final assessment is passed, as determined by the Board of Examiners in accordance with the provisions of Article 5.1.2, and not the date on which the degree certificate is presented to the student.

Article 5.2 – Course units completed elsewhere

1. A Master's degree can only be awarded if at least half of the course units of the degree programme (expressed in ECTS) were offered by the degree programme during the student's period of registration as a student at the University of Groningen.
2. For Double Degree Master's programmes offered together with an institution abroad, at least one quarter of the normal length of the degree programme (i.e., the ECTS) while being registered must have been followed at the degree programme during the student's period of registration as a Master's student at the University of Groningen for that degree programme at the University of Groningen.

Article 5.3 Degree certificate

1. The student shall receive a certificate issued by the Board of Examiners as proof that they have passed the final examination. Even if a student successfully completes more than one specialization within a degree programme, they will receive only one degree certificate.
2. The Board of Examiners will issue an International Diploma Supplement with each degree certificate.
3. If applicable, the results of the Master's Honours Programme are listed in the Diploma Supplement accompanying the Master's degree certificate.

Article 5.4 Degree

A student who has satisfied all the requirements of the final assessment will be awarded the degree of 'Master of Science'. The degree awarded will be indicated on the degree certificate.

Article 5.5 Honours ('Cum Laude'/'Summa Cum Laude')

1. The Board of Examiners will determine whether or not the Master's degree certificate will be awarded an honours predicate.
2. The following conditions apply:

a) The mark for the thesis must satisfy the following minimum conditions:

- 'Cum laude': the mark for the thesis must be at least 8.0
- 'Summa cum laude': the mark for the thesis must be at least 9.0

b) The weighted average grade (not rounded off) for all course units (determined by the amount of ECTS credit points), including the thesis, within the examination programme approved by the Board of Examiners must be

- Greater than or equal to 8.0 for 'Cum laude'
- Greater than or equal to 9.0 for 'Summa cum laude'.

3. No honours are awarded if the student workload of the exemptions in ECTS credit points is more than half the total number of ECTS for the degree programme. This stipulation does not apply to Double Degree programmes.
4. Honours may only be awarded if the examinations for the course units were taken only once.
5. Honours may only be awarded if no single course unit was awarded a mark less than 7.0.
6. No honours will be awarded if a decision by the Board of Examiners has been taken to the effect that a student is no longer eligible for honours predicate because fraud/plagiarism has been detected.
7. The Board of Examiners may depart from the provisions set out in Articles 5.5.2 to 5.5.5.

Article 5.6 – Assessment Programme

An Assessment Programme has been approved by the Faculty Board and covers the following subjects:
- The programme learning outcomes;
- The course units and the learning outcomes of each course unit;
- The relationship between course units and programme learning outcomes: how are the programme learning outcomes attained;
- The mode of assessment and test moments for each course unit.

SECTION 6: STUDY PROGRESS

Article 6.1 - Study progress administration

The Faculty Board registers the individual results achieved by the students and provides each student with a summary of their results at least once a year.

Article 6.2 - Study progress supervision

The Faculty Board will organize the introduction and the study progress supervision of students enrolled in the degree programme, partly to facilitate their progress and also with a view to identifying potential study options within and outside the degree programme.

SECTION 7: TRANSITIONAL AND FINAL PROVISIONS

Article 7.1 - Amendments

1. Any amendments to these Regulations will, following a recommendation by and/or upon the approval of the Programme Committee, and in consultation with – and where necessary upon the approval of- the Faculty Council, be confirmed by the Faculty Board in a separate decree.
2. Any amendments to these Regulations will not apply to the current academic year, unless it is reasonably assumed that the amendment in question will not harm the interests of students.
3. In addition, an amendment may not influence any other decision concerning a student taken by the Board of Examiners under these Regulations to the disadvantage of students.

Article 7.2 - Publication

1. The Faculty Board will duly publish these Regulations as well as any amendments to them.
2. Copies of these Teaching and Examination Regulations are available from the Faculty Office. These documents can also be found on the faculty website via the Student Portal.

Article 7.3 - Evaluation

1. The Faculty Board will ensure that the TER is regularly evaluated, assessing at least – for the purpose of monitoring and if necessary, adapting the student workload – the amount of time students need to complete their duties as set out therein.
2. The Faculty Board evaluates the teaching in the master degree programmes with the help of course evaluations and curriculum evaluations.

Article 7.4 - Date of commencement

These regulations shall take effect on 1 September 2026.

Appendix 1 MSc Economic Geography

Appendix 1.1: Admission to the programme

Article 2.1 - Entry requirements MSc Economic Geography and its tracks: Regional Competitiveness and Trade and Sustainable Rural Futures

1. Students with the following bachelor programmes from a research university are eligible to the programme:

- Faculty of Economics and Business (UoG):
  - Economics and Business Economics
  - International Business

Or comparable programmes from another research university.

- Faculty of Spatial Sciences (UoG):
  - Human Geography and Planning
  - Spatial Planning and Design

Or comparable programmes from another research university.

More information about admission can be found on http://www.rug.nl/masters/economic-geography/#requirements

2. Students with a Dutch or foreign certificate of higher education that, according to the Admissions Board, indicates that they have the necessary knowledge, understanding and skills at the level of a university Bachelor's degree will also be admitted to the degree programme on that basis.
3. If a candidate does not have a Bachelor's degree certificate, the Admissions Board must assess whether they can be admitted based on the possession of knowledge, understanding and skills at Bachelor's level.

Appendix 1.2: Aims and intended learning outcomes of the degree programme

Article 3.1 - Aim and learning outcomes of the degree programme

Learning outcomes Master in Economic Geography: Global Transformations, Local Impacts	**Learning outcomes Master in Economic Geography: 'Regional Competitiveness and Trade'**	**Learning outcomes Master in Economic Geography: 'Sustainable Rural Futures'**
1. Knowledge and Understanding *Graduates have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.* A. Graduates can summarize and explain, at the level of academic handbooks, the historical development as well as current insights and societal challenges in the field of economic geography with a focus on labour market issues, entrepreneurship and globalization. B. Graduates can explain how individual decisions by people on the labour market, by firms and by governments influence regional level socio-economic development.	*1. Knowledge and understanding* *Graduates have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.* A. Graduates can summarize and explain, at the level of academic handbooks, the historical development as well as current insights and societal challenges in the field of economic geography with a focus on labour market issues, entrepreneurship and globalization. B. Graduates can explain how individual decisions by people on the labour market, by firms and by governments influence regional level socio-economic development.	*1. Knowledge and understanding* *Graduates have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.* A. Graduates can summarize and explain, at the level of academic handbooks, the historical development as well as current insights and societal challenges in the field of economic geography with a focus on labour market issues, entrepreneurship and globalization, and rural communities in rural landscapes. B. Graduates can explain how individual decisions by people on the labour market, by rural communities, by firms and by governments influence regional level -

C. Graduates know and they can explain the prime theoretical, methodological and ethical paradigms of economic geography in general and in particular where it concerns the link of micro-level behavior by firms, people and policy and regional level outcomes. D. Graduates can describe the institutional context in which regional socio-economic dynamics take shape. This includes knowledge of (regional) governance structures as well as governmental and non-governmental organizations that influence economic dynamics. E. Graduates understand their labour market prospects: They can describe the occupations and tasks they may fulfill and the organizations that typically employ graduates with the skills and knowledge associated with the programme of Economic Geography.	C. Graduates know and they can explain the prime theoretical, methodological and ethical paradigms of economic geography in general and in particular where it concerns the link of micro-level behavior by firms, people and policy and regional level outcomes. D. Graduates can describe the institutional context in which regional socio-economic dynamics take shape. This includes knowledge of (regional) governance structures as well as governmental and non-governmental organizations that influence economic dynamics. E. Graduates understand their labour market prospects: They can describe the occupations and tasks they may fulfill and the organizations that typically employ graduates with the skills and knowledge associated with the programme of Economic Geography. F. Graduates can explain the role of international trade in the economic development of countries and regions within countries.	including rural areas - socio-economic and socio-cultural development. C. Graduates know and they can explain the prime theoretical, methodological and ethical paradigms of economic geography in general and in particular where it concerns the link of micro-level behavior by firms, people, rural communities and policy and regional level outcomes. D. Graduates can describe the institutional context in which regional socio-economic and socio-cultural dynamics take shape. This includes knowledge of (regional) governance structures as well as governmental and non-governmental organizations that influence local dynamics. E. Graduates understand their labour market prospects: They can describe the occupations and tasks they may fulfill and the organizations that typically employ graduates with the skills and knowledge associated with the programme of Economic Geography. F. Graduates can explain the socio-cultural and landscape impacts of global, national, regional and local transformations and

2. Applying Knowledge and Understanding *Graduates 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.*	*2. Applying Knowledge and Understanding* *Graduates 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.*	policies in rural areas in the Global North. *2. Applying Knowledge and Understanding* *Graduates 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.*
A. Graduates can apply, adapt, analyze and complement their understanding of the actions of individual people, firms and governments and relate the outcome to regional socio-economic dynamics in multiple organizational, institutional and cultural contexts in order to address place-specific issues and challenges.	A. Graduates can apply, adapt, analyze and complement their understanding of the actions of individual people, firms and governments and relate the outcome to regional socio-economic dynamics in multiple organizational, institutional and cultural contexts in order to address place-specific issues and challenges.	A. Graduates can apply, adapt, analyze and complement their understanding of the actions of individual people, rural communities, firms and governments and relate the outcome to regional socio-economic dynamics in multiple organizational, institutional and cultural contexts in order to address place-specific issues and challenges.
B. Graduates can independently execute quantitative or qualitative empirical research methods that allow them to address research questions in the field of economic geography.	B. Graduates can independently execute spatial econometric techniques that allow them to address research questions in the field of economic geography. This includes the mastering of suitable statistical software.	B. Graduates can independently execute quantitative or qualitative empirical research methods that allow them to address research questions in the field of economic geography, including rural geography. This includes community engagement and landscape biographies.
C. Graduates can explain how the regional institutional and socio-	C. Graduates can explain how the regional institutional and socio-economic context, including policies,	C. Graduates can explain how the regional

economic context, including policies, influence regional economic dynamics and how this can lead to place-specific development paths. D. Graduates are able to position the discipline of economic geography and the research done in the field in relationship to other disciplines. E. Graduates are able to independently perform academic research, whether or not in an interdisciplinary context. *3. Making Judgements Graduates 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.*	influence regional economic dynamics and how this can lead to place-specific development paths. D. Graduates are able to position the discipline of economic geography and the research done in the field in relationship to other disciplines. E. Graduates are able to independently perform academic research, whether or not in an interdisciplinary context. F. Graduates are able to interpret and use theoretical economic models, particularly within the approach of the New Economic Geography, to address issues regarding regional economic development, both between countries and within countries. *3. Making Judgements Graduates 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.*	institutional and socio-economic context, including policies, influence regional economic dynamics and how this can lead to place-specific development paths. D. Graduates are able to position the disciplines of economic geography, including rural geography, and the research done in these fields in relationship to other disciplines. E. Graduates are able to independently perform academic research, whether or not in an interdisciplinary context. F. Graduates are able to interpret and use theories on rural community development, the social impacts of rural transformations, and nature and landscape identities and values, to address issues regarding the impact of global and rural transformations for rural communities and regions. *3. Making Judgements Graduates 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*

A. Graduates can independently formulate an academically and/or societally relevant problem definition making use of their understanding and knowledge of the academic field of economic geography and relevant societal developments. B. Graduates can make a substantive argument, using academic sources, for their theoretical and empirical approach to a research problem. C. Graduates are able to draw practical (policy) implications from their research. D. Graduates are able to critically reflect on reasoning, arguments and points of view of others as well as on their own work. E. Graduates have an understanding and a vision of the possibilities of application and of the limitations of science in general and Economic Geography in particular. *4. Communication Skills Graduates can communicate*	A. Graduates can independently formulate an academically and/or societally relevant problem definition making use of their understanding and knowledge of the academic field of economic geography and relevant societal developments. B. Graduates can make a substantive argument, using academic sources, for their theoretical and empirical approach to a research problem. C. Graduates are able to draw practical (policy) implications from their research. D. Graduates are able to critically reflect on reasoning, arguments and points of view of others as well as on their own work. E. Graduates have an understanding and a vision of the possibilities of application and of the limitations of science in general and Economic Geography in particular. F. Graduates can interpret and reflect on the outcomes of spatial econometric analysis within the context of regional economic development issues. *4. Communication Skills Graduates can communicate their conclusions, and the*	*their knowledge and judgements.* A. Graduates can independently formulate an academically and/or societally relevant problem definition making use of their understanding and knowledge of the academic fields of economic geography and relevant societal developments. B. Graduates can make a substantive argument, using academic sources, for their theoretical and empirical approach to a research problem. C. Graduates are able to draw practical (policy) implications from their research. D. Graduates are able to critically reflect on reasoning, arguments and points of view of others as well as on their own work. E. Graduates have an understanding and a vision of the possibilities of application and of the limitations of science in general and Economic Geography in particular. F. Graduates can interpret and reflect on the socio-spatial outcomes of socio-cultural and economic transformations, within the context of rural areas in the Global North. *4. Communication Skills Graduates can*

their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously. A. Graduates are able to clearly present the motivation, approach and results of academic research in an academic context as well as in a professional context, for example in discussions regarding business strategies, and regional development policies. B. Graduates are aware of cultural differences in communication and co-operation and they can adapt accordingly to effectively work together or communicate research findings. C. Graduates are used to working in teams and they can effectively collaborate on research projects as well as in formulating and presenting regional development strategies. *5. Learning Skills* *Graduates have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.* A. Graduates have the learning skills that enable them to continue their education largely self-directed and autonomously, for example in a professional or academic context.	*knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.* A. Graduates are able to clearly present the motivation, approach and results of academic research in an academic context as well as in a professional context, for example in discussions regarding business strategies, and regional development policies. B. Graduates are aware of cultural differences in communication and co-operation and they can adapt accordingly to effectively work together or communicate research findings. C. Graduates are used to working in teams and they can effectively collaborate on research projects as well as in formulating and presenting regional development strategies. *5. Learning Skills* *Graduates have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.* A. Graduates have the learning skills that enable them to continue their education largely self-directed and autonomously, for example in a professional or academic context.	*communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.* A. Graduates are able to clearly present the motivation, approach and results of academic research in an academic context as well as in a professional context. B. Graduates are aware of cultural differences in communication and co-operation and they can adapt accordingly to effectively work together or communicate research findings. C. Graduates are used to working in teams and they can effectively collaborate on research projects as well as in formulating and presenting regional development strategies, including rural transformation processes and policies. *5. Learning Skills* *Graduates have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.* A. Graduates have the learning skills that enable them to continue their education largely self-directed and autonomously, for

B. Graduates are able to independently follow relevant developments in the field of economic geography and they are able to reflect on those developments.	B. Graduates are able to independently follow relevant developments in the field of economic geography and they are able to reflect on those developments.	example in a professional or academic context. B. Graduates are able to independently follow relevant developments in the field of economic geography and they are able to reflect on those developments.

The learning outcomes of the individual course units can be found in Ocasys.

Article 3.5 - Tracks and Specializations

1. The degree programme has the following tracks: 'Regional Competitiveness and Trade' and "Sustainable Rural Future."

Article 3.6 - Content of the programme

Courses Economic Geography	**Semester**	**ECTS**
Entrepreneurship, Innovation and Regional Development	1a	5
Economic Geography: Theory and Practice	1a	5
Elective / Optional course unit	1a	5
Global Transformations Local Impacts	1b	5
Elective / Optional course unit	1b	5
Master's Thesis EG	1b	5
Advanced Statistical Analysis OR Advanced Qualitative Research Methods	2a	5
Regional Labour Market Dynamics	2a	5
Master's Thesis EG	2a	5
Transport Geography: Spatial and Social Dimensions of Accessibility	2b	5
Master's Thesis EG	2b	10

Courses track "Regional Competitiveness and Trade"	**Semester**	**ECTS**
Entrepreneurship, Innovation and Regional Development	1a	5
Economic Geography: Theory and Practice	1a	5
Economic Development (FEB)	1a	5
Global Transformations Local Impacts	1b	5
Spatial and Network Interaction	1b	5
Master's Thesis EG	1b	5
Geographical and Urban Economics	2a	5
Regional Labour Market Dynamics	2a	5
Master's Thesis EG	2a	5
Transport Geography: Spatial and Social Dimensions of Accessibility	2b	5
Master's Thesis EG	2b	10

Courses track "Sustainable Rural Futures"	**Semester**	**ECTS**
Rural Communities in Transition	1a	5
Economic Geography: Theory and Practice	1a	5
Social Impact Assessment	1a	5
Global Transformations Local Impacts	1b	5
Nature, Landscape and Heritage	1b	5
Master's Thesis EG	1b	5
Advanced Statistical Analysis (ASA) OR Advanced Qualitative Research Methods (QRM)	2a	5
Regional Labour Market Dynamics	2a	5
Master's Thesis EG	2a	5
Transport Geography: Spatial and Social Dimensions of Accessibility	2b	5
Master's Thesis EG	2b	10

1. All course units and their modes of instruction are listed in the digital University course catalogue OCASYS.
2. In situations of force majeure, when it is not reasonably possible to provide teaching in the manner stated in OCASYS, alternative modes of instruction and assessment may temporarily be used. This is on condition that the prescribed learning outcomes are still achieved upon completion of the degree programme

Article 4.4 - Compulsory order of examinations

The MSc programme does not have a compulsory order of examination.

Appendix 2 MSc Environmental and Infrastructure Planning

Appendix 2.1: Admission to the programme

Article 2.1 - Entry requirements for the MSc Environmental and Infrastructure Planning and its track Designing Spatial transformations

1. Holders of a certificate from the Bachelor's degree programme in 'Spatial Planning and Design (Technische Planologie)' of the University of Groningen will be admitted to the degree programme.
2. Students with a Dutch or foreign certificate of higher education that, according to the Admissions Board, indicates that they have the necessary knowledge, understanding and skills at the level of a university Bachelor's degree and who can demonstrate the following will be admitted to the degree programmes:
   - Knowledge, understanding and skills of the subject of Environmental and Infrastructure Planning at the level of holders of a certificate from the Bachelor's degree programme in 'Spatial Planning and Design'.
3. If a candidate does not have a Bachelor's degree certificate, the Admissions Board must assess whether they can be admitted based on the possession of knowledge, understanding and skills at the level of holders of a certificate from the Bachelor's degree programme in 'Spatial Planning and Design'. More information about admission can be found on https://www.rug.nl/masters/environmental-and-infrastructure-planning/#requirements

Article 2.3 - Pre-Master's programme

1. Admission to the Pre-master of the MSc Environmental and Infrastructure Planning and its track Designing Spatial Transformations occurs in the bachelor programme. For entry requirements of the Pre-master programme, please see the BSc Teaching and Examination Regulations (TER) of the bachelor's degree programme in Spatial Planning and Design for academic year 2025-2026.

Appendix 2.2: Aims and intended learning outcomes of the degree programme

Article 3.1 - Aim and learning outcomes of the degree programme

Intended Learning Outcomes Master Environmental and Infrastructure Planning	**Intended Learning Outcomes Master Environmental and Infrastructure Planning, track 'Designing Spatial Transformations'**
Knowledge and Understanding A. Acquire knowledge at the level of international academic debates on the theories, methodologies and techniques that enable the analysis of water, environmental and infrastructure planning problems, their possible solutions and socio-institutional consequences in specific spatial and temporal context. B. Develop advanced understandings of planning institutions, actor-networks and decision-making processes related to water, environmental and infrastructure issues so that they can carry out innovative research and contribute to new ideas in the field. C. Unravel complexity: Recognize that processes underlying challenges in water, environmental and infrastructure planning are diverse, interconnected and changeable, and that understanding these challenges requires contextualizing them in a contemporary, ever-changing and complex reality. D. Compare and reflect upon advanced theories, concepts and methods on governance and policy design for spatial change. Discern which to use to conduct research in specific contexts.	Knowledge and Understanding A. Acquire knowledge at the level of international academic debates on the theories, methodologies and techniques that enable the analysis of water, environmental and infrastructure planning problems, their possible solutions and socio-institutional consequences in specific spatial and temporal context. B. Develop advanced understandings of planning institutions, actor-networks and decision-making processes related to water, environmental and infrastructure issues so that they can carry out innovative research and contribute to new ideas in the field. C. Unravel complexity: Recognize that processes underlying challenges in water, environmental and infrastructure planning are diverse, interconnected and changeable, and that understanding these challenges requires contextualizing them in a contemporary, ever-changing and complex reality. D. Acquire and demonstrate knowledge on, and an advanced understanding of the epistemological underpinnings of design, of general and participatory / collaborative / transdisciplinary design theories and methodologies and techniques in relation to complex

	spatial planning issues, and of the relationship between design and research
Applying Knowledge and Understanding A. Analyse water, environmental and infrastructure planning problems, drawing on the latest academic debates on complex planning issues and considering their spatial, social and institutional consequences. B. Employ (international) comparative analysis: Compare and reflect upon planning institutions, actor-networks and decision-making processes related to water, environmental and infrastructure issues across cities, regions and nation states. C. Propose adaptive and responsive policy solutions that build on acquired knowledge and problem-solving abilities in relation to complex and dynamic planning issues. D. Select appropriate theories and methods to use for policy transfer and the assessment of designed planning policy solutions. E. Identify the specific strengths and limitations of different planning approaches. Debate and reflect these aspects both with regard to research and planning practice.	Applying Knowledge and Understanding A. Analyse water, environmental and infrastructure planning problems, drawing on the latest academic debates on complex planning issues and considering their spatial, social and institutional consequences. B. Assess, select and apply appropriate theories and methods for the design and facilitation of participatory design processes that focus on developing solutions for specific spatial context C. Propose adaptive and responsive policy solutions that build on acquired knowledge and problem-solving abilities in relation to complex and dynamic planning issues. D. Select appropriate theories and methods to use for the assessment of designed planning policy solutions. E. Interpret, blend and synthesize different sets of information and/or various perspectives into a coherent set of ideas through an iterative design process.
Forming Judgements A. Critique how planning interventions and decision-making processes affect the interests, well-being and safety of people. Scrutinize ethical and normative aspects of spatial problems and potential solutions. B. Judge and position your own work within the current international planning debate C. Provide constructive and critical feedback on analyses and solutions proposed by others. Perceive different ways of	Forming Judgements A. Critique how planning interventions and decision-making processes affect the interests, well-being and safety of people. Scrutinize ethical and normative aspects of spatial problems and potential solutions. B. Apply systemic thinking to analyze, critically assess and (re)frame a spatial issue on multiple connected (geographic and time) scales, in

reasoning, arguments and points of view. Communication A. Show sensitivity and respect for experiences and opinions in working with commissioners, respondents and informants. Handle conflicting statements while withholding personal judgement. B. Acquire Intercultural communication skills: Ability to work in diversified teams with different views on water, environment and infrastructure developments and on societal issues. C. Convincing and captivating presentation: Present clearly and straightforwardly ideas and findings to specialist and non-specialist audiences, both in oral and written form. Learning Skills A. Discern relevant information: Differentiate and classify arguments from both theoretical texts and policy documents within water, environmental and infrastructure planning. B. Quickly acquire solid base-knowledge on specific domains of water, environmental and infrastructure planning, following the	connection to various land-uses and in relation to different stakeholders, in order to to develop solutions in co-design processes taking all these dimensions into account. C. Provide constructive and critical feedback on analyses and solutions proposed by others. Perceive different ways of reasoning, arguments and points of view. Communication A. Show sensitivity and respect for experiences and opinions in working with commissioners, respondents and informants. Handle conflicting statements while withholding personal judgement. B. Acquire Intercultural communication skills: Ability to work in diversified teams with different views on water, environment and infrastructure developments and on societal issues. C. Demonstrate advanced storytelling and visualization skills to engage in dialogue on problem (re)framing and possible solutions D. Span boundaries between various stakeholder interests and positions in a design processes, as well as taking leadership in these processes. Learning Skills A. Discern relevant information: Differentiate and classify arguments from both theoretical texts and policy documents within water, environmental and infrastructure planning. B. Quickly acquire solid base-knowledge on specific domains of water, environmental and infrastructure

developments within the field in an independent and critical manner. C. Carry out largely self-directed research on global and local water, environmental and infrastructure planning issues, with the aim to formulate potential solutions. D. Scrutinize planning problems devising institutional and policy innovation through collaborative reflection. Attitudes A. Engage with new ideas and new developments within the field of planning with an open and reflexive attitude. B. Work with a scientific attitude: use theoretical knowledge, critical thinking and comparative insight to work professionally in relevant social and academic positions and as a basis for leadership in the field. C. Sensitivity for socio-cultural diversity: Handle planning issues and underlying values, interests and opinions with sensitivity to personal and cultural differences.	planning, following the developments within the field in an independent and critical manner. C. Acquire, assess and evaluate relevant knowledge and information so as to carry out a self-directed research and design process. Attitudes A. Work with an open, receptive, critical and independent mindset in order to set out a course of actions taking various perspectives into account. B. Work with a scientific attitude: use theoretical knowledge, critical thinking and comparative insight to work professionally in relevant social and academic positions and as a basis for leadership in the field. C. Sensitivity for socio-cultural diversity: Handle planning issues and underlying values, interests and opinions with sensitivity to personal and cultural differences.

The learning outcomes of the individual course units can be found in Ocasys.

Article 3.6 - Content of the programme

Courses Environmental and Infrastructure Planning	**Semester**	**ECTS**
Planning Theory	1a	5
EIP Interactive Workshop	1a	5
Dilemmas in Infrastructure Planning	1a	5
Comparative Research and Planning Practice	1b	5
Elective	1b	5
Master's Thesis EIP	1b	5
Reinventing Environmental Planning	2a	5
Transitions in Water Management	2a	5
Master's Thesis EIP	2a	5
Elective / Optional course unit	2b	5
Master's Thesis EIP	2b	10

Courses Environmental and Infrastructure Planning: Designing Spatial Transformations	**Semester**	**ECTS**
Design & Planning Theory	1a	5
EIP Interactive Workshop	1a	5
Dilemmas in Infrastructure Planning	1a	5
Co-design Methods & Methodology	1b	5
Elective	1b	5
Master's Thesis EIP (design related)	1b	5
Reinventing Environmental Planning	2a	5
Transitions in Water Management	2a	5
Master's Thesis EIP (design related)	2a	5
Transformative Design Approaches	2b	5
Master's Thesis EIP (design related)	2b	10

1. All course units and their modes of instruction are listed in the digital University course catalogue OCASYS.
2. In situations of force majeure, when it is not reasonably possible to provide teaching in the manner stated in OCASYS, alternative modes of instruction and assessment may temporarily be used. This is on condition that the prescribed learning outcomes are still achieved upon completion of the degree programme

Article 4.4 - Compulsory order of examinations

The MSc programme does not have a compulsory order of examination.

Appendix 3 MSc Population Studies

Appendix 3.1: Admission to the programme

Article 2.1 – Entry requirements

1. Holders of a certificate from the Bachelor's degree programme in 'Human Geography and Planning (Sociale Geografie & Planologie)' of the University of Groningen will be admitted to the degree programme. Holders of a certificate from the Bachelor's degree programme in 'Spatial Planning and Design (Technische Planologie)' of the University of Groningen or a certificate from a Bachelor's degree programme in Human Geography and Planning (Sociale Geografie & Planologie) from a Dutch university are assumed to have sufficient knowledge and skills and will also be admitted to the degree programme on that basis. Admission is also possible for students that have completed the 1st year of a related Double Degree-programme at the partner university. More information about admission can be found on http://www.rug.nl/masters/population-studies/#populationstudies
2. Students with a Dutch or international certificate of higher education that indicates that they have knowledge, understanding and skills at the level of a university Bachelor's degree and who can demonstrate the following specific knowledge, understanding and skills will be admitted to the degree programme:
   - Knowledge of the subject of Population Studies at the level of holders of a certificate from the Bachelor's degree programme in 'Human Geography and Planning' or 15 ECTS of demography-related thematic knowledge
   - Knowledge representing 10 ECTS in statistics courses or the student's statistical knowledge should be equivalent to that, shown by active knowledge of at least variance, association and correlation measures, chi-square tests, univariate and multivariate linear regression, the basics of matrix algebra and the basics of integration & differentiation. We assume that this includes some experience with Excel and with using statistical software programmes, such as SPSS, STATA or R.
   - knowledge of research methods, such as designing instruments for collecting and analysing primary data representing 5 ECTS
3. Students with a Dutch or international certificate of higher education that, according to the Admissions Board, indicates that they have the necessary knowledge, understanding and skills at the level of a university Bachelor's degree will also be admitted to the degree programme on that basis.
4. If a candidate does not have a Bachelor's degree certificate, the Admissions Board must assess whether they can be admitted based on the possession of knowledge, understanding and skills at Bachelor's level.

Article 2.3 - Pre-Master's programme

1. Admission to the Pre-master of the MSc Population Studies occurs in the bachelor programme. For entry requirements of the Pre-master programme, please see the BSc Teaching and Examination Regulations (TER) of the bachelor's degree programme in Human Geography and

Appendix 3.2: Aims and intended learning outcomes of the degree programme

1. Knowledge and Understanding

Graduates know and understand

a) Essential population issues that societies around the world are facing nowadays, with particular attention to inequalities between subpopulations;
b) How demographic behaviour influences and is influenced by the different societal, geographical, economic, political, institutional and environmental contexts across time.

2. Applying Knowledge and Understanding

Graduates are able to

a) Use essential demographic concepts, theories and approaches, including the life-course and capability approach;
b) Analyse the interactions between population, health and place at both the population and the individual level;
c) Demonstrate how family and household dynamics are related to the causes and consequences of mobility, internal and international migration;
d) Obtain demographic data, either through existing demographic data sources or through own data collection;
e) Compute key demographic measures of fertility, mortality and migration;
f) Apply key demographic techniques to measure population size, distribution and dynamics, including life tables, and projections;
g) Develop demographic scenarios and assess their interlinkages with sustainable development and wellbeing;
h) Apply advanced quantitative methods to analyse individual-level survey and register data, including longitudinal methods;
i) Apply a qualitative research methodology, including qualitative research methods, to study people's perceptions, reasoning and behaviour related to population issues;
j) Apply principles of participatory action research and use research findings for evidence-based policy and practice.
k) Perform largely self-directed research in a rigorous manner within the field covering all steps of the research cycle.

3. Forming judgements

Graduates are able to

a) Judge the quality of research in the field of demography and population studies, including representativity and epistemic justice;
b) Take ethical issues into account when collecting and/or using demographic data, including reflecting on their own positionality;
c) Judge the quality and suitability of demographic data when collecting and/or using them;
d) Reflect on how research results can be used for policy making and/or interventions.
e) Assess which literature, theory, research questions and research methodology to use for conducting

research in the field of demography and population studies;
f) Position their own work and work by others within the ongoing scientific debates and changing contexts;

4. Communication

Graduates are able to

a) Communicate research in a clear, convincing and scientific manner in formats suited to academic audiences;
b) Communicate research in a clear, convincing and scientific manner in formats suited to non-academic audiences;
c) Reflect on, discuss and debate research and developments in the field;
d) Provide constructive peer review and incorporate feedback.

5. Learning Skills

Graduates can continue to develop themselves by

a) Developing a critical, independent, creative, inclusive, pro-active and resourceful attitude;
b) Collaborating in multi-disciplinary, multi-cultural and otherwise diverse settings, thereby enabling all group members to contribute to their full potential.

Article 3.6 - Content of the programme

The degree programme has one programme.

Courses Population Studies	**Semester**	**ECTS**
Population, Health and Place	1a	5
Qualitative Research for Policy and Practice	1a	5
Demographic Data and Analysis	1a	5
Migration, Families and Households	1b	5
Populations Projections and Sustainability	1b	5
Elective / Optional course unit	1b	5
Elective / Optional course unit	2a	5
Advanced Statistical Analysis	2a	5
Master's Thesis PS	2a	5
Master's Thesis PS	2b	15

1. All course units and their modes of instruction are listed in the digital University course catalogue OCASYS.
2. In situations of force majeure, when it is not reasonably possible to provide teaching in the manner stated in OCASYS, alternative modes of instruction and assessment may temporarily be used. This is on condition that the prescribed learning outcomes are still achieved upon completion of the degree programme

Article 4.4 - Compulsory order of examinations

The MSc programme does not have a compulsory order of examination.

Appendix 4 MSc Real Estate Studies

Appendix 4.1: Admission to the programme

Article 2.1 - Entry requirements

1. Students with the following bachelor programmes from a research university are eligible to the programme:
   - Faculty of Economics and Business (UoG):
     - Business Administration (Bedrijfskunde)
     - Econometrics and Operations Research
     - Economics and Business Economics
     - International Business

Or comparable programmes from another research university.

   - Faculty of Spatial Sciences (UoG):
     - Human Geography and Planning
     - Spatial Planning and Design

Or comparable programmes from another research university.

More information about admission can be found on http://www.rug.nl/masters/real-estate-studies/#requirements

2. A request for admission has to be submitted to the Admissions Board before May 1st. A decision regarding this application will be taken between May 1st and June 1st. Students with a Dutch or foreign certificate of higher education that indicates that they have knowledge, understanding and skills at the level of a university Bachelor's degree and who can demonstrate the following specific knowledge, understanding and skills will be admitted to the degree programme:
   - To the extent that courses of prior education (including the results) are in line with the MSc. Real Estate Studies
   - To the extent that the applicant has the expected knowledge and experience in the field of Real Estate on the basis of prior education and the motivation letter
3. If a candidate does not have a Bachelor's degree certificate, the Admissions Board must assess whether they can be admitted based on the possession of knowledge, understanding and skills at Bachelor's level. The Admission Board can also indirectly admit a candidate by offering a student-tailored Pre-master programme which needs to be completed before a candidate can start with the Master's degree.
4. Students who satisfy the requirements listed in Articles 2.1.1 and 2.1.4 will be selected on the basis of an assessment of the following additional requirements:
   - The content and grades of Real Estate- and Urban Economics-related courses from previous education
   - The content and grades of Economics- and Finance-related courses from previous education
   - The content and grades of Human Geography- and Spatial Planning-related courses from previous education
   - Level of relevant knowledge of and skills in the methods and techniques used in the relevant field from previous education
   - Motivation and experience in the field of Real Estate
   - Proficiency in the language(s) used in the programme.

5. Selection within the meaning of Article 2.1.6 entitles students to register for the degree programme unless this registration causes the maximum number of students enrolled (45) to be exceeded.

Article 2.3 - Pre-Master's programme

2. Admission to the Pre-master of the MSc Real Estate Studies occurs in the bachelor programme. For entry requirements of the Pre-master programme, please see the BSc Teaching and Examination Regulations (TER) of the bachelor's degree programme in Human Geography and Planning for the academic year 2025-2026.

Appendix 4.2: Aims and intended learning outcomes of the degree programme

1. *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;
   A. Are able to summarize and explain, using international academic literature, the historical development as well as current insights and societal challenges in fields that impact the real estate industry where special attention is paid to economic, financial, geographical, and planning perspectives.
   B. Are able to describe the theoretical foundations of real estate finance, economics and geography in general and in particular where it concerns the link of micro-level behavior by firms, people and policy, and its implications for (international) real estate markets.
   C. Are able to explain and compare the state-of-the-art methods and techniques used in social sciences where special attention is paid to real estate finance, economics and geography.
   D. Are able to describe the local context and spatial processes relating to land and real estate markets. This includes knowledge and understanding about institutions and its spatial planning, land use and governance structures at various regional levels, property rights, regulations and sustainability goals.
   E. Are able to describe the professional and ethical standards that are relevant in the globalized real estate industry and in its research.

2. *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;
   A. Are able to develop new insights and solutions for complex societal challenges in fields that impact the real estate industry, both individually and in a team of professionals with different expertise.
   B. Are able to apply the state-of-the-art methods and techniques used in social sciences where special attention is paid to real estate finance, economics and geography.
   C. Are able to individually design an original research proposal for a complex societal challenge where they combine the knowledge and skills learnt during their bachelor and master

programmes.

D. Are able to conduct a research project with a minimum of supervision. This includes integrating theoretical knowledge, reviewing international academic literature, collecting and processing data, explaining the choice for and applying academic research methods and techniques, analyzing and interpreting data, discussing its implications and limitations, and formulating conclusions.

3. *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;
   A. Are able to draw practical implications from their research, after selecting and applying relevant methods and techniques, and reflect on those implications.
   B. Are able to formulate a critical assessment of the interrelationships between real estate practice, theoretical foundations, methods and techniques, and empirical findings.
   C. Are able to critically reflect on real estate practice in terms of corporate responsibility, transparency, the functioning of (international) market institutions and real estate fundamentals.

4. *Communication:*
   Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
   A. Are able to communicate in written and spoken language the motivation, theoretical considerations, methods and techniques, results and discussion of their research projects with groups in society for which their research has implications or is relevant.
   B. Are able to participate in academic and societal debates and dialogues on the basis of critical arguments and communicate their analysis convincingly.
   C. Have a professional attitude and are able to listen, use, integrate, and reproduce complex and unfamiliar arguments given by any relevant person or group in society.
   D. Are able to integrate the communicative actions by different stakeholders in complex societal challenges, 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.
   E. Are aware of cultural differences in communication, norms and values, and co-operation in a (interdisciplinary and international) team and they can adapt accordingly to effectively work together and communicate research findings.

5. *Learning Skills:*
   Have the learning skills to allow them to continue to study in a manner that maybe largely self-directed or autonomous;
   A. Are able to independently keep up with developments and societal challenges in fields that impact the real estate industry, and they are able to analyze, debate and reflect on those developments and societal challenges using international (academic) literature.
   B. Are able to continue and reflect on their learning process, professional skills and attitude in a

self-directed or autonomous and ethical manner. This includes that they qualify for a third cycle (PhD) project and for entry to RICS membership.

C. Are able to continue to deliver original contributions in fields that impact the real estate industry in an academic as well as a professional environment.
D. Are able to continue to independently collect, process, analyze, and report on real estate data using computer skills (e.g searching and finding relevant literature, Excel, GIS, Powerpoint, STATA, and Word).

The learning outcomes of the individual course units can be found in Ocasys.

Article 3.6 - Content of the programme

Courses Real Estate Studies	**Semester**	**ECTS**
Real Estate and Land Supply	1a	5
Real Estate Finance	1a	5
Elective / Optional course unit	1a	5
International Real Estate Markets	1b	5
Real Estate Investment	1b	5
Master's Thesis Real Estate Studies	1b	5
Real Estate Research	2a	5
Elective / Optional course unit	2a	5
Master's Thesis Real Estate Studies	2a	5
Real Estate Development	2b	5
Master's Thesis Real Estate Studies	2b	10

In situations of force majeure, when it is not reasonably possible to provide teaching and examination in the manner stated in OCASYS, alternative modes of instruction and assessment may temporarily be used. This is on condition that the prescribed learning outcomes are still achieved upon completion of the degree programme

Article 4.4 - Compulsory order of examinations

The MSc programme does not have a compulsory order of examination.

Appendix 5 MSc Research Master Spatial Sciences

Appendix 5.1: Admission to the programme

Article 2.1 - Entry requirements

1. Admission to the Research Master in Spatial Sciences requires either:
   - An academic Bachelor's degree in 'Human Geography and Planning or 'Spatial Planning and Design'
   - An academic Bachelor's degree in another spatial, social or economic science discipline with substantial socio-spatial and research content. Substantial socio-spatial content is 30 ECTS in human geography and/or urban and regional planning and/or demography and/ or development studies. For those with a different Bachelor degree, the possibilities for admission are discussed with the coordinator.
   - A Master's degree in human geography or planning.
   - A Master's degree in another social or economic science field with substantial social-spatial and spatial and research content.

2. In addition, the entrance requirements are as follows:
   - Students must have completed their Bachelor or Master's degrees with an average grade of at least 7.0 (on a 10 point scale) and
   - with a grade for their Bachelor research work of at least 7.5 or an equivalent grade based on other international grading systems;
3. Basic knowledge of statistical methods equivalent to the programme requirements mentioned in our bachelor programmes.
   The decision for admission will be based on:
   - the overall CV of the candidate
   - a motivation letter
   - proof of compliance with the requirements regarding previous education
   - research output produced so far by the applicant
   - proficiency in English
   - at least one letter of reference from an experienced researcher who knows the candidate well, expressing the suitability & relevant qualities of the candidate
   - if deemed necessary by the admission board an interview with the applicant is scheduled in which attitude, motivation, orientation and competence for a training in scientific research are evaluated.
4. Students with a Dutch or foreign certificate of higher education that, according to the Admissions Board, indicates that they have the necessary knowledge, understanding and skills at the level of a university Bachelor's degree.
5. If a candidate does not have a Bachelor's degree certificate, the Admissions Board must assess whether they can be admitted based on the possession of knowledge, understanding and skills at Bachelor's level.

Appendix 5.2: Aims and intended learning outcomes of the degree programme

Article 3.1 - Aim and learning outcomes of the degree programme

Research Master Spatial Sciences	**Track Erasmus Mundus Islands and Sustainability**
1. *Theoretical attitudes and understanding, research skills*	
Graduates have:	
A. Sound knowledge and thorough understanding of important contemporary issues and theories in spatial sciences, and a detailed knowledge of important issues in the area of interest, including relevant theories and subjects in disciplines related to the Faculty's Research Programme, towards Wellbeing, Innovation and Spatial Transformation (tWIST).	Identical, but for the Track the area of special interest is Erasmus Mundus Islands and Sustainability
B. Sound knowledge and understanding of theoretical models, concepts and frameworks that help explain and interpret spatial, societal and institutional phenomena and dynamics.	Identical
C. The ability to translate knowledge of contemporary issues and theoretical models, concepts and frameworks into the development of appropriate research questions and research designs.	Identical, but for the Track the area of special interest in issues and models, concepts and frameworks around Erasmus Mundus Islands and Sustainability
D. Expertise and experience in the formulation and implementation of a research project, i.e. a clearly formulated research problem that is original, while building on the state of the art research in the field and related academic disciplines, and firmly supported by the relevant literature in the field.	Identical, but special attention to research of Erasmus Mundus Islands and Sustainability
E. The ability to position one's own research questions in the relevant philosophical and theoretical debates in the field of spatial sciences studies.	Identical

F. A helicopter view of suitable and feasible research designs and methods of data collection in different types of research, such as field, survey and/or experimental research, as well as expertise and experience in adequately applying such research designs and methods of data collection.	Identical
G. The ability to choose and apply appropriate research methodology, methods and techniques, and to critically evaluate the resulting research outcomes. Knowledge of the rationale for multi-method research.	Identical, but for the Track the methods relevant to Erasmus Mundus Islands and Sustainability are of particular interest
H. Expertise and experience in the integration of theory and empirical research ('theory-guided empirical research'); data-guided and theory-guided theory building; experience in the entire process of research, including reporting on the research results.	Identical
I. The ability to apply theories and results in spatial sciences and related disciplines in an original way to policy and scientific research issues in the context of both disciplinary and societal frameworks.	Identical, but special attention to research on Erasmus Mundus Islands and Sustainability
2. *General academic skills*	
Graduates have:	
A. The ability to reflect and act independently and impartially when applying and developing knowledge and judgements; while taking into account social and environmental needs as well as ethical responsibilities, (as expressed in the Magna Charta Universitatum).	Identical
B. The ability to present work to specialist and non-specialist audiences and to communicate the underpinnings as well as the limitations of the conclusions.	Identical

C. The ability to develop new, creative and well-argued perspectives on existing theoretical, methodological and societal debates in the field of geography, planning and/or demography.	Identical, but special attention to the field of Erasmus Mundus Islands and Sustainability
D. The ability to write scientifically.	Identical
E. The ability to search for and retrieve information and to document and archive data according to general academic standards.	Identical
F. The ability and skills to write a master's thesis in a largely self-directed or autonomous manner.	Identical
G. The ability to formulate the policy implications of scientific research, taking into account the limitations of the information and scientific insight on which practical recommendations are based.	Identical
H. The ability to position research designs and research findings in their wider societal context by showing awareness of different ways in which the issues under study are perceived, valued and contested.	Identical, but special attention to the field of rasmus Mundus Islands and Sustainability
3. *General work orientation*	
Graduates have:	
A. The analytical and research skills required for a PhD programme after graduation, or to function at a professional level in research and policy departments of governmental/non-governmental organizations and enterprises.	Identical
B. A general work orientation and ability to be a productive and respected member of a research team by contributing to collective efforts, time management and participating in a network in the research domain of spatial sciences.	Identical

The learning outcomes of the individual course units can be found in Ocasys. For Master level courses outside the faculty or university the ReMa Master coordinator needs to grant permission and will for that aim assess the learning objectives of those courses

Article 3.5 - Tracks and Specializations

1. The degree programme has the following track: Erasmus Mundus Islands and Sustainability

2. The degree programme has the following specializations:

   - Specialization: Economic Geography
   - Specialization: Economic Geography: Sustainable Rural Futures
   - Specialization: Economic Geography: Regional Competitiveness and Trade
   - Specialization: Real Estate Studies
   - Specialization: Population Studies
   - Specialization: Society, Sustainability and Planning
   - Specialization: Environmental and Infrastructure Planning
   - Specialization: Environmental and Infrastructure Planning: Designing Spatial Transformations

   Note: the track does not have specializations.

3. Awarding a formal specialization within the programme is a joint responsibility of the Research Master coordinator and the other relevant Master's programme coordinator.

Article 3.6 - Content of the programme

1. The planning of the courses needs to be approved by the programme coordinator.
2. Please note the order of the Advanced and Specialized Research Methods and Thematic Theoretical Specialization is free for the student to decide.

Course Name (year 1)	**sem**
Joint Multidisciplinary Research Project (2.5 ECTS)	1a
Scientific Reading, Debating and Reflecting (1.5 ECTS)	
Advanced and Specialized Research Methods (5 ECTS)	
Thematic Theoretical Specialization (5 ECTS)	
Joint Multidisciplinary Research Project (2.5 ECTS)	1b
Scientific Reading, Debating and Reflecting (1.5 ECTS)	
Individual Research Training (5 ECTS)	
Thematic Theoretical Specialization (5 ECTS)	
Individual Research Training (5 ECTS)	2a
Scientific Reading, Debating and Reflecting (1 ECTS)	

Advanced and Specialized Research Methods (5 ECTS)	
Thematic Theoretical Specialization (5 ECTS)	
Research Internship at a Renowned Institute (10 or 15 ECTS)*	2b
Scientific Reading, Debating and Reflecting – (1 ECTS)	

* In case Research at a renowned research institute is for only 10 ECTS, a student needs to choose a Thematic Theoretical Specialization course (5 ECTS).

Course Name (year 2)	**sem**
Advanced Research Skills (5 ECTS)	1a
Advanced and Specialized Research Methods (5 ECTS)	
Scientific Reading, Debating and Reflecting (1.5 ECTS)	
Conceptualising Spatial Sciences Research (5 ECTS)	1b
Thematic Theoretical Specialization (5 ECTS)	
Thematic Theoretical Specialization (5 ECTS)	
Scientific Reading, Debating and Reflecting (1.5 ECTS)	
Individual Master's Thesis (5 ECTS)	2a
Individual Master's Thesis (5 ECTS)	
Individual Master's Thesis (5 ECTS)	
Scientific Reading, Debating and Reflecting (1 ECTS)	
Individual Master's Thesis (5 ECTS)	2b
Individual Master's Thesis (5 ECTS)	
Individual Master's Thesis (5 ECTS)	
Scientific Reading, Debating and Reflecting (1 ECTS)	

Erasmus Mundus Islands and Sustainability

Erasmus Mundus Islands and Sustainability **Course Name (year 1)**	**sem**
Joint Multidisciplinary Research Project (on Islands and Sustainability) (2.5 ECTS)	1a
Scientific Reading, Debating and Reflecting (1.5 ECTS)	
Advanced and Specialized Research Methods (5 ECTS) Islands, Insularity and Islanders (5 ECTS)	
Islands, Islanders, Insularity (5 ECTS)	
Scientific Reading, Debating and Reflecting (1.5 ECTS)	1b
Joint Multidisciplinary Research Project (on Islands and Sustainability) (2.5 ECTS)	
Individual Research Training Advanced and Specialized Research Methods (5 ECTS)	
Thematic Theoretical Specialization (5 ECTS)	
Individual Research Training (5 ECTS)	2a
Scientific Reading, Debating and Reflecting (1 ECTS)	
Advanced and Specialized Research Methods (5 ECTS)	
Thematic Theoretical Specialization (5 ECTS)	
Research Internship Module (UAEGEAN, ULPGC or Iceland) (15 ECTS)	2b
Scientific Reading, Debating and Reflecting (1 ECTS)	

Erasmus Mundus Islands and Sustainability Course Name (year 2)	**sem**
Advanced Research Skills (5 ECTS)	1a
Advanced and Specialized Research Methods (5 ECTS)	
Scientific Reading, Debating and Reflecting (1.5 ECTS)	
Conceptualising Spatial Science Research (5 ECTS)	1b
Thematic Theoretical Specialization (5 ECTS)	
Thematic Theoretical Specialization (5 ECTS)	
Scientific Reading, Debating and Reflecting (1.5 ECTS)	
Master's Thesis: Islands and Sustainability at UAEGEAN, ULPGC or Iceland (15 ECTS)	2a
Scientific Reading, Debating and Reflecting: Islands and Sustainability (1 ECTS)	
Master's Thesis: Islands and Sustainability at UAEGEAN, ULPGC or Iceland (15 ECTS)	2b
Scientific Reading, Debating and Reflecting (1 ECTS)	

3. For the theoretical/thematic specialization any course of the master programmes of the Faculty of Spatial Sciences can be chosen. It is also allowed, in agreement with the master coordinator, to take relevant courses from other Faculties and Universities. For the advanced and specialized research methods course the students have to choose not only quantitative or only qualitative courses of methodological courses. Within every theoretical/thematic and methodological course unit that is offered as part of a 'regular' one-year Master-programme, the student will have to complete and pass a so-called Deepening Module, to demonstrate that they have achieved the required depth at Research Master level. All course units and their modes of instruction are listed in the digital University course catalogue OCASYS.
4. In situations of force majeure, when it is not reasonably possible to provide teaching in the manner stated in OCASYS, alternative modes of instruction and assessment may temporarily be used. This is on condition that the prescribed learning outcomes are still achieved upon completion of the degree programme

Appendix 6 MSc Society, Sustainability and Planning

Appendix 6.1: Admission to the programme

Article 2.1 - Entry requirements

1. Holders of a certificate from the Bachelor's degree programme in 'Human Geography Planning' of the University of Groningen will be admitted to the degree programme. Holders of a certificate from the Bachelor's degree programme in 'Spatial Planning and Design' of the University of Groningen or a certificate from the Bachelor's degree programme in Human Geography and Planning (Sociale Geografie & Planologie) from a Dutch university are assumed to have sufficient knowledge and skills and will also be admitted to the degree programme on that basis. Admission is also possible for students that have completed the 1st year of a to this programme related Double Degree-programme at the partner university.
   More information about admission can be found on https://www.rug.nl/masters/society-sustainability-and-planning/#requirements
2. Students with a Dutch or foreign certificate of higher education that, according to the Admissions Board, indicates that they have the necessary knowledge, understanding and skills at the level of a university Bachelor's degree such as the Bachelor 'Spatial Planning and Design' or 'Human Geography and Planning' at the University of Groningen, or a degree which is equivalent in core knowledge, understanding, and skills, and proves skills in individual academic research and the application of research methods.
3. If a candidate does not have a Bachelor's degree certificate, the Admissions Board must assess whether they can be admitted based on the possession of knowledge, understanding and skills at Bachelor's level will also be admitted to the degree programme on that basis.

Article 2.3 - Pre-Master's programme

Admission to the Pre-master of the MSc Society, Sustainability and Planning occurs in the bachelor programme. For entry requirements of the Pre-master programme, please see the BSc Teaching and Examination Regulations (TER) of the bachelor's degree programme in Spatial Planning and Design for academic year 2025-2026.

Appendix 6.2: Aims and intended learning outcomes of the degree programme

Article 3.1 - Aim and learning outcomes of the degree programme

1. Knowledge and Understanding

A. Explain issues in specific administrative and social contexts by acquiring knowledge on the spatial changes in neighbourhoods, cities and regions and their significance for society and sustainability (place analysis).
B. Examine planning institutions, actor-networks and power relations within dynamic contexts, in order to develop effective coalitions and institutional arrangements (actor and institutional analysis).

C. Identify conflicting visions and interests in the nexus between economy, environment and equity.
D. Contribute actively to knowledge development (theories, concepts and methods) from a societal and planning perspective focusing on the human factor.

2. Applying Knowledge and Understanding

A. Examine the impact of socio-spatial planning problems and interventions on particular places while drawing on the latest international academic debates on sustainability and society.
B. Critically and constructively engage with (new) ideas and developments within the international field of spatial planning.
C. Develop and conduct theory-informed empirical research using appropriate research methodology, methods and techniques, and critically evaluate the results.
D. Apply own academic research designs in specific cases and stakeholder settings by employing gained knowledge on the forces that shape places.
E. Propose well-argued and realistic policy solutions for livable, sustainable, just and inclusive places, that build on acquired knowledge and problem-solving abilities.

3. Forming Judgements

A. Examine the (inter)subjective nature of spatial planning in potential solutions, especially by using power, justice, diversity and human capacity perspectives.
B. Critically assess analyses, spatial representations and visualizations, research strategies and planning interventions proposed by others.
C. Reflect on how future spatial interventions and decision-making processes might affect people's interests, equality, social and environmental justice.
D. Formulate ethical judgements by reflecting on normative underlying assumptions and values within the current international planning debate.
E. Discuss and develop context-specific judgments and policy solutions for responsible and active agents in spatial transformation as a basis for leadership in the field of planning in a globalizing world.

4. Communication

A. Present ideas and findings both in oral and written form and through different means of digital and face-to face communication, adjusted to both specialist and non-specialist audiences.
B. Collaborate in diverse student teams to analyze complex spatial and sustainability problems.
C. Engage with differences in experiences, arguments and opinions in multi-stakeholder settings.
D. Show sensitivity in communication with fellow students and in local communities, especially regarding diverse social and cultural backgrounds.

5. Learning Skills

A. Differentiate and classify information and arguments from different sources, such as academic texts, policy documents and popular media.

B. Carry out largely self-directed research on socio-spatial issues in new contexts, aiming to formulate sustainable solutions and address potential actors and means of implementation.
C. Debate and reflect on a repertoire of planning roles to facilitate multi-stakeholder settings, mediating between various opinions, interests and values.

The learning outcomes of the individual course units can be found in Ocasys.

Article 3.6 - Content of the programme

Courses Society, Sustainability and Planning	**Semester**	**ECTS**
Planning Theory	1a	5
Interaction, Society and Space	1a	5
City Matters: Urban Inequality and Social Justice	1a	5
Engaging Society in Spatial Transformation	1b	5
Elective / Optional course unit	1b	5
Master's Thesis SSP	1b	5
Elective / Optional course unit	2a	5
Revitalizing Neighbourhoods	2a	5
Master's Thesis SSP	2a	5
Living Lab Sustainable Places	2b	5
Master's Thesis SSP	2b	10

1. All course units and their modes of instruction are listed in the digital University course catalogue OCASYS.
2. In situations of force majeure, when it is not reasonably possible to provide teaching in the manner stated in OCASYS, alternative modes of instruction and assessment may temporarily be used. This is on condition that the prescribed learning outcomes are still achieved upon completion of the degree programme

Article 4.4 - Compulsory order of examinations

The MSc programme does not have a compulsory order of examination.