# Kritische reflecties opleidingen Ruimtelijke Wetenschappen (FRW)

Bachelor- en Masterprogramma's

Faculteit Ruimtelijke Wetenschappen

Rijksuniversiteit Groningen

Groningen, juni 2013

# Kritische reflecties opleidingen Ruimtelijke Wetenschappen (FRW)

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# Voorwoord van de decaan

De onderwijsvisitatie is een belangrijke gebeurtenis. Natuurlijk voor de re-accreditatie van onze opleidingen, maar vooral ook voor onszelf, om –in het proces van continue evaluatie en reflectie via vak- en curriculum evaluaties in de Opleidingscommissies- met kritische blik naar al onze onderwijsprogramma's te kijken. Om te reflecteren op werkprocessen en behaalde resultaten sinds de laatste visitatie van 2007 en de interne mini-audit van 2011. En om te zien waar we op dit moment, anno 2013, 'staan' met ons onderwijs en waar we ons kunnen ontwikkelen en verbeteren.

De afgelopen jaren in de Faculteit kenmerken zich door de inzet van grote universitaire beleidsveranderingen zoals het Bindend Studie Advies, de harde knip, en de Innovatie-afspraken. Wat betreft dit laatste, heeft de faculteit recentelijk drie zogenoemde Innovatie-docenten aangetrokken die een directe en indirecte bijdrage gaan leveren aan innovaties in het onderwijs zoals de 'learning communities', de 'career services in NEXT', en verdere versterking van de relaties met het werkveld, m.n. via de alumni.

De afgelopen jaren kenmerken zich vooral ook door professionalisering van de staf via de BKO; het her- en erkennen van talent via trajecten zoals het Honours College en de ontwikkeling van de Research Master Regional Studies; en de nadruk op meer integratie van onderwijs met onderzoek in ons gezamenlijk onderzoeksprogramma tWIST (towards Well-being, Innovation and Spatial Transformation). Versterking van het onderzoeks-gedreven onderwijs maakt met name ook deel uit van de ingezette verbeter-trajecten in onze twee Bacheloropleidingen.

Tot slot kenmerken de afgelopen jaren zich vooral ook door internationalisering van ons onderwijs, met een toenemende instroom van internationale studenten, een toenemend aantal vakken en opleidingen dat in het Engels wordt gegeven, en het ontwikkelen van de International Classroom.

Al deze ontwikkelingen leveren een bijdrage aan ons streven om het onderwijs effectiever en efficiënter te maken, de kwaliteit te verhogen, en dus studenten op te leiden die een substantiële bijdrage kunnen leveren aan de geografie-, planologie- en demografie-beoefening in Nederland, Europa en de wereld.

Groiningen, juni 2013



Prof dr. Inge Hutter

Decaan Faculteit Ruimtelijke Wetenschappen

Rijksuniversiteit Groningen

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# Deel 1: Algemene informatie

Dit rapport bevat de kritische reflecties van de volgende opleidingen van de Faculteit Ruimtelijke Wetenschappen:

- Bachelor Sociale Geografie & Planologie
- Bachelor Technische Planologie
- Master Culturele Geografie
- Master Economische Geografie
- Master Environmental & Infrastructure Planning
- Master Population Studies
- Master Sociale Planologie
- Master Vastgoedkunde

De lerarenopleiding en de Research Master vallen buiten deze accreditatieronde. De kritische reflecties beslaan de accreditatieperiode (2007-2013). Bij het schrijven van de kritische reflecties heeft voor de beschrijving van de situatie het studiejaar 2011-2012 centraal gestaan.

## 1 Administratieve gegevens

### 1.1 Gegevens van de instelling en de opleidingen

| | |
|---|---|
| Rijksuniversiteit Groningen<br>Bekostigde instelling<br>BRIN: 21PC | Postbus 72<br>9700 AB Groningen<br>www.rug.nl |
| College van Bestuur<br>Voorzitter: Prof.dr. S. (Sibrand) Poppema | Telefoon: 050-363 5285<br>E-mail: s.poppema@rug.nl |
| Faculteit Ruimtelijke Wetenschappen | Postbus 800<br>9700 AV Groningen<br>www.rug.nl/frw<br>Bezoekadres:<br>Landleven 1, 9747 AD Groningen |
| Decaan: Prof.dr. I. (Inge) Hutter | Telefoon: 050-363 3907<br>E-mail: i.hutter@rug.nl |
| Vice-decaan en portefeuillehouder onderwijs:<br>Dr. P.D. (Peter) Groote | Telefoon: 050-363 3693<br>E-mail: p.d.groote@rug.nl |
| Opleidingsdirecteur voor alle opleidingen:<br>Prof.dr. P. (Paul) Ike | Telefoon: 050-363 3878<br>E-mail: p.ike@rug.nl |
| Contactpersoon voor visitatietraject:<br>Drs. H.C. (Chris) Diederiks | Telefoon: 050-363 3882<br>E-mail: h.c.diederiks@rug.nl |

## 1.2 Kenmerken van de opleidingen

Bachelor Sociale Geografie & Planologie

- CROHO-code: 56838
- Niveau/oriëntatie: WO/bachelor
- Studielast in EC: 180 EC
- Variant: voltijd
- Verleende graad: Bachelor of Science
- Huidig accreditatiekeurmerk geldig tot: 31-12-2014

Bachelor Technische Planologie

- CROHO-code: 56194
- Niveau/oriëntatie: WO/bachelor
- Studielast in EC: 180 EC
- Variant: voltijd
- Verleende graad: Bachelor of Science
- Huidig accreditatiekeurmerk geldig tot: 31-12-2014

Master Culturele Geografie

- CROHO-code: 60656
- Niveau/oriëntatie: WO/bachelor
- Studielast in EC: 60 EC
- Variant: voltijd
- Verleende graad: Master of Science
- Huidig accreditatiekeurmerk geldig tot: 31-12-2014

Master Economische Geografie

- CROHO-code: 60657
- Niveau/oriëntatie: WO/bachelor
- Studielast in EC: 60 EC
- Variant: voltijd
- Verleende graad: Master of Science
- Huidig accreditatiekeurmerk geldig tot: 31-12-2014

Master Environmental & Infrastructure Planning

- CROHO-code: 66194
- Niveau/oriëntatie: WO/bachelor
- Studielast in EC: 60 EC
- Variant: voltijd
- Verleende graad: Master of Science
- Huidig accreditatiekeurmerk geldig tot: 31-12-2014

Master Population Studies

- CROHO-code: 60658
- Niveau/oriëntatie: WO/bachelor
- Studielast in EC: 60 EC
- Variant: voltijd
- Verleende graad: Master of Science
- Huidig accreditatiekeurmerk geldig tot: 31-12-2014

Master Sociale Planologie

- CROHO-code: 66653
- Niveau/oriëntatie: WO/bachelor
- Studielast in EC: 60 EC
- Variant: voltijd
- Verleende graad: Master of Science
- Huidig accreditatiekeurmerk geldig tot: 31-12-2014

Master Vastgoedkunde

- CROHO-code: 60659
- Niveau/oriëntatie: WO/bachelor
- Studielast in EC: 60 EC
- Variant: voltijd
- Verleende graad: Master of Science
- Huidig accreditatiekeurmerk geldig tot: 31-12-2014

# 2 Beschrijving Instelling en Faculteit

## 2.1 De Rijksuniversiteit Groningen

De Rijksuniversiteit Groningen (RUG) is een bekostigde instelling. De RUG bestaat uit 9 Faculteiten en 9 Graduate Schools. In het studiejaar 2011-2012 waren er 61 Bacheloropleidingen, 138 Masteropleidingen en 15 Research Masters. Aan de RUG studeren circa 28.000 studenten, van wie 6.000 eerstejaars Bachelorstudenten. De RUG kent ruim 2.000 fte wetenschappelijk personeel (exclusief UMCG), en ruim 1500 fte ondersteunend en beheerspersoneel (Kritische reflectie Instellingsaccreditatie 2013).

De universiteit wordt bestuurd door het College van Bestuur. Het College van Decanen, bestaande uit de voorzitters van alle Faculteitsbesturen, heeft een adviserende functie op tal van gebieden. De Raad van Toezicht van de universiteit is belast met het toezicht op het bestuur en beheer van de gehele universiteit en is verantwoording schuldig aan de minister van OCW. De Universiteitsraad, bestaande uit gekozen vertegenwoordigers van personeel en studenten, is het centrale medezeggenschapsorgaan.

De Rijksuniversiteit heeft haar toekomstvisie voor de komende jaren vastgelegd in het Profileringsdocument en de Prestatieafspraken van de Rijksuniversiteit Groningen (2012). Een onderdeel daarvan is de onderwijsvisie. Daarin staan ambitie, betrokkenheid en prestaties centraal. De RUG heeft zijn centrale onderwijsvisie verankerd in vier thema's:

1. Ieder talent (h)erkend. Hieronder vallen onder meer het belang van een goede match tussen student en opleiding; en nieuwe excellentie-tracés. De RUG is in het studiejaar

2009-2010 gestart met een instellingsbreed excellentiebeleid op bachelorniveau in de vorm van het Honours College. Het Honours College biedt excellente en ambitieuze studenten, binnen de muren van de RUG, een omgeving waar ze kennis kritisch tegen het licht houden en worden uitgedaagd tot nieuwe inzichten en innovatieve manieren van denken. Het bachelor -honoursprogramma omvat 45 EC extra-curriculair (dus bovenop de reguliere bacheloropleiding). Daarvan worden 25 EC ingevuld binnen de eigen faculteit en 20 EC met verbreding en persoonlijke ontwikkeling. Het honoursprogramma start in de tweede helft van het eerste studiejaar. Het programma is verdeeld over vijf semesters. In 2013-2014 wordt het programma uitgebreid met een aantal nieuwe, verdiepende trajecten. Deze trajecten gelden vooral als voorbereiding op instroom in de Research Master. Op Master-niveau is het honoursprogramma gestart in 2011-2012. De bedoeling van het eveneens extra-curriculaire Master honoursprogramma is de verdere ontwikkeling van academische vaardigheden en attitudes. Het is gericht op het thema leiderschap.

2. Niveau en studiesucces. Dit betreft onder meer de invoering (2010) en latere verhoging (2012) van het Bindend Studieadvies (BSA), met als normen het behalen van 45 EC (eerst 40 EC) in het eerste studiejaar en de propedeuse in maximaal 2 jaar. Tevens is conform landelijke regelgeving in 2012-2013 het Verdrag van Bologna echt geïmplementeerd door de afschaffing van de mogelijkheid dat studenten die hun Bachelor nog niet afgerond hadden, toch al met de Master mochten beginnen (de zogenaamde 'zachte knip'). In alle faculteiten wordt tevens versneld de Basis Kwalificatie Onderwijs (BKO) voor docenten ingevoerd: de ambitie van de RUG is dat eind 2015 minimaal 80% van de stafleden de BKO bezit (Prestatieafspraken). In het eerste jaar van alle bacheloropleidingen is een minimum van 12 contacturen per week geprogrammeerd. Een punt van de onderwijsagenda dat in de nabije toekomst geïmplementeerd moet gaan worden is de vermindering van concurrentie tussen cursussen door in de propedeuse maximaal acht cursussen aan te bieden waarvan er op zijn hoogst twee tegelijkertijd geprogrammeerd zijn.
3. Grensvlak van wetenschap en maatschappij. De kern hiervan is de verder versterkte en geëxpliciteerde relatie tussen onderzoek en onderwijs. Het onderwijs in alle opleidingen moet research-driven zijn, vormgegeven rond een duidelijke leerlijn onderzoek in de programma's. De RUG is ook begonnen om de aansluiting tussen opleiding en arbeidsmarkt duidelijker zichtbaar te maken en waar nodig te verbeteren. Dat gebeurt onder meer via *Career Services* onder het instellingsbrede label *NEXT*. Een directe aanleiding daarvoor was dat in studentenevaluaties van de afgelopen jaren (m.n. NSE) opleidingen van de RUG relatief laag scoren op het onderdeel loopbaanvoorbereiding. Om dit te verbeteren heeft de RUG besloten Career Services in te richten naar het model van Oxford University. Alle activiteiten op dit gebied zullen worden gelabeld met 'NEXT'. Een belangrijk instrument hierbij is Career ConNext. Dit is een digitaal platform waar studenten, alumni, medewerkers, studieverenigingen en werkgevers elkaar kunnen ontmoeten en waar alle NEXT-activiteiten gebundeld worden. Naar verwachting is het systeem in het studiejaar 2013-2014 operationeel.
4. Academische gemeenschap. Betrokkenheid bij de opleiding, het vakgebied en de academische cultuur vormen de kern van een effectieve studie. De RUG wil dit gaan expliciteren door Learning Communities in te gaan voeren aan meerdere faculteiten, waaronder de FRW. Maar ook een concept als de *international classroom* waardoor alle studenten in een programma profijt trekken van internationalisering valt hieronder.

De onderwijsvisie van de Rijksuniversiteit Groningen vormt de basis van de onderwijsvisie van de Faculteit Ruimtelijke Wetenschappen en daarmee van de opleidingen die de faculteit aanbiedt.

## 2.2 De Faculteit Ruimtelijke Wetenschappen (FRW)

De Faculteit Ruimtelijke Wetenschappen (FRW) stelt de mens in zijn relatie tot zijn omgeving centraal. De faculteit houdt zich bezig met vraagstukken rond de mens als individu, de onderlinge relaties tussen mensen en de samenleving als geheel, steeds vanuit het perspectief van de ruimtelijke neerslag of de ruimtelijke basis daarvan. Hierbij is zowel aandacht voor het normale functioneren van mensen als voor problemen van mensen of groepen en de wijze waarop deze voorkomen of opgelost kunnen worden. Het ontwerpen van dergelijke oplossingen, zowel in ruimtelijke zin als in beleidsmatige zin, is een belangrijk onderdeel van de opleidingen.

De faculteit heeft een dubbele opdracht: onderzoek en onderwijs. De missie van de faculteit is het verrichten van hoogwaardig wetenschappelijk onderwijs en onderzoek, in onderlinge relatie tot elkaar. De FRW stimuleert studenten en medewerkers om te excelleren. De faculteit wil talenten in onderzoek en onderwijs herkennen en erkennen. In het onderwijs kan dit bijvoorbeeld in de honourstrajecten en in de tweejarige Research Master.

De faculteit telt circa 900 studenten, bijna 70 fte wetenschappelijk personeel en ruim 13 fte ondersteunend personeel.

Het bestuur van de Faculteit Ruimtelijke Wetenschappen bestaat uit de decaan, tevens portefeuillehouder onderzoek, de vice-decaan, tevens portefeuillehouder onderwijs, en de portefeuillehouder middelen. De decaan behoort tot het hooglerarencorps van de faculteit. Decaan, vice-decaan en PH middelen worden door het College van Bestuur benoemd voor periodes van respectievelijk vier, drie en vijf jaar, met de mogelijkheid van herbenoeming. Een student is adviserend lid van het Faculteitsbestuur. Het FB geeft leiding aan de faculteit in of na overleg met de Faculteitsraad, waarin studenten en personeelsleden zijn vertegenwoordigd. De faculteit heeft een Opleidingsdirecteur die verantwoordelijk is voor de organisatie en de kwaliteit van alle bachelor- en masteropleidingen. De beleidsmedewerker Onderwijs richt zich vooral op de kwaliteitszorg van het onderwijs.

De onderwijsvisie van de FRW is vanzelfsprekend geënt op die van de RUG. De aandacht is vooral gericht op de volgende vier thema's:

1. De relatie tussen onderwijs en onderzoek. Onderzoek en onderwijs zijn in de faculteit nauw met elkaar verweven. Het onderzoek is ondergebracht in het Urban and Regional Studies Institute (URSI) en richt zich op het facultaire onderzoeksprogramma tWIST ('towards Wellbeing, Innovation and Spatial Transformation'). In tWIST werken onderzoekers van de verschillende disciplines van geografie, planologie en demografie samen.
2. Een verandering in leercultuur met een basis in betrokkenheid bij de opleiding en het vakgebied; met ambities gericht op niveau en studiesucces.
3. Internationalisering, met name gericht op de international classroom.
4. Talent(h)erkenning en waardering voor excellentie.

In paragraaf 3 van deze inleiding en in de afzonderlijke reflecties van de opleidingen zullen we verder ingaan op wat de FRW gedaan heeft op deze terreinen, in hoeverre dat succesvol is geweest en welke ambities we voor de nabije toekomst hebben.

### *2.2.1 Facultaire onderwijskwaliteitszorg*

Hoewel de organisatie van de onderwijskwaliteitszorg in principe valt onder de Instellingsaccreditatie, is deze vanzelfsprekend ook relevant voor de beoordeling van de kwaliteit van de opleidingen. Het gaat speciaal om toetsing, de Examencommissie en het evaluatiesysteem. Omdat de onderwijskwaliteitszorg vooral op het niveau van de Faculteit (en de Instelling) is georganiseerd, schetsen we hier de hoofdlijnen op facultair niveau. In de kritische reflecties worden aspecten behandeld die specifiek voor een opleiding zijn.

De toetsing van de vorderingen van de studenten verloopt volgens het opleidingsspecifieke Toetsplan. Dit plan is gebaseerd op de facultaire Nota Toetsbeleid (2012). In het Toetsplan van iedere opleiding wordt een overzicht gegeven waarin per studieonderdeel de onderwijsvormen, de opdrachtvormen en de toetsvormen worden aangegeven. De tabel laat eveneens zien in welke week de verschillende toetsen worden afgenomen. Hieruit blijkt dat bij de meeste cursussen tussentijds wordt getoetst. Er is een grote variëteit aan toetsvormen binnen de opleiding. Ook is te zien dat de werkdruk voor de student gespreid wordt.

Het belangrijkste onderdeel van het toetsplan is dat waarin per studieonderdeel staat welke eindkwalificaties ermee worden gerealiseerd. De coördinator van een opleiding maakt jaarlijks een update van het toetsplan.

Het uitgangspunt van de toetsing van een cursus is dat docenten beargumenteerd geschikte toetsvormen toepassen, gericht op de eindkwalificaties van de opleiding, de positie van de cursus in de opleiding en de leerdoelen van de cursus. Deze argumentatie is een vast onderdeel van de cursusbeschrijving die voor elk cursus binnen de opleiding wordt opgesteld. Het behalen en toetsen van de leerdoelen van een cursus zit besloten in het type toetsen en de validiteit ervan. Het behalen ervan is echter evenzeer afhankelijk van het studeergedrag van de studenten. Het monitoren en stimuleren van actief studiegedrag is daarom ook een integraal onderdeel van de visie op toetsen in de opleiding.

Studenten zijn bij aanvang van de cursus op de hoogte van de manier van toetsen en de toetscriteria. Vooraf wordt de kwaliteit van de toets beoordeeld door peer review van de toets door een ander staflid. Wie de peer review verzorgd heeft staat expliciet vermeld in de toetsbeschrijving voor studenten. Het Bureau Onderwijs checkt dat.

Binnen 10 werkdagen na het afleggen van een tentamen moet de beoordeling bekend zijn bij de studenten. Het eindcijfer van een cursus moet binnen 10 werkdagen na afloop van het blok (onderwijs+tentamenperiode) vastgesteld zijn. Voor schriftelijke tentamens wordt één hertentamen ingeroosterd. Voor andere toetsvormen maakt de docent aan het begin van de cursus bekend of en zo ja welke reparatiemogelijkheden aangeboden worden. Als een student meedoet aan een toetsingsactiviteit van een cursus krijgt hij/zij ook altijd een eindcijfer voor de cursus. Deelcijfers voor onderdelen vervallen in principe na het collegejaar en worden dus ook niet geregistreerd door het Bureau Onderwijs.

Voor tentamens geldt dat een vooraf door de docent gemaakt antwoordmodel een consequente puntentoekenning verzekert.

Voor schrijfopdrachten geldt dat de beoordelingscriteria en puntentelling tegelijk met de opdrachtformulering aan de student verstrekt worden. Dat model moet door de docent expliciet worden toegepast bij becijfering, voor optimale transparantie. De student krijgt de toegekende punten, altijd samen met feedback, meegedeeld. Voor houding en inzet geldt dat de docent een student bij passief gedrag direct daarop aanspreekt, om tijd voor verbetering te bieden.

Toetsing is een onderdeel van de cursus- en curriculumevaluaties die achteraf worden uitgevoerd. Daarin kunnen de studenten aangeven in hoeverre de toetsen aansluiten bij de leerdoelen van een cursus. In de Opleidingscommissies worden de uitslag van een toets en de evaluaties besproken. Afgevaardigden van Pro Geo wonen de OC-vergaderingen bij als toehoorder. De coördinator van de opleiding is geen lid van de OC, maar kan de vergaderingen ook bijwonen als toehoorder. Pro Geo is een stichting van FRW-studenten die zich richt op zaken zoals de kwaliteit van het onderwijs, studentenvoorzieningen, huisvesting, enz. Het bestuur van Pro Geo bestaat uit de studentenfractie van de Faculteitsraad.

De voorzitter van de OC is verantwoordelijk voor eventuele praktische acties richting de docenten waartoe de OC besluit. De coördinator van de opleiding en de Opleidingsdirecteur

kunnen daarbij ingeschakeld worden. De opleidingsdirecteur is verantwoordelijk voor het bewerkstelligen van eventuele strategische veranderingen.

Resultaten van alle cursussen en evaluaties worden gemonitord door het onderwijsmanagement van de FRW. De beleidsmedewerker Onderwijs voert daartoe de relevante gegevens in in een spreadsheet waarin alle cursussen vermeld staan, met uitslagen en evaluatiescores. Een kleurcodering geeft aan of er aspecten zijn die nadere aandacht behoeven. Dit schema is via de Elektronische Leeromgeving beschikbaar voor alle stafleden en de studentleden van F-raad en OC's. Bij resultaten of evaluaties die aandacht verdienen neemt de opleidingsdirecteur contact op met de betreffende docent en wordt er een verbeterplan opgesteld om een oplossing te bereiken. Evaluaties zijn openbaar en worden ook via de elektronische leeromgeving beschikbaar gesteld aan de studenten die de cursus gevolgd hebben, aan de leden van OC's en de F-raad, en aan alle onderwijsgevende stafleden van de FRW.

### *2.2.2 Examencommissie*

De kwaliteit van de toetsing wordt bewaakt door de Examencommissie. Deze functioneert volgens de Wet op het Hoger Onderwijs. De faculteit kent één examencommissie (EC) voor alle opleidingen. De FRW hecht zeer aan de onafhankelijke rol van de Examencommissie in deze. De Examencommissie heeft een extern lid op basis van haar deskundigheid op het terrein van toetsing. De Examencommissie vergadert iedere 6 weken, of vaker indien noodzakelijk.

Studenten kunnen bij de Examencommissie bezwaar aantekenen wanneer zij menen onterecht te zijn becijferd, of wanneer ze vanwege zwaarwegende omstandigheden een bijzondere herkansing vragen.

Jaarlijks (her-)beoordeelt de Examencommssie een aantal toetsen, waarbij tentamens met een laag rendement en/of minder goede studentenevaluatie voorrang krijgen. Bachelor- en master theses worden steekproefsgewijs her-beoordeeld.

### *2.2.3 Evaluatie-systeem*

De evaluaties binnen de opleiding maken onderdeel uit van de PDCA-cyclus van onderwijskwaliteitszorg. De FRW voert de volgende evaluaties uit:

- Cursusevaluaties, inclusief de bachelor thesis en master thesis
- Curriculum evaluatie gehele programma (Bachelor of Master)
- Curriculum evaluatie bachelor jaar 1 (propedeuse)
- Curriculum evaluatie bachelor jaar 2
- Panelevaluaties in het kader van verbeterplannen van cursussen
- Overige evaluaties

Bij het reguliere tentamen van iedere cursus (of een vergelijkbaar toetsmoment indien op ander wijze dan met ene tentamen getoetst wordt) krijgen studenten een standaard evaluatieformulier (zie bijlage 5). De respons is daardoor hoog. Er worden onder andere vragen gesteld over de docent, de rode draad in de cursus, literatuur, de toetsing, feedback op opdrachten, de organisatie van de cursus en de plaats van de cursus in de opleiding. Studenten geven ook een rapportcijfer aan de cursus (schaal 1-10).

De curriculumevaluaties kregen vroeger een veel te lage respons omdat de studenten in de afstudeerfase moeilijk te bereiken waren en na het afstuderen nog maar matig in de evaluatie geïnteresseerd waren. In het collegejaar 2011-2012 is daarom een systematische curriculum-evaluatie ingevoerd die gekoppeld is aan het inleveren van de thesis en daarmee aan het afstuderen. Na afronding van de thesis dient deze verplicht geüpload te worden naar het Universitair DataArchief (UDA). Dat gebeurt in een web-based procedure waarin een aantal stappen doorlopen dient te worden, waaronder het invullen van de curriculumevaluatie. Deze stap gaat vooraf aan het uploaden van de thesis zelf. Zo wordt een relatief hoog invulpercentage

bereikt en wordt tevens bereikt dat de evaluatie van de opleiding een logische stap is die hoort bij het onderwijsprogramma.

De curriculumevaluaties van jaar 1 en van de bachelors worden in de collegezaal afgenomen, direct bij de aanvang van het volgende studiejaar.

## 2.3 De wijze waarop de kritische reflecties tot stand zijn gekomen

Elke opleiding van de FRW heeft een coördinator die verantwoordelijk is voor de organisatie van zijn/haar opleiding. De coördinator is een lid van de wetenschappelijke staf die in nauw overleg staat met de leerstoelhouder die verantwoordelijk is voor het vakgebied. De coördinator bewaakt ook de kwaliteit van de opleiding. De coördinatoren zijn degenen die de kritische reflectie van hun opleiding hebben geschreven, in overleg met de leerstoelhouders.

Het schrijfproces is vanuit het onderwijsmanagement aangestuurd door de portefeuillehouder onderwijs en de opleidingsdirecteur, met ondersteuning van het Bureau Onderwijs. Tijdens speciale sessies van het vaste opleidingscoördinatorenoverleg is onder leiding van de opleidingsdirecteur allereerst teruggekeken op de vorige visitatie en is de route uitgestippeld waarlangs de reflecties tot stand zijn gekomen. In overleg is een model- indeling tot stand gekomen voor de reflecties.

Uitdrukkelijk is gepoogd om de kwaliteit en daarmee het nut van de reflecties te verhogen door onderling overleg tussen coördinatoren en onderwijsmanagement. Tegelijkertijd is de faculteit van mening dat de opleidingen verschillend van karakter mogen en moeten zijn vanwege verschillen in de vakgebieden waarvoor opgeleid wordt, en in de beoogde doelgroepen studenten, en dat die verschillen tot uitdrukking moeten komen in de kritische reflecties.

De concept kritische reflecties zijn voor commentaar voorgelegd aan de Universitaire Commissie voor het Onderwijs (UCO) die een advies formuleert ten behoeve van het College van Bestuur. Wanneer advies en kritische reflecties met elkaar in evenwicht gebracht zijn, worden de reflecties door het Faculteitsbestuur aan het College van Bestuur aangeboden ter finale vaststelling.

De concept versies zijn besproken in de betrokken opleidingscommissies, in de basiseenheden, in de Faculteitsraad en in de facultaire commissie *Educational Strategy and Quality*, de facultaire denktank voor onderwijs. Ze zijn tevens op de Nestor (Blackboard) onderwijs-community van de faculteit ter inzage gegeven aan de brede gemeenschap van betrokkenen bij het onderwijs. Op deze wijze is getracht ruime bekendheid en een brede input te krijgen voor de reflecties, zowel onder docenten als studenten, en de reflecties al tijdens het schrijfproces te laten functioneren als instrumenten om de kwaliteit van de opleidingen verder te verhogen.

## 2.4 Het disciplinair referentiekader

De eindkwalificaties van de opleidingen zijn opgesteld in lijn met het disciplinair referentiekader Ruimtelijke Wetenschappen dat in 2006 is opgesteld en in 2012 is bijgesteld en geherformuleerd binnen het Disciplineoverleg Sociale Geografie en Planologie. In dit overleg zijn de universitaire opleidingen op het terrein van de Ruimtelijke Wetenschappen in Nederland vertegenwoordigd (UU, UvA, RU en RUG). Het Disciplineoverleg formuleert algemene eindkwalificaties op basis van de Dublin Descriptoren en in vergelijking met internationale benchmarkopleidingen. Deze worden gespecificeerd door de opleidingen. Doordat in het Disciplineoverleg alle Nederlandse opleidingen sociale geografie en planologie vertegenwoordigd zijn, geeft het referentiekader automatisch een Nederlandse benchmark voor alle opleidingen.

# 3 Algemene verbeterpunten naar aanleiding van de vorige visitatie

Het eindverslag van de vorige accreditatieronde bevat opmerkingen en kanttekeningen ten aanzien van de kwaliteit van de opleidingen en van de kwaliteitszorg. Deze zijn door de Opleidingsdirecteur gestructureerd in matrixvorm en stelselmatig onder de aandacht van de betrokkenen gebracht, met name tijdens het coördinatorenoverleg. Deze tabel is als onderdeel van de facultaire kwaliteitszorg geplaatst in het Quamatrix-systeem van de RUG waarin alle documenten die relevant zijn op het terrein van onderwijskwaliteitszorg, zijn opgeslagen volgens een instellingsformat. Bovendien is de tabel geplaatst op de Nestor (Blackboard)-community die de FRW gebruikt om staf en studenten te informeren en te laten communiceren over onderwijs-gerelateerde zaken. Omdat de vorige accreditatie nog onder het oude regime plaats vond, heeft een aantal aspecten betrekking op de organisatie van de kwaliteitszorg, die onder het nieuwe regime ondergebracht is bij de Instellingsaccreditatie. Deze aspecten blijven buiten beschouwing in deze kritische reflecties.

We bespreken de belangrijkste facultaire aspecten gezamenlijk, om een overzichtelijk beeld te geven van de verbeterpunten en genomen acties. De aspecten die betrekking hebben op specifieke opleidingen zelf, worden in de betreffende reflectie behandeld.

## 3.1 Relatief groot aantal opleidingen

De vorige visitatiecommissie plaatste vraagtekens bij de keuze van de FRW bij de invoering van de bachelor-master-structuur om, in tegenstelling tot de zusterfaculteiten (UU, UvA en RU), een relatief groot aantal masteropleidingen aan te bieden. In de visie van de RUG en van de faculteit is de essentie van het Verdrag van Bologna echter dat bachelor- en master-opleidingen gezien worden als aparte opleidingen. De studenten moeten na afronding van hun Bachelor bewust kiezen voor een zelfstandige Master. Uit die visie volgt dat er een breed palet aan specialistische, puntige Masters aangeboden wordt.

De bedenkingen van de commissie hebben wel geleid tot interne discussie over deze keuze, maar niet tot een bijstelling. De strategie blijkt namelijk succesvol te zijn. De masteropleidingen van de FRW trekken veel studenten van buitenaf. Dat blijkt bijvoorbeeld uit de verhouding tussen het aantal master- en bachelorbullen dat de FRW jaarlijks uitreikt. In 2011-2012 was die verhouding bijna 2: 199 master-diploma's tegenover 103 bachelor-diploma's. Het blijkt nog duidelijker uit gedetailleerde gegevens over de herkomst van de instroom in de opleidingen (zie bijlage 3, panel A). Van de instroom in de masters van de FRW is slechts 39% afkomstig uit de eigen bachelors; de overige 61% komt van elders. Tegelijkertijd stroomt wel meer dan 80% van de bachelorstudenten door naar de masters van de eigen faculteit. Van de zusterfaculteiten scoort alleen de Radboud Universiteit op beide aspecten hoger met zijn geografie- en planologieopleidingen. Binnen de RUG is de FRW het meest succesvol in het aantrekken van studenten van elders in zijn masterprogramma's (zie bijlage 3, panel B).

Om te zorgen dat het voor wat betreft leer- en doceerkwaliteit ook mogelijk blijft om een groot aantal master-opleidingen te blijven aanbieden, is de FRW voortdurend bezig om de synergie tussen de opleidingen zo groot mogelijk te laten zijn en daarmee de doceerbaarheid. Daarom is vorig jaar bijvoorbeeld door het onderwijsmanagement in overleg met de coördinatoren een nieuw standaardmodel voor de organisatie van de masters ontwikkeld en ingevoerd en zijn afspraken gemaakt over de uitwisseling van verplichte en keuzecursussen.

Een verwante opmerking van de vorige visitatiecommissie was dat het niveauverschil tussen bachelor en master te groot was. Analyse hiervan door betrokkenen (faculteitsbestuur, onderwijsmanagement, staf, studenten) leerde dat het probleem vooral zat in een relatief lichte bachelor. Deze is verzwaard, zowel qua inhoud als wat betreft vereist leergedrag. De invoering van de BSA aan de RUG heeft hieraan mede bijgedragen, maar ook de herijking van het

toetsbeleid (minder herkansingen, vastgelegde reparatie-mogelijkheden in plaats van uitgestelde deadlines, geen extra mondelinge tentamens, geen 'bezemgroepen' meer, etc.). De faculteit blijft het verbeterproces dat in gang gezet is monitoren, onder andere door gestructureerde curriculumevaluaties.

## 3.2 Organisatie van het onderwijs

Een andere opmerking van de vorige visitatie betrof de suggestie om de organisatie van het onderwijs minder volgens de lijnen van de vier basiseenheden te laten lopen. Dat geldt het duidelijkst voor de bachelor SG&P, waarin het onderwijs door alle vier basiseenheden verzorgd wordt. De FRW heeft inmiddels een aantal stappen gezet in deze richting. In 2012 is een Bureau Onderwijs opgezet dat de centrale facultaire organisatie voor onderwijs is (zie bijlage 4). Het is wel zaak om de nieuwe facultaire onderwijsorganisatie geleidelijk te laten groeien, met instandhouding van de disciplinaire betrokkenheid van de basiseenheden. De voorzitters van de basiseenheden zijn de werkleiders van de stafleden; de allocatie van de bemensing van het onderwijs verloopt via de basiseenheden verlopen. De Opleidingsdirecteur en PH Onderwijs beheren het facultaire Taakbelastingsmodel Onderwijs en baseren hierop de capaciteitsverdeling.

De communicatie over onderwijsaangelegenheden met alle betrokkenen, die eerst vooral verliep via de basiseenheden, is thans anders opgezet. Er is een Nestor (Blackboard)-community opgezet waar allerlei documentatie terug te vinden is die voor docenten en (betrokken) studenten relevant is. Deze wordt ook voor communicatie over het onderwijs gebruikt met het opleidingsmanagement, OC's, F-raad, docenten en studenten.

Een verwant punt van de visitatiecommissie betrof de geringe effectiviteit van het onderwijs-management. De maatregelen die getroffen zijn, omvatten onder andere de instelling van het Bureau Onderwijs, de instelling van een specifieke functie van opleidingsdirecteur (voor 0.8 fte, tevens hoofd Bureau Onderwijs), en de aanstelling van coördinatoren voor de bachelor-opleidingen (De afzonderlijke masteropleidingen hadden al coördinatoren). Bovendien is tijd die besteed werd en wordt aan onderwijsmanagement, nu zichtbaar gemaakt in het taakbelastingsmodel. Al deze maatregelen zijn erop gericht het voor stafleden ook daadwerkelijk mogelijk te maken actief bezig te zijn met onderwijsmanagement op cursus-overstijgend niveau.

## 3.3 Koppeling werkveld en onderwijs; stages

De visitatiecommissie constateerde dat de (zichtbaarheid van de) relatie tussen opleiding en afnemend beroepenveld verbeterd zou kunnen worden. De FRW onderschrijft het centrale RUG-beleid op dit punt. Een onderdeel van het RUG-beleid is dat alle opleidingen een Raad van Advies (RvA) instellen waarin vertegenwoordigers uit het afnemend veld zitting hebben. De RvA kan gevraagd en ongevraagd advies geven over de inhoud van de opleidingen en de eindkwalificaties. De FRW heeft er voor gekozen om voor alle opleidingen gezamenlijk een RvA op te zetten. De voorbereidingen daarvoor zijn getroffen en een van de Innovatiedocenten gaat dit verder vormgeven en coördineren.

RUG-breed is ook begonnen alle arbeidsmarkt gerelateerde activiteiten te bundelen onder een gemeenschappelijk label, namelijk NEXT. De FRW participeert daarin en volgt het Instellingsbeleid. De eerder genoemde innovatiedocent is tevens aangesteld als NEXT-coördinator voor de FRW. Deze coördinator zal bestaande activiteiten op dit gebied beter en nadrukkelijker over het voetlicht brengen bij de studenten en zal ook nieuwe activiteiten gaan ontplooien.

Voor wat betreft het aanbieden van stages is het facultaire beleid ongewijzigd. De FRW vindt stages moeilijk onder te brengen in onderzoeksgerichte 1-jarige Masterprogramma´s. De FRW heeft niet de mogelijkheden om stages gestructureerd zelf te gaan organiseren en aan te bieden.

Stages blijven altijd mogelijk voor studenten, indien deze gerelateerd zijn aan de leerdoelen van een cursus.

## 3.4 Relatie onderwijs-onderzoek

De visitatiecommissie wees op een te versterken relatie tussen het onderzoek en het onderwijs aan de FRW. Dit past volledig in de onderwijsvisie van de RUG. De faculteit heeft dit voor het bachelor-niveau dan ook van harte onderschreven en meteen gereageerd door een UD aan te trekken die als specifieke taak heeft het onderzoek beter te verankeren in het onderwijs. In de visie van de FRW dient dat te gebeuren door studenten meer onderzoek te laten doen en docenten vanuit onderzoek te laten doceren.

De nieuw aangestelde UD coördineert een afzonderlijke onderzoeksleerlijn binnen beide bachelors en stimuleert de integratie van onderzoek in de Masters. Met de herstructurering van de bachelor SG&P (zie aldaar in de kritische reflectie) is de leerlijn onderzoek nog weer sterker aangezet. De leerlijn is breder gemaakt en omvat niet alleen methoden-cursussen, maar bijvoorbeeld ook typisch geografische onderzoeksmethoden als veldwerken en excursies. Cursussen gericht op gebruik van GIS in het onderzoek zijn eveneens ondergebracht in de onderzoekslijn, om ze een prominentere plek in de curricula te geven. Op Master-niveau wordt nu ook een advanced GIS-cursus aangeboden. Bovendien wordt aandacht besteed aan de academische attitude die aan de basis van goed onderzoek ligt. Illustratief is de naamswijziging van de leerlijn van “methoden” naar “onderzoek.” Onderzoeksactiviteiten worden ook benadrukt in de reguliere cursussen.

De Masteropleidingen waren al sterker onderzoeks-georiënteerd, maar ook hier is de onderzoek-oriëntatie vergroot, met name in de Master Vastgoed.

## 3.5 Werkdruk docenten

De visitatiecommissie beoordeelde de door docenten gevoelde werkdruk als een aandachtspunt. Een paradox is dat de werkdruk mede ontstaat omdat de stafleden van de FRW sterk gecommitteerd zijn aan hun cursus en de opleidingen waar ze in participeren. Daardoor is het voor velen lastig om doceer-efficiëntie mee te nemen in de planning van een cursus of opleiding. De gedachte is dat de kwaliteit van het onderwijs daaronder zou kunnen leiden.

De faculteit heeft meteen na de vorige visitatie maatregelen genomen om de werkdruk terug te brengen. Dat resulteerde in een toename van voor onderwijs beschikbare fte (berekend als totaal aantal fte in het taakbelastingsmodel minus toegekende onderzoekstijd) van 20,8 (2004-2005) tot 23,7 (2007-2008).Uit door de Instelling toegekende middelen (de Innovatiegelden) zijn recentelijk drie docenten aangetrokken die zittende stafleden de ruimte bieden om verder te innoveren in het onderwijs. Bovendien zijn drie extra posities gecreëerd op het terrein van de onderzoeksprofilering van de faculteit, en 1 extra UD specifiek voor de master Vastgoedkunde / Real Estate Studies. De voor onderwijs beschikbare tijd wordt op deze manier uitgebreid tot 28,4 fte (2013-2014). De student-stafratio is in de periode sinds de vorige visitatie gedaald tot een niveau dat aanvaardbaar is voor opleidingen in deze disciplines (student/staf-ratio 39,5). Jaar-op-jaarverschillen en verschillen tussen opleidingen blijven bestaan.

## 3.6 Docentkwaliteit en toetsing

De visitatiecommissie formuleerde zorgen over de kwalificaties van docenten om groepswerk van studenten te begeleiden. De faculteit heeft dit breder getrokken en veel werk gemaakt van de noodzaak om docenten de BKO-kwalificatie te laten behalen. Inmiddels april 2013 - heeft 58% van de docenten de BKO al behaald (Instellingsdata; FRW is daarmee de op een na hoogst scorende faculteit aan de RUG). Daarnaast is 25% bezig in een BKO-traject. Behaalde BKO-certificaten worden openbaar uitgereikt tijdens een faculteitsbrede feestelijke bijeenkomst, om daarmee de cultuur van het belang van onderwijskwaliteit te versterken.

De laatste twee jaar is binnen de FRW veel veranderd in het toetsbeleid. De Nota Toetsbeleid (2012) heeft toetsing faculteitsbreed gemoderniseerd. De rol van toetsing als leerinstrument is geëxpliciteerd en gecommuniceerd naar docenten en studenten (stimulering van tussentijdse toetsing en digitale toetsing, toetsing als thema onderwijsdag). Kwaliteitszorg rond toetsing is beter georganiseerd (toetsplan per opleiding, verplichting transparante peer-review van tentamens, heldere beoordelingsprotocollen theses). Van belang is ook de veranderde wetgeving rond de Examencommissies, die nu verantwoordelijk zijn voor de kwaliteit van de toetsing. De FRW hecht sterk aan de onafhankelijke positie van de Examencommissie.

# Bijlagen

## Bijlage 1 Domeinspecifiek referentiekader ten behoeve van de heraccreditatie van de bacheloropleidingen binnen het domein Sociale Geografie en Planologie (inclusief Demografie, Vastgoedkunde en Milieu)

Vastgesteld door het Disciplineoverleg Sociale Geografie en Planologie van de Vereniging van Universiteiten VSNU op 16 mei 2012 te Utrecht

### Inleiding

De accreditatie van de bacheloropleidingen Sociale Geografie en Planologie en de daarop aansluitende masteropleidingen aan de Nederlandse universiteiten loopt tot eind 2014. Ten behoeve van de heraccreditatie zullen de opleidingen in 2013 worden gevisiteerd. Het Disciplineoverleg Sociale Geografie en Planologie binnen de VSNU heeft in 2011 het initiatief genomen om een gemeenschappelijk referentiekader voor de heraccreditatie te ontwikkelen. De heraccreditatie betreft alle bachelor- en masteropleidingen binnen het domein, te weten de bacheloropleidingen Sociale Geografie en Planologie van de Universiteit van Amsterdam, Rijksuniversiteit Groningen en Universiteit Utrecht, Technische Planologie van de Rijksuniversiteit Groningen en Geografie, Planologie en Milieu van de Radboud Universiteit Nijmegen en de masteropleidingen Sociale Geografie en Planologie van de Universiteit van Amsterdam, Culturele Geografie, Economische Geografie, Vastgoedkunde, Sociale Planologie, Environmental and Infrastructure Planning en Population Studies van de Rijksuniversiteit Groningen, Human Geography, 'Planet Europe' en Planologie van de Radboud Universiteit Nijmegen en Sociale Geografie, International Development Studies en Planologie van de Universiteit Utrecht en de interuniversitaire masteropleiding Geographical Information Management and Applications (GIMA) van de Universiteit Utrecht, Technische Universiteit Delft, Universiteit Twente en Wageningen UR. De Dublin descriptoren vormen het uitgangspunt voor het referentiekader. In de Dublin descriptoren worden bachelor-opleidingen aangeduid als *first cycle*, master-opleidingen als *second cycle*. Het referentiekader bouwt enerzijds voort op Nederlandse voorbeelden, te weten: Het referentiekader van de visitatie Sociale Geografie, Planologie en Demografie 2007[1], het Domeinspecifieke Referentiekader Sociologie 2011, het Referentiekader CA/OS 2011 voor de opleidingen Culturele Antropologie en Niet-Westerse Sociologie en het Domeinspecifieke referentie kader voor de opleidingen Algemene Sociale Wetenschappen 2011. Anderzijds is gebruik gemaakt van referentiekaders voor Sociale Geografie uit het buitenland, te weten Vlaanderen[2], Verenigd Koninkrijk[3] en Australie[4] en van de Association of European Schools of Planning AESOP[5].

Een domeinspecifiek referentiekader formuleert in algemene zin de domeinspecifieke eisen waaraan de opleidingen moeten voldoen. Deze eisen hebben betrekking op twee vragen:

1. Wat mag van een afgestudeerde worden verwacht?
2. Wat mag van een opleiding worden verwacht?

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[1] Onderwijsvisitatie Sociale Geografie, Planologie en Demografie. Utrecht: QANU, 2008, pp. 17-20
[2] De Onderwijsvisitatie Geografie Vlaanderen. Den Haag: NVAO, 2009, pp. 18-28
[3] Geography 2007. Gloucester: The Quality Assurance Agency for Higher Education, 2007
[4] Geography Learning and Teaching Academic Standards Statement. Canberra: Australian Learning & Teaching Council, 2010
[5] Eindtermen voor planologieopleidingen, geformuleerd door de Werkgroep Onderwijs van de Association of European Schools of Planning (AESOP), In: Onderwijsvisitatie Sociale Geografie, Planologie en Demografie. Utrecht: QANU, 2008, p.21

**Het domein Sociale Geografie en Planologie in Nederland**

Het domein Sociale Geografie en Planologie is een breed domein met een duidelijke kern, maar ook met een eigen profilering van de verschillende opleidingen. Het domeinspecifieke referentiekader legt de nadruk op de gemeenschappelijke criteria die voor alle opleidingen gelden, maar biedt nadrukkelijk ruimte voor profilering van de afzonderlijke opleidingen. De afzonderlijke opleidingen zullen in hun zelfstudies aangeven op welke wijze zij zich profileren ten opzichte van het gemeenschappelijke kader.

In het domein Sociale Geografie en Planologie staat de complexe relatie tussen mens en omgeving centraal. Het kunnen denken in tijdruimteperspectief en ruimtelijke schaalniveaus (lokaal, regionaal, nationaal, mondiaal) en de relaties tussen die niveaus is daarbij essentieel. Een afgestudeerde binnen dit domein heeft oog voor ontwikkelingen binnen en verschillen tussen economische, sociale en politieke systemen, culturen en landschappen en de relaties daartussen, wereldwijd. Een internationale oriëntatie is daarbij onontbeerlijk. Centrale begrippen in het domein zijn ruimte ('space'), plaats ('place'), regio, locatie, schaal, netwerken, verbindingen ('linkages'), ruimtelijk gedrag, 'place attachment', ruimtelijke kwaliteit, ruimtelijke inrichting en ruimtelijke interventies. Het domein heeft zich in de afgelopen decennia ontwikkeld in een richting waarin vraagstukken van sociaal-ruimtelijke ongelijkheid, verdelingsvraagstukken, rechtvaardigheid ('social and spatial/environmental justice'), duurzaamheid, governance, (sociale en ruimtelijke) diversiteit en identiteit centraal zijn komen te staan. Niet alleen analyse van deze vraagstukken maar ook ontwerp en interventies die gericht zijn op het oplossen van sociaal-ruimtelijke vraagstukken staan centraal. Het domein Sociale Geografie en Planologie heeft zich ontwikkeld in een richting die nauw aansluit bij andere sociale wetenschappen. Omgekeerd heeft binnen andere sociaal-wetenschappelijke disciplines een 'spatial turn' plaatsgevonden. Het domein Sociale Geografie en Planologie wordt gekenmerkt door een integratief en multidisciplinair karakter binnen het veld van de sociale wetenschappen waarin de tijd-ruimte dimensie centraal staat. De mate van interdisciplinariteit en de accenten daarin variëren tussen de universiteiten. Afgestudeerden in het domein beschikken enerzijds over kennis en vaardigheden die kenmerkend zijn voor het domein als geheel, maar hun kennis en vaardigheden weerspiegelen tevens de accenten en zwaartepunten die lokaal in onderzoek en onderwijs worden aangebracht. De opleidingen zullen in hun zelfstudies deze lokale accenten expliciteren.

'Experiential learning' speelt een belangrijke rol in de wijze waarop sociaal geografen en planologen worden geschoold in hun discipline. Veldwerk met dataverzameling op locatie is een belangrijk instrument om inzicht te verwerven in het tijd- en plaatsgebonden karakter van sociale, demografische, culturele, politieke en economische verschijnselen en ontwikkelingen. Door middel van het zelf ervaren van diversiteit in een andere dan de eigen vertrouwde context leren studenten oog te krijgen voor ruimtelijke verscheidenheid binnen en tussen landen.

Afgestudeerden in het domein Sociale Geografie en Planologie beschikken over de kennis van de algemene sociaalwetenschappelijke methoden en technieken en het vermogen deze adequaat toe te passen. Daarnaast worden zij geschoold in de domeinspecifieke onderzoeksmethoden en technieken, zoals GIS.

De opleidingen bereiden voor op een diverse beroepspraktijk. Afgestudeerden in het domein Sociale Geografie en Planologie zijn werkzaam in een uiteenlopende reeks beroepen en sectoren. Kenmerkende beroepen zijn onderzoeker, docent, consultant, beleidsmedewerker en projectmanager. Kenmerkend voor die beroepen is veelal dat integrale benaderingen van vraagstukken en een duidelijke relatie met ruimtelijke en regionale invalshoeken een belangrijke rol spelen, zeker in de eerste fasen van de loopbaan. Studenten met specialistische masteropleidingen komen doorgaans in direct met de specialisatie samenhangende beroepen terecht, zoals ruimtelijke ordening, stedelijk beleid, bouwen en wonen, regionaal beleid, verkeer

en vervoer of milieubeleid. De zelfstudies van de afzonderlijke opleidingen zullen specifiek ingaan op de beroepen en sectoren waarin de afgestudeerden werkzaam zijn.

**Kwalificaties Bachelor**

Dublin descriptor *Kennis en inzicht*

*heeft aantoonbare kennis en inzicht van een vakgebied, waarbij wordt voortgebouwd op het niveau bereikt in het voortgezet onderwijs en dit wordt overtroffen; functioneert doorgaans op een niveau waarop met ondersteuning van gespecialiseerde handboeken enige aspecten voorkomen waarvoor kennis van de laatste ontwikkelingen in het vakgebied vereist is*

- heeft basiskennis over de aard, de geschiedenis en de voornaamste theoretische en methodologische grondslagen van het domein Sociale Geografie en Planologie en de verschillende (sub)disciplines en de inbedding van die disciplines binnen de sociale wetenschappen;
- beschikt over kennis van methoden en technieken van sociaal-wetenschappelijk onderzoek;
- beschikt over basiskennis van kwantitatieve en kwalitatieve ruimtelijke dataverzameling- en analysetechnieken, waaronder GIS;
- beschikt over basiskennis van en inzicht in de belangrijkste maatschappelijke instituties en problemen van de samenleving voor zover passend binnen het domein van de Sociale Geografie en Planologie;
- beschikt op algemeen niveau over wetenschappelijke kennis, inzicht en (onderzoeks)vaardigheden die haar/hem in staat stellen om beroepen passend bij het domein Sociale Geografie en Planologie uit te oefenen dan wel deel te nemen aan een verwante masteropleiding.

Dublin descriptor *Toepassen van kennis en inzicht*

*Is in staat zijn/haar kennis en inzicht op een dusdanige wijze toe te passen, dat dit een professionele benadering van zijn/haar werk of beroep laat zien, en beschikt verder over competenties voor het opstellen en verdiepen van argumentaties en voor het oplossen van problemen op het vakgebied*

- is in staat een zelfstandige bijdrage te leveren aan het definiëren, analyseren en oplossen van vragen en problemen door middel van wetenschappelijk onderzoek binnen het domein Sociale Geografie en Planologie;
- is in staat sociaalgeografisch en planologisch denken op creatieve, kritische en passende wijze toe te passen in specifieke probleemsituaties binnen een specifieke tijdruimtecontext;
- is in staat om zijn/haar kennis, inzicht en vaardigheden in overeenstemming met criteria van intellectuele integriteit toe te passen in relevante beroepspraktijken dan wel in een verwante masteropleiding en daarbij probleemoplossend te werk te gaan.

Dublin descriptor *Oordeelsvorming*
*Is in staat om relevante gegevens te verzamelen en interpreteren (meestal op het vakgebied) met het doel een oordeel te vormen dat mede gebaseerd is op het afwegen van relevante sociaal-maatschappelijke, wetenschappelijke of ethische aspecten*

- is in staat om op een wijze die binnen het domein Sociale Geografie en Planologie gebruikelijk is relevante gegevens te verzamelen, bewerken en interpreteren en er over te rapporteren gebaseerd op het afwegen van maatschappelijke, wetenschappelijke en ethische aspecten;
- is in staat effectief data te verzamelen onder andere door veldwerk uit te voeren (rekening houdend met ethische aspecten), kan uiteenlopende vormen van data (statistische gegevens, survey data, interviews, geschreven teksten, kaarten en andere visualiseringen) analyseren en interpreteren en zich op basis daarvan een oordeel vormen over binnen het domein relevante vraagstukken;
- is in staat uiteenlopende gezichtspunten, argumenten en kennisbronnen te onderkennen, kritisch te beoordelen en te synthetiseren in het oplossen van sociale, ruimtelijke en ontwerpvraagstukken.

Dublin descriptor *Communicatie*
*Is in staat informatie, ideeën en oplossingen over te brengen op een publiek bestaande uit specialisten of niet-specialisten*

- is in staat informatie, kennis, ideeën en oplossingen die voortkomen uit wetenschappelijke en professionele activiteiten op het gebied van het domein Sociale Geografie en Planologie mondeling, schriftelijk en visueel over te brengen op een publiek bestaande uit specialisten en/of niet-specialisten;
- is in staat input van anderen en de uitkomsten van debat met anderen op te nemen en te integreren in het eigen werk.

Dublin descriptor *Leervaardigheden*
*Bezit de leervaardigheden die noodzakelijk zijn om een vervolgstudie die een hoog niveau van autonomie veronderstelt aan te gaan*

- is in staat om effectief en efficiënt de voor een bepaald probleem relevante informatie te verzamelen en te beoordelen;
- bezit de leervaardigheden om zelfstandig vanuit een integrale benadering effectief en verantwoordelijk te werken in een team van deskundigen met verschillende expertise;
- bezit de leervaardigheden die noodzakelijk zijn voor het succesvol volbrengen van een masteropleiding.

**Kwalificaties bachelor opleidingen**
Voor het bereiken van bovengenoemde eindkwalificaties mag van de bachelor opleidingen worden verwacht dat zij:

- studenten introduceren in de voornaamste historische en actuele inzichten en ontwikkelingen binnen het domein Sociale Geografie en Planologie;
- studenten kennis laten maken met de voornaamste theoretische en methodologische grondslagen van dit domein;
- als sluitstuk van de bacheloropleiding van studenten vragen om onder begeleiding een onderzoek op te zetten en uit toe voeren waarin hij/zij in een individueel werkstuk kan laten zien dat hij/zij de kennis en vaardigheden heeft verworven die van een bachelor mag worden verwacht;
- studenten voldoende en relevante keuzemogelijkheden bieden bij de inrichting van hun studie, in het bijzonder waar het gaat om de overgang van bachelor- naar masteropleiding;

- studenten een stimulerende en doeltreffende leeromgeving bieden met mogelijkheden tot veldwerk, excursies en praktijkleersituaties, met zelfwerkzaamheid en daarop aansluitende onderwijsvormen, met aansprekend onderwijsmateriaal, materiële voorzieningen en gebruik van hedendaagse ICT-voorzieningen waaronder GIS, en met een inspirerende en activerende rol van de docent;
- studenten een helder beeld geven van de mogelijkheden tot vervolgopleiding en de latere beroepspraktijk;
- studenten een adequaat systeem van studieloopbaanbegeleiding bieden;
- een goed functionerend systeem van interne kwaliteitszorg onderhouden;
- voldoende verwevenheid tussen onderwijs en onderzoek bieden;
- een goed personeelsbeleid voeren, inclusief functioneringsgesprekken, deskundigheidsbevordering en een gelijkwaardige rol van onderwijs en onderzoek in het carrièreperspectief van stafleden.

# Bijlage 2 Domain specific frame of reference for the reaccreditation of the master programmes in the domain of Human Geography and Spatial Planning (including Population Studies, Environmental and Infrastructure Planning, Vastgoedkunde and Environment)

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

## Introduction

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

This frame of reference is based on the Dublin descriptors. The frame of reference forms partly a continuation of examples from the Netherlands ('Het referentiekader van de visitatie Sociale Geografie, Planologie en Demografie 2007[6] for the bachelor and master programmes in the domain of Human Geography and Spatial Planning, the 'Domeinspecifieke Referentiekader Sociologie 2011' for the bachelor and master programmes Sociology, 'Het Referentiekader CA/OS 2011' for the bachelor and master programmes Anthropology and Non-Western Sociology and the 'Domeinspecifiek referentie kader 2011' for the bachelor programmes Social Sciences). At the same time it is inspired by foreign examples: Flanders[7], United Kingdom[8] and Australia[9] and the Association of European Schools of Planning AESOP[10].

A domain specific frame of reference formulates the domain specific requirements for the educational programmes in a broad sense. These requirements deal with two issues:
1. What do we expect from a graduate?
2. What do we expect from the educational programmes?

The Master programme (second cycle) builds upon the competences that students have acquired in the Bachelor (first cycle), and prepares for the PhD (third cycle) and the labour market. Master programmes (or tracks within a programme) are more specialized than bachelor programmes. According to the Bologna treaty, Master programmes must be treated as complete

[6] Onderwijsvisitatie Sociale Geografie, Planologie en Demografie. Utrecht: QANU, 2008, p. 17-20.
[7] De Onderwijsvisitatie Geografie Vlaanderen. Den Haag: NVAO, 2009, pp. 18-28.
[8] Geography 2007. Gloucester: The Quality Assurance Agency for Higher Education, 2007.
[9] Geography Learning and Teaching Academic Standards Statement. Canberra: Australian Learning & Teaching Council, 2010.
[10] Eindtermen voor planologieopleidingen, geformuleerd door de Werkgroep Onderwijs van de Association of European Schools of Planning (AESOP), In: Onderwijsvisitatie Sociale Geografie, Planologie en Demografie. Utrecht; QANU, 2008, pp.21.

programmes. Students entering a Master programme may have finished a related Bachelor programme at the same Faculty or University, a Bachelor programme at another institution, or in another discipline (with or without extra preparatory courses to fulfill entry requirements of the Master). This means that Master programmes must take into account a diverse institutional and/or disciplinary background of students entering the Master.

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

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

Experiential learning plays an important role in Human Geography and Spatial Planning teaching and learning. Fieldwork with data collection in situ forms an important instrument for understanding the time and space bound character of social, demographic, cultural, political and economic phenomena and developments. Graduates in the domain of Human Geography and Spatial Planning learn to understand spatial heterogeneity within and between countries by experiencing diversity in an unfamiliar context.
Graduates in the domain of Human Geography and Spatial Planning have knowledge and understanding of social research methods and techniques and can apply their knowledge adequately. Furthermore, they are able to apply domain specific research methods and techniques.

The programmes prepare for a diverse professional field. Graduates are employed in a broad range of professional functions and economic sectors. Researcher, teacher, consultant, civil servant and project manager are typical professions for graduates. An integrative approach and

a clear relationship with spatial and regional perspectives are characteristic aspects of these professions, in particular in the early stages of the professional career. Graduates of specialized master programmes are usually employed in related sectors, such as spatial planning, urban policy, housing, regional policy, transport and infrastructure planning or environmental policy. The self-assessment reports of the various programmes will specify in which professions graduates are employed.

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

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

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

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

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

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

- Are able to apply a series of advanced research techniques (data collection, processing, analysis and interpretation) and generic skills (oral, written, visual and mixed

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

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

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

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

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

**Qualifications Master programmes**
To be able to reach the above qualifications students may expect from the Master programme that it:
- Has a strong focus on academic research, both theoretical and applied;
- Teaches students the state of the art in the discipline and its historical development at an advanced level;

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

# Bijlage 3 Herkomst instroom Masters 2011-2012 (panel A) en bestemming uitstroom bachelors 2010-2011 (panel B), zusterfaculteiten en andere faculteiten RUG

Panel A: herkomst instroom Masters

| Universiteit | Master | Afkomstig van elders | Afkomstig uit 'eigen' bachelor |
|---|---|---|---|
| **RUG** | **totaal Masters** | **61%** | **39%** |
| | Culturele Geografie | 45% | 55% |
| | Economische Geografie | 15% | 85% |
| | Vastgoedkunde | 72% | 28% |
| | Population Studies | 62% | 38% |
| | Sociale Planologie | 29% | 71% |
| | Environmental & Infrastructural Planning | 70% | 30% |
| UU | SocGeo | 30% | 70% |
| | Planologie | 29% | 71% |
| | totaal Masters | 30% | 70% |
| UvA | SocGeo | 37% | 63% |
| | Planologie | 56% | 44% |
| | totaal Masters | 46% | 54% |
| RU | SocGeo | 66% | 34% |
| | Planologie | 75% | 25% |
| | totaal Masters | 70% | 30% |
| | | | |
| Andere faculteiten RUG | Letteren | 26% | 74% |
| | Economie | 48% | 52% |
| | Gedrags- & Maatschappij-wetenschappen | 33% | 67% |
| | Medicijnen | 13% | 87% |
| | Rechten | 31% | 69% |
| | Wijsbegeerte | 0% | 100% |
| | Wis- & Natuurkunde | 26% | 74% |

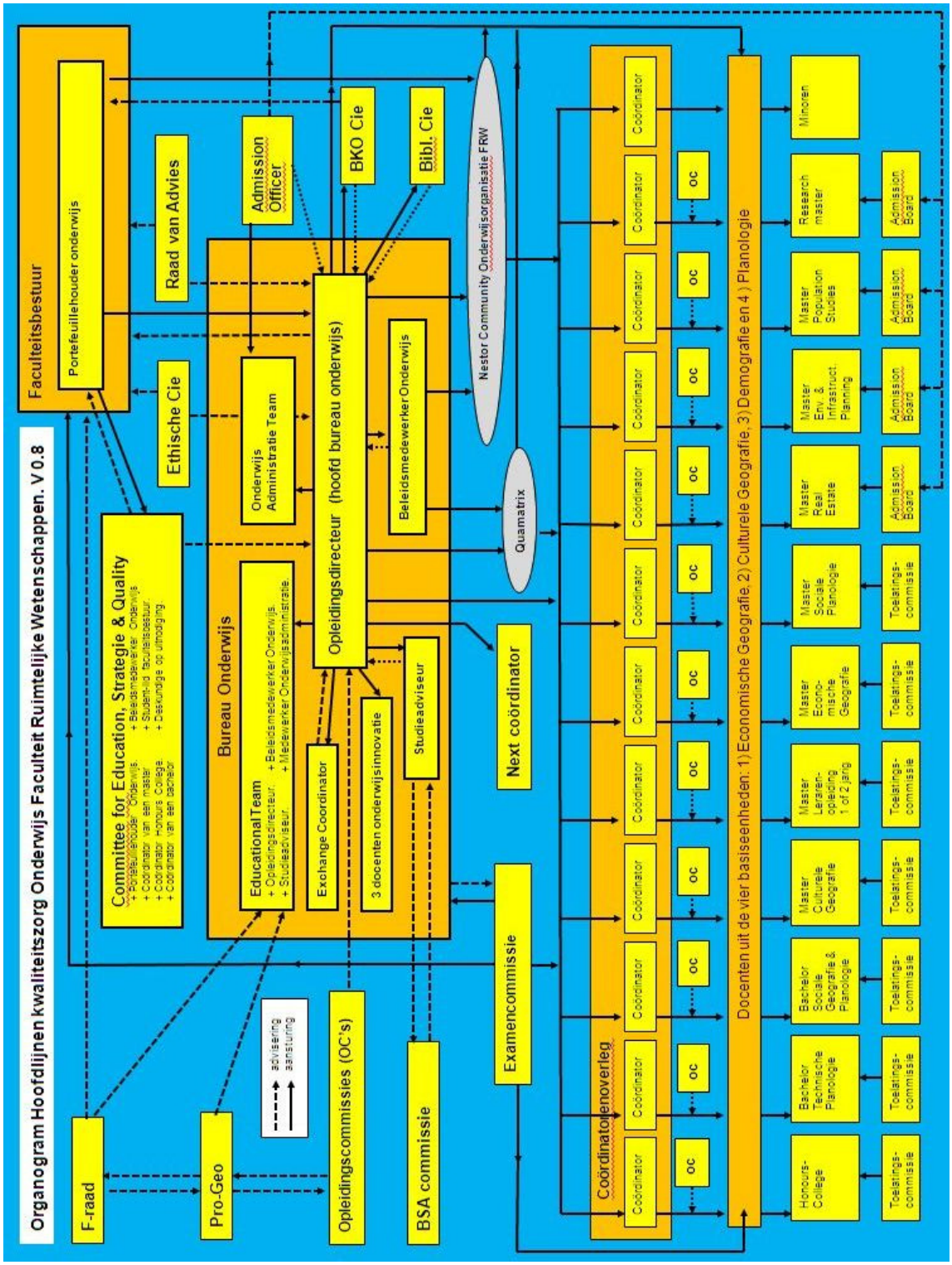
(bron: berekend uit data op www.iruu.nl/doorstroom)

Panel B: bestemming uitstroom Bachelors

| Universiteit | Bachelor (uitstroom 2010) | Gaat naar 'eigen' master |
|---|---|---|
| RUG | SG&P | 80% |
| | TP | 87% |
| UU | SG&P | 70% |
| UvA | SG&P | 72% |
| RU | SG&P | 90% |
| | | |
| Andere faculteiten RUG | Letteren | 61% |
| | Economie | 67% |
| | Gedrags- & Maatschappij-wetenschappen | 79% |
| | Medicijnen | 93% |
| | Rechten | 83% |
| | Wijsbegeerte | 82% |
| | Wis- & Natuurkunde | 69% |
| | RUG totaal | 87% |
| | | 78% |

(bron: berekend uit data op www.iruu.nl/doorstroom)

# Bijlage 4 Organogram Hoofdlijnen Kwaliteitszorg Onderwijs FRW



## Bijlage 5 Cursus-evaluatie-formulier

IIII-II-10287094I

### Standaard cursusevaluatieformulier bachelor

Graag hele rondje inkleuren, niet aankruisen!!

**Legenda**
-- = helemaal mee oneens
- = mee oneens
0 = neutraal
+ = mee eens
++ = helemaal mee eens
nvt = niet van toepassing

LET OP: de legenda van de cursusevaluatie is aangepast.

*++ staat rechts en -- staat links*

1. Ik heb de colleges gevolgd:
   O in studiejaar 2012-2013
   O in een eerder studiejaar
2. Ik volg:
   O Sociale Geografie & Planologie
   O Technische Planologie
   O een schakel- of indaalprogramma
   O een andere opleiding

| | – | - | 0 | + | ++ | nvt |
|---|---|---|---|---|---|---|
| 3. De docenten leggen de leerstof goed uit. | O | O | O | O | O | O |
| 4. De docenten geven de cursus op een motiverende wijze. | O | O | O | O | O | |
| 5. Er zit een duidelijke lijn in de cursus. | O | O | O | O | O | |
| 6. De literatuur is aansprekend en verhelderend. | O | O | O | O | O | |
| 7. Ik heb de literatuur goed bestudeerd. | O | O | O | O | O | |
| 8. Het tentamen vormt een goede afspiegeling van de leerstof. | O | O | O | O | O | O |
| 9. De tentamenvragen zijn duidelijk geformuleerd. | O | O | O | O | O | O |
| 10. De opdrachten vormen een waardevol onderdeel van de cursus. | O | O | O | O | O | O |
| 11. De feedback op de opdrachten is goed. | O | O | O | O | O | O |
| 12. De cursus is goed georganiseerd. | O | O | O | O | O | |
| 13. Ik vind het niveau van de cursus goed. | O | O | O | O | O | |
| 14. De cursus past goed in de opleiding. | O | O | O | O | O | |

15. Van de niet-verplichte bijeenkomsten heb ik naar schatting gevolgd:
    O Minder dan 30 procent
    O Tussen de 30 en 60 procent
    O Tussen de 60 en 90 procent
    O Meer dan 90 procent
16. Het aantal bijeenkomsten is:
    O Te laag
    O Precies goed
    O Te hoog
17. Alles bij elkaar heb ik aan deze cursus bij benadering besteed (5 EC = 140 uur):
    O Minder dan 70 uren
    O Tussen de 70 en 120 uren
    O Tussen de 120 en 160 uren
    O Meer dan 160 uren

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 18. Ik geef de cursus het volgende rapportcijfer (1=zeer slecht, 10=uitstekend): | O | O | O | O | O | O | O | O | O | O |

19. Op welke punten kan de cursus verbeterd worden?

# Kritische reflectie bacheloropleiding Sociale Geografie & Planologie

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# 1 Standaard I: Beoogde Eindkwalificaties

*Standaard 1*

*De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen*

## 1.1 Profiel van de opleiding

De bacheloropleiding Sociale Geografie en Planologie (SG&P) is een brede opleiding, waarin studenten leren om sociale, demografische, culturele en economische ontwikkelingen vanuit een ruimtelijk perspectief te analyseren. Deze ontwikkelingen vertalen zich in ideeën over de inrichting van de ruimte (planologie). De verschillende ruimtelijke en institutionele contexten waarin deze ontwikkelingen zich voordoen zorgen ervoor dat er niet altijd one-size-fits-all benaderingen en oplossingen zijn. Daarbij voltrekken de genoemde ontwikkelingen zich op verschillende ruimtelijke schalen (van de persoon en het huishouden tot aan de wereldschaal). De opleiding sociale geografie en planologie behandelt aan de ene kant de inhoudelijke kennis omtrent relevante sociale, demografische, culturele en economische ontwikkelingen. De studie is hiermee uitgesproken interdisciplinair. Aan de andere kant stelt de opleiding de student theorieën, vaardigheden en een attitude ter hand waarmee juist de rol van context en schaalniveau onderkend worden. Met behulp hiervan worden ruimtelijke verschillen en hun impact op de inrichting van de ruimte geduid en verklaard. Het brede en interdisciplinaire karakter van de studie is gedeeltelijk inherent aan het vakgebied van de geografie en planologie. Het sluit ook aan bij streven van de Rijksuniversiteit Groningen naar brede Bacheloropleidingen.

### *1.1.1 Innovatietraject*

Tussen mei 2011 en november 2012 is de opleiding SG&P door een innovatietraject gegaan. Dit traject is begeleid door onderwijskundigen van het ESI (Educational Support and Innovation) van de RUG. Het doorlopen van dit traject is ingegeven door de wens om de aansluiting tussen de eindkwalificaties en het onderwijsprogramma beter inzichtelijk te maken en waar nodig te verbeteren. Dit doel is mede gebaseerd op aanbeveling van het visitatierapport uit 2008. Het tweede doel was om de onderlinge samenhang tussen de vakken te verbeteren. Uit verschillende studentenevaluaties was gebleken dat de rode lijn in de opleiding niet herkenbaar was. Met deze doelen als uitgangspunt heeft het traject drie duidelijke resultaten opgeleverd:

1. Herformulering van de eindkwalificaties
2. Alle vakken in de opleiding zijn getoetst op hun onderlinge samenhang en vervolgens met elkaar verbonden in ´leerlijnen´.
3. Voor elk vak is een vernieuwde vakbeschrijving opgesteld met daarin onder andere de positie van een vak ten opzichte van andere vakken en de bijdrage van een vak aan de eindkwalificaties.

In Bijlage 4 is een lijst van activiteiten in het kader van het traject bijgevoegd.

Het traject is ook gebruikt om verder invulling te geven aan een visie op onderwijs waarin onderzoek een centralere rol speelt. De extra aandacht voor onderzoek Deze toename is een strategische keuze mede als reactie op observaties uit het vorige visitatierapport over de opleiding. Op twee manieren is de rol van onderzoek in het onderwijs verstevigd:

1. Inhoudelijk.
In de opleiding zijn drie leerlijnen geformuleerd langs de pijlers van de onderzoeksagenda van de faculteit (opgesteld in 2011): tWIST: *towards Well-being, Innovation and Spatial Transformation*. Deze agenda beschrijft het onderzoek dat aan de faculteit wordt gedaan, terwijl het ook aansluit bij thematische debatten zoals die binnen Nederland, de EU, de OECD en de Wereldbank worden gevoerd. Eind 2011 is begonnen de thematische benadering van tWIST in het bacheloronderwijs te integreren. Dit betekent concreet dat er binnen vakken gedoceerd wordt over de thema's die in het FRW-onderzoek centraal staan. Ook wordt op basis van de tWIST thema's op een nieuwe manier gestreefd naar samenhang tussen de verschillende vakken. Een voorbeeld is van dit streven is de ontwikkeling van het keuzevak *'Healthy ageing'*. Dit vak zal op termijn een verplicht onderdeel van het programma worden. Kennis van de tWIST thema's is als eindkwalificatie toegevoegd.

2. Methodisch.
De vorige visitatiecommissie constateerde een gebrek aan kwaliteit in de toepassing van methoden en technieken door studenten, vooral binnen de bachelorscriptie. We hebben het aanleren en toepassen van wetenschappelijk methoden verder benadrukt door de betreffende eindkwalificaties meer gewicht te geven. Ook is de op onderzoek gerichte leerlijn uitgebreid door vakken met veldwerk in deze leerlijn onder te brengen. De maatregelen gericht op het bereiken van deze eindkwalificaties worden in Standaard 2 besproken.

## 1.2 Referentiekader

De eindkwalificaties van de bacheloropleiding Sociale Geografie & Planologie in Groningen zijn geherformuleerd in lijn met het disciplinair referentiekader Ruimtelijke Wetenschappen dat in 2012 is bijgesteld en herformuleerd binnen het disciplineoverleg Sociale Geografie en Planologie. In dit overleg zijn alle geografie-opleidingen van Nederland vertegenwoordigd. Het discipline-overleg formuleert de algemene eindkwalificaties voor het vakgebied van de ruimtelijke wetenschappen op basis van de Dublindescriptoren en in vergelijking met internationale benchmarkopleidingen. Doordat in het disciplineoverleg alle Nederlandse opleidingen sociale geografie en planologie vertegenwoordigd zijn, biedt het referentiekader ook een Nederlandse benchmark voor de opleiding.

## 1.3 De eindkwalificaties

De eindkwalificaties van de opleiding SG&P sluiten aan bij het referentiekader, maar benadrukken ook specifieke kenmerken van de Groningse opleiding. In Bijlage 1 staan de eindkwalificaties die in het kader van 'het innovatietraject' zijn opgesteld en in het studiejaar 2013-2014 worden gebruikt. In Bijlage 2 zijn de eindkwalificaties van het jaar 2012-2013 opgenomen. Dit zijn de eindkwalificaties die in het laatste verslagjaar van dit rapport golden. Bovendien geven ze een goed beeld van de eindkwalificaties zoals die in de eerdere verslagjaren golden.

In algemene zin beoogt de opleiding om studenten wetenschappelijke kennis, inzicht en onderzoeksvaardigheden bij te brengen op een zodanig niveau dat ze beroepen op bachelorniveau uit kunnen oefenen op het gebied van de sociale geografie en planologie dan wel deel kunnen nemen aan een verwante masteropleiding.

In lijn met het profiel van de opleiding en een onderwijsvisie waarbij onderwijs vanuit onderzoek wordt gegeven valt dit algemene doel uiteen in verschillende groepen van eindkwalificaties:

1. Thematisch: Studenten worden geacht de belangrijkste historische en recente inzichten van geografisch, planologisch en demografisch te kennen en te kunnen gebruiken. De

drie leerlijnen die uit het onderzoeksprogramma *tWIST* vloeien geven een inhoudelijke richting aan deze thema's.
2. Context: Studenten worden geacht de context waarin een onderzoeksprobleem zich afspeelt te kunnen duiden en dit inzicht te kunnen vertalen naar het onderzoek zelf en de conclusies die getrokken kunnen worden.
3. Methoden: Studenten kunnen geschikte methoden voor onderzoek, gegeven het probleem, kiezen en uitvoeren. Deze groep van eindkwalificaties vertaalt zich direct in de onderzoeksleerlijn.
4. Persoonlijke ontwikkeling: De studenten hebben zich ontwikkeld op het gebied van presentatie in woord en geschrift, hebben in groepen samengewerkt en kennen hun carrièreperspectieven na de opleiding.

In de eindkwalificaties komen ook enkele aspecten naar voren die onderscheidend zijn voor de Groningse SG&P opleiding:

*De rol van demografische ontwikkelingen*
De faculteit heeft een demografie-afdeling die in de mondiale top staat wat betreft onderzoek. Daarbij zijn demografische ontwikkelingen rondom bevolkingskrimp en de gevolgen hiervan op het gevoelde welzijn van mensen (*wellbeing*) belangrijke onderzoeks- en beleidsthema's. Studenten komen hier na afloop van hun studie, als vervolgstudent of in het werkveld, mee in aanraking. Het belang van demografische ontwikkelingen in de verklaring van sociaal-geografische uitkomsten en planologische opgaven wordt daarom benadrukt in de eindkwalificaties.

*Fysische geografie*
Ruimtelijk gedrag en ruimtelijke inrichting worden onder andere geconditioneerd door fysieke omstandigheden. In de eindkwalificaties wordt dan ook specifiek aandacht geschonken aan de relatie tussen fysische geografie en geografische en planologische ontwikkelingen. Hiermee sluit de opleiding aan bij internationale opleidingen waarbinnen geografie vaak een onderdeel is van een grotere faculteit binnen het vakgebied van de aardwetenschappen. De fysisch geografie vakken spelen ook een belangrijke rol in het behalen van de eindkwalificaties over onderzoeksopzet en –methoden, met name waar het gaat om het verzamelen en analyseren van data uit veldwerk en observaties.

*Onderzoeksmethoden*
Bij een brede opleiding als SG&P hoort een palet aan methoden en technieken, zowel kwalitatieve als kwantitatieve. De opleiding beoogt om een overzicht van en voldoende oefening met deze methoden aan te bieden. Daarbij is specifiek aandacht voor observatie en veldwerk als dataverzamelingsmethoden. Ook het analyseren en presenteren van ruimtelijke informatie met behulp van Geografische Informatie Systemen (GIS) is hierbij een belangrijk onderdeel.
Gezien het scala aan onderzoeksbenaderingen dat beschikbaar is voor geografen en planologen is het van het grootste belang om deze methoden tegen elkaar af te kunnen wegen. Het reflecteren op de gekozen methode, in acht nemend het thema, de tijdruimtecontext en ethische aspecten, wordt dan ook als specifieke eindkwalificatie benoemd.

*Extra aandacht voor de regionale inbedding in Noord-Nederland*
In algemene zin wordt van studenten SG&P verwacht dat ze een goed gevoel ontwikkelen voor de tijdruimtecontext waarin en het schaalniveau waarop verschijnselen zich afspelen. Dat geldt ook voor de opleiding SG&P in Groningen. Daarbij, in lijn met de doelstelling van de universiteit en de faculteit, wordt specifiek aandacht geschonken aan Noord-Nederland. Het bestuderen van de gevolgen van bevolkingskrimp, een nadruk op 'Healthy Ageing' en energie zijn hiervan goede voorbeelden. Omdat een groot deel van de studenten uiteindelijk in Noord-Nederland werk vindt is deze extra aandacht ook belangrijk in de voorbereiding op de arbeidsmarkt.

# 2 Standaard II: Onderwijsleeromgeving

*Standaard 2*

*Het programma, het personeel en de opleidingsspecifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren*

## 2.1 Inhoud van het programma

### *2.1.1 Curriculum*

Het curriculum van SG&P is de laatste jaren in beweging. Naast de belangrijke organisatorische verandering die nodig was door de invoering van het minorensysteem aan de RUG in 2008-2009, is voornamelijk het verder vormgeven van een onderwijsvisie op basis van onderzoek een belangrijke inhoudelijke verandering. Het programma beoogt om de studenten op onderzoek gebaseerd onderwijs aan te bieden. Dit betekent dat studenten meer onderzoek *doen* en dat docenten meer vanuit onderzoek *doceren*. Deze veranderingen nemen tijd in beslag, maar zijn gedeeltelijk al zichtbaar in het programma en de uitvoering ervan.

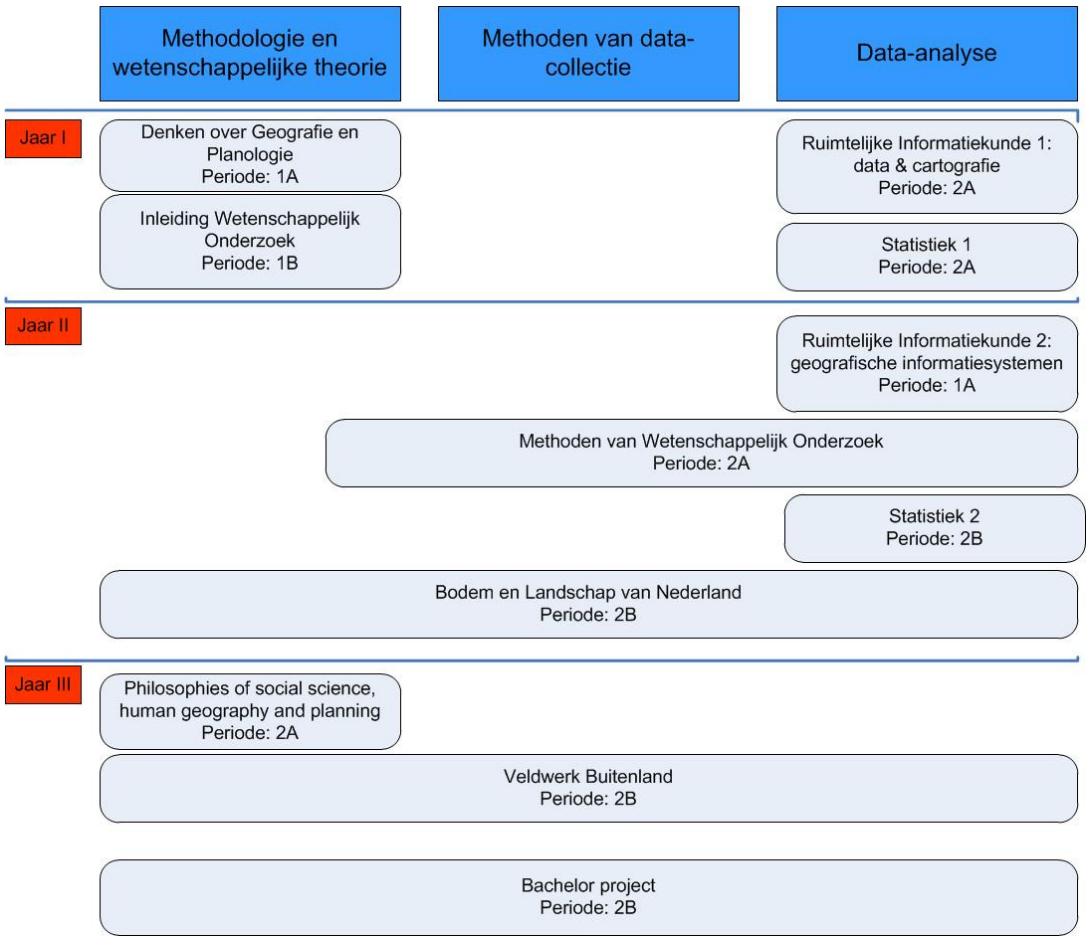
Tabel 1: Studieprogramma 2012-2013

| | Sem | Vaknaam | EC |
|---|---|---|---|
| Jaar 1 | 1-a | Denken over Geografie en Planologie | 5 |
| | 1-a | Economische geografie 1: grote theorieën & actuele thema's | 5 |
| | 1-a | Culturele geografie | 5 |
| | | | |
| | 1-b | Population dynamics | 5 |
| | 1-b | Inleiding wetenschappelijk onderzoek | 5 |
| | 1-b | Ruimtelijke planning 2: the urban challenge | 5 |
| | | | |
| | 2-a | Fysische geografie van de wereld | 5 |
| | 2-a | Statistiek 1 | 5 |
| | 2-a | Ruimtelijke informatiekunde 1: data & cartografie | 5 |
| | | | |
| | 2-b | Regio in kwestie: China | 5 |
| | 2-b | Geografie & planologie van Nederland | 5 |
| | 2-b | Economie | 5 |
| | | | |
| Jaar 2 | 1-a | Economische geografie 2: globalisering van de regio | 5 |
| | 1-a | Ruimtelijke informatiekunde 2: geografische informatie systemen | 5 |
| | 1-a | Migration | 5 |
| | | | |
| | 1-b | Ruimtelijke planning 3: governance dynamiek | 5 |
| | 1-b | Gebonden keuze:<br>- Economische geografie 3: ruimtelijke innovatie en evolutie<br>- Vastgoedkunde | <br>5<br>5 |
| | 1-b | People and place | 5 |
| | | | |
| | 2-a | Methoden van wetenschappelijk onderzoek | 5 |
| | 2-a | Ruimtelijke planning 4: culturen van planning | 5 |
| | 2-a | Toerisme | 5 |
| | | | |
| | 2-b | Statistiek 2 | 5 |
| | 2-b | Bodem en landschap van Nederland | 5 |
| | 2-b | Plattelandsgeografie | 5 |

| | | | |
|---|---|---|---|
| Jaar 3 | 1-a + 1-b | Minor of 6 keuzevakken van 5 EC | 30 |
| | | | |
| | 2-a | Philosophies of social science, human geography and planning | 5 |
| | 2-a | Geografie & planologie van Europa | 5 |
| | 2-a | Bachelorproject SG&P (start - totaal 15 EC) | 5 |
| | | | |
| | 2-b | Veldwerk buitenland | 5 |
| | 2-b | Bachelorproject SG&P | 5 |
| | 2-b | Bachelorproject SG&P | 5 |

Het programma SG&P is georganiseerd in leerlijnen. Binnen een leerlijn ontwikkelt een student kennis uitmondend in het niveau zoals geformuleerd in de eindkwalificaties. Er wordt begonnen met basiskennis en dat wordt in latere vakken verder uitgediept (bv. Economische Geografie I in jaar 1 en EGII en EGIII in jaar 2). Er is een methodische leerlijn (de onderzoekslijn) en een inhoudelijke leerlijn (de vak-lijn) die uiteenvalt in de drie thema's Well-being, Innovation en Spatial Transformation. In de laatste jaren is de onderzoekslijn uitgebreid. De veldwerkvakken zijn onderdeel van deze lijn, wat inhoudt dat deze vakken zich sterk richten op het doorlopen van het onderzoeksproces (zie tabel 2).

Tabel 2: Leerlijn onderzoek




Door middel van de leerlijnen wordt de interne samenhang van het programma duidelijk, zowel voor de student als voor de docenten. Daarnaast geven de leerlijnen de mogelijkheid om de maatschappelijke en wetenschappelijke relevantie van SG&P te benadrukken. De vakbeschrijvingen spelen hierbij een belangrijke rol. Er wordt beargumenteerd wat de plek is

van de cursus in het programma en waarom. Daarmee expliciteert de cursusratio ook de bijdrage van de cursus aan de eindkwalificaties van de opleiding.

Het verder benadrukken van het onderzoek in de opleiding vertaalt zich ook in individuele vakken. Aan de ene kant worden vakken gegeven die direct aan de onderzoeksagenda van de faculteit appelleren (bv. Het keuzevak 'Healthy ageing' en 'Economische Geografie 3: ruimtelijke innovatie en evolutie'). Aan de andere kant wordt er gestreefd eerder aangeleerde onderzoekstechnieken in de inhoudelijk vakken te oefenen in de praktijk en daarmee verder te ontwikkelen. Dit komt naar voren in de verschillende werkvormen (zie bijlage 3 en paragraaf 2.1.2).

De grootste uitdaging voor de komende jaren zit wat ons betreft in het verbinden van de onderzoekslijn en de andere leerlijnen. Het moet standaard worden dat methoden van onderzoek geoefend en getoetst worden in vakken buiten de onderzoekslijn. De aanstaande invoering van een systeem met steeds maximaal twee gelijktijdige vakken (van 5 dan wel 10 EC) sluit hier goed bij aan. Het 10-puntsvak biedt de mogelijkheid om onderdelen uit de onderzoekslijn te koppelen of terug te laten komen in een inhoudelijk vak. Doordat dit binnen een vak gebeurt, wordt de relevantie van de methoden duidelijker.

***Bachelorcoördinator SG&P***

*De functies van onderwijsdirecteur en bachelorcoördinator zijn in 2011 gescheiden. Tot die tijd hadden de Master-opleidingen aan de FRW wel coördinatoren, maar de bacheloropleidingen niet. De bachelorcoördinator (0,1 fte) is nu verantwoordelijk voor het vaststellen en monitoren van het volledige programma. Daarnaast is er een coördinator voor de onderzoekslijn in het programma. Zij is verantwoordelijk voor een goede balans en oefening van de verschillende onderzoeksmethoden in het programma.*

Het bachelorproject is de afsluiting van de opleiding SG&P. Hierin moeten de inhoudelijke en onderzoekstechnische vaardigheden van de studenten naar voren komen. Het bachelorproject is een individuele schrijfopdracht, waarbij studenten gebruik makend van primaire data onder begeleiding een onderzoek uitvoeren. De begeleiding is intensief met een aantal inleidende colleges en wekelijkse voortgangsbijeenkomsten met de begeleider en andere studenten die binnen hetzelfde breed geformuleerde thema werken. Het bachelorproject is modulair opgebouwd, waarbij in de vorm van opdrachten de verschillende onderzoeksstappen tussentijds getoetst worden.

### *2.1.2 Werkvormen*

Bijlage 3 geeft een overzicht van de verschillende werk- en toetsvormen die per vak worden gebruikt. Uit het overzicht wordt duidelijk dat vrijwel alle vakken een combinatie van werk- en opdrachtvormen aanbieden. Dit weerspiegelt de grotere nadruk in de onderwijsvisie op het doen van onderzoek door de studenten. Daarbij kunnen door het op verschillende manieren aanbieden van de leerstof studenten met verschillende leerstijlen bediend worden. Tenslotte functioneren de opdrachten in veel gevallen ook als tussentijdse toetsen met het doel studenten te stimuleren snel in de cursus met leren te beginnen.

***Vakken met veldwerk***

*Studiestartweek: Denke over Geografie & Planologie*
*Jaar 1: Geografie en Planologie van Nederland*
*Jaar 2: Bodem en landschap van Nederland*
*Jaar 3: Veldwerk buitenland (in 2012: Canada / VS of Mexico)*

Een werkvorm die specifiek bij de opleiding SG&P past is het veldwerk. In elke jaar van de opleiding is een veldwerk geprogrammeerd. De veldwerkweken bieden de studenten ervaring uit de eerste hand met relevante onderwerpen in het werkveld en het geeft ze de mogelijkheid om geografische thema's in context te analyseren. Daarbij spelen de vakken een belangrijk rol in de Onderzoekslijn van de opleiding. Studenten oefenen met het verzamelen en analyseren van data uit het veld. In het tweedejaars vak Bodem en Landschap doorlopen de

studenten in een intensieve werkweek onder begeleiding het gehele onderzoeksproces van hypothesestelling, via dataverzameling in het veld en analyse ervan tot aan interpretatie en presentatie van de resultaten.

Om de doelen met betrekking tot actief leren te kunnen realiseren in een situatie waarin studentenaantallen aan het groeien zijn, zijn er nieuwe werkvormen ontwikkeld. Binnen het vak Economische Geografie I gaan de studenten op 'virtueel veldwerk'. Ze maken foto's van een economisch geografisch onderwerp die via de digitale leeromgeving op een kaart beschikbaar worden gemaakt. De studenten krijgen ook via de digitale leeromgeving feedback op hun werk. Dit is een voorbeeld, waarin studenten actief de leerstof verwerken, dit delen met hun medestudenten (presentatie) en feedback ontvangen zonder extreme belasting op de docenten. De ontwikkeling van deze werkvorm kon mede plaats vinden door de toekenning van een subsidie door de Gratamastichting op aanvraag van de docenten van de cursus.

Meer structureel heeft het universiteitsbestuur middelen ter beschikking gesteld om nieuwe werkvormen te ontwikkelen. Deze zogenaamde 'innovatiegelden' zijn gebruikt om 3 extra docenten aan te stellen die tijdelijk onderwijstaken van andere stafleden overnemen (per 1 juni 2013). Hierdoor ontstaat er ruimte voor docenten om vakken aan te passen, nieuwe werk- en toetsvormen te ontwikkelen om zo de integratie van de onderzoekslijn en de VAK-lijn vorm te geven.

### *2.1.3 Studielast en contacturen*

De bacheloropleiding Sociale Geografie & Planologie duurt 3 jaar. Een studiejaar is verdeeld in twee semesters. De totale omvang is 60 European Credits (EC) per jaar. Eén EC is 28 uur en daarmee komt de studiebelasting van de opleiding in totaal op 5040 uur.

Bij het streven naar onderzoeks-geleid onderwijs past een intensiever contact tussen docent en student. Juist het trainen en implementeren van onderzoek vergt voldoende feedback en contact tussen student en docent, maar ook tussen studenten onderling. Om de ruimte hiervoor te garanderen geldt een minimum aantal contacturen van 12 uren per week. Uit tabel 3, met de contacturen per week, wordt duidelijk dat deze norm gemiddeld gehaald wordt. Tussen de blokken bestaan echter duidelijke verschillen. De minimumeisen zijn van kracht geworden in 2012-2013 en enkele vakken zijn inmiddels geïntensiveerd waardoor de verwachting is dat het aantal contacturen is gestegen.

Tabel 3: Contacturen per week bachelor SG&P studiejaar 2011-2012

| | **Semester 1a** | **Semester 1b** | **Semester 2a** | **Semester 2b** | **Gemiddeld** |
|---|---|---|---|---|---|
| **Jaar 1** | 13,0 | 10,8 | 11,8 | 14,0 | 12,4 |
| **Jaar 2** | 10,8 | 12,0 | 9,5 | 15,5 | 12,0 |
| **Jaar 3** | 12,4 | 12,4 | 9,9 | 12,5 | 11,8 |

Bron: Bureau Onderwijs.

Tabel 4 Contacturen per week, samengevat per jaar; 2011-2012 (contacturen per week, inclusief tentamenweken

| Academic year | 1 | 2 | 3 |
|---|---|---|---|
| Contact hours | 12,4 | 12,0 | 11,8 |

Bron: Bureau Onderwijs

### *2.1.4 Excellentiebeleid*

De Faculteit Ruimtelijke Wetenschappen neemt deel aan het honoursprogramma van het University of Groningen Honours College. Het Honours College biedt een Bachelor Honoursprogramma aan voor talentvolle en gemotiveerde bachelorstudenten, dat bestaat uit een verbredend (20 ECTS) en uit een verdiepend deel (25 ECTS). Daarmee heeft dit programma een studielast van in totaal 45 studiepunten naast de reguliere bacheloropleiding van 180 studiepunten. Het verdiepend programma wordt aangeboden door FRW en bestaat onder andere uit de cursus 'Baanbrekende Ideeën' waarin sleutelpublicaties uit de verschillende

disciplines binnen de faculteit worden besproken. Het verbredend programma bestaat uit modules die worden gevolgd bij andere faculteiten. Daarnaast is er aandacht voor de persoonlijke ontwikkeling en academische vaardigheden van studenten. Het onderwijs is kleinschalig en interactief, waardoor een actieve deelname wordt gestimuleerd. Het honoursprogramma is gericht op de top 7% van alle studenten per opleiding. Het aantal deelnemende SG&P studenten stijgt langzaam over de jaren heen (tabel 5).

Tabel 5: Deelname en rendement hounoursprogramma

| | N instroom | Uitval | Voltooid |
|---|---|---|---|
| 2010 | 4 | 2 | 2 |
| 2011 | 5 | 1 | Nog niet bekend |
| 2012 | 5 | 3 | Nog niet bekend |
| 2013 | 9 | 0 | Nog niet bekend |

Bron: Bureau Onderwijs, FRW

### *2.1.5 Mentor-tutor systeem*

De invoering van het Bindend StudieAdvies gaat gepaard met een intensivering van het studiebegeleidingssysteem voor eerstejaars, namelijk de introductie van het mentor-tutor systeem. Dit mentor-tutor systeem bevat drie hoofdelementen. Ten eerste krijgt iedere student een tutor (= docent) toegewezen die bij de start van de studie een intakegesprek houdt. De studieadviseur verzamelt de verslagen van de intakegesprekken, waardoor eventuele potentiële problemen in een vroeg stadium kunnen worden opgespoord. Ten tweede vindt er in semester 1 intensieve begeleiding plaats in de vorm van mentorgroepen (7-10 personen) onder leiding van mentoren (= student-assistenten) en deels tutoren. De mentorgroep bestaat uit studenten die dezelfde tutor hebben. Een belangrijk doel van het mentoraat is om studenten een beter inzicht te geven in de eigen studiesituatie en te helpen met de praktische aanpak en organisatie van de studie. Bij tegenvallende resultaten in het eerste semester nodigt de studieadviseur de student uit voor een persoonlijk gesprek, waarin de studievoortgang en eventuele knelpunten die de student ondervindt wordt besproken. Ten derde gaan in semester 1b de mentorgroepen over in studiegroepen. In deze studiegroepen schrijven de studenten onder begeleiding van (meestal) de tutor een academisch paper (binnen het vak Inleiding Wetenschappelijk Onderzoek). In het tweede semester vindt nogmaals een individueel gesprek plaats tussen de student en zijn of haar tutor.

### *2.1.6 Internationalisering*

Gezien het belang van context in de vakinhoud van de opleiding SG&P, wordt er aan de studenten de mogelijkheid geboden om met andere contexten dan de Nederlandse in aanraking te komen. Dit gebeurt op twee manieren.

Allereerst is veel van het studiemateriaal internationaal georiënteerd. Er wordt gebruik gemaakt van Engelstalige boeken, enkele docenten komen uit het buitenland (VK en Australië) en docenten maken gebruik van uitwisselingsbeurzen. Daarnaast bevat het curriculum enkele regionale (keuze)vakken waarin landen in context worden besproken (met name China en Mexico – NAFTA). Uiteraard speelt ook de cursus veldwerk buitenland een belangrijke rol in de internationalisering gericht op de bewustwording van verschillende contexten. Op deze manier bevat het curriculum verschillende onderdelen die reflectie op context mogelijk maken.

Daarnaast heeft de faculteit een goed ontwikkeld internationaal netwerk van buitenlandse partneruniversiteiten, zowel in Europa als daarbuiten (onder andere via Erasmus). Op deze partneruniversiteiten kunnen studenten een gedeelte van hun studie SG&P doen. Er is een uitgelezen moment waarop dit kan: in het eerste semester van het derde jaar, wanneer het programma ruimte laat voor een minorprogramma. Daarnaast wordt er ook soms gekozen om het Bachelorproject in het buitenland uit te voeren.

In 2011-2012 hebben 16 Bachelorstudenten SG&P een gedeelte van hun programma in het buitenland uitgevoerd. Dit komt neer op 31% van de herinschrijvers (derdejaars studenten uit de VWO instroom).

### *2.1.7 Career services*

De career services binnen de opleiding SG&P vallen uiteen in twee onderdelen. Allereerst bereidt de opleiding de student voor op passende vervolgopleidingen. Dit gebeurt zowel in het programma, doordat vakken in de Bacheloropleiding een doorkijk geven naar de verschillende masteropleidingen die aan de FRW worden aangeboden. Dit gebeurt inhoudelijk. Vakken als Economische geografie, Vastgoed en Culturele Geografie bereiden voor op de bijbehorende masters. Ook gebeurt dit organisatorisch. Veel docenten zijn actief in één of meerdere masteropleidingen en de Bacheloropleiding SG&P. Naast de inhoudelijke voorbereiding is er een voorlichtingsprogramma met de naam 'Master your talent'. Onder deze noemer vallen de voorlichtingsactiviteiten van alle masteropleidingen van de RUG. Twee maal per jaar presenteren alle masteropleidingen zich aan geïnteresseerde studenten.

Het tweede deel van de career services heeft betrekking op de voorbereiding op de arbeidsmarkt. Studenten waarderen de opleiding ondergemiddeld op dit aspect (zie ook Bijlage 7). Deze lage waardering weerspiegelt aan het feit dat de beroepsvoorbereiding binnen de opleiding inderdaad nog in de kinderschoenen staat. Om dit te verbeteren participeert de opleiding in het universitaire en facultaire programma NEXT dat gericht is op career services (zie de algemene inleiding). Dit programma biedt in ieder geval de mogelijk om bestaande activiteiten (zoals gastcollege's door professionals) zichtbaarder te maken in de opleiding.

Hoewel een klein deel van de afgestudeerden inderdaad de arbeidsmarkt op gaat, vervolgt de bulk van de studenten de opleiding in een Masteropleiding. Dit onderdeel van careerservices heeft wat dat betreft prioriteit.

### *2.1.8 Opleidingsspecifieke faciliteiten*

De faciliteiten voor de bacheloropleiding worden, blijkens verschillende studentenenquêtes, als uitstekend beoordeeld. Het gebouw waar de meeste colleges worden gegeven is recent verbouwd, er is een goed uitgeruste bibliotheek en er zijn goede algemene computerfaciliteiten. Daarnaast zijn er computerfaciliteiten speciaal voor FRW-studenten, toegesneden op gebruik van GIS-software (ArcGIS).

## 2.2 Docenten

### *2.2.1 Kwaliteit docenten*

Er is de afgelopen jaren door de faculteit en docenten geïnvesteerd in de kwaliteit en kwantiteit van het docentenkorps. Alle docenten dienen in principe aan de eisen voor de Basiskwalificatie Onderwijs (BKO) te voldoen. Voor nieuwe medewerkers is het behalen van de BKO een voorwaarde om een vast contract te krijgen. Voor zover docenten nog geen BKO behaald hebben, zitten ze in een traject om dat zo spoedig mogelijk te gaan doen. Tijdens het BKO-traject volgt een docent enkele cursussen (waar nodig) en ontwerpt de docent een vak in samenwerking met een onderwijskundige. Op 1 mei 2013 had 39% van de bij de bachelor SG&P betrokken docenten de BKO. Gezien het grote aantal docenten dat actief is in een BKO-traject (36%) is de verwachting dat het aandeel docenten met een BKO snel zal stijgen.

Tabel 6 Docent kwaliteit: samenvattend

| Graad | MA | PhD | BKO |
|---|---|---|---|
| Percentage | 100% | 79% | 39,0% |

Om onderzoek en onderwijs beter op elkaar aan te kunnen laten sluiten, is het van belang dat het onderwijs gegeven wordt door gepromoveerde wetenschappers met een onderzoekstaak.

Bijlage 5 geeft een overzicht van de docenten die verplichte vakken in de opleiding geven. Hieruit blijkt dat de meeste docenten hun onderwijstaak combineren met een onderzoekstaak.

### *2.2.2 Kwantiteit van personeel en onderwijsinzet*

Naast de investering in de kwaliteit van het docentenkorps is de onderwijscapaciteit uitgebreid. De student-staf ratio werd in het vorige visitatierapport beoordeeld als hoog; de bijbehorende werkdruk wordt ook door de docenten als een probleem ervaren (blijkens de personeelsenquête 2012). De capaciteitsvergroting heeft geleid tot een verlaging van de student-staf ratio.

Tabel 7: Onderwijsinzet bachelor SG&P per functie 2011-2012

| Categorie | M | | V | | Totaal | | dr. |
|---|---|---|---|---|---|---|---|
| | aantal | fte's | aantal | fte's | aantal | fte's | |
| HL | 5 | 1,55 | 2 | 0,43 | 7 | 1,98 | 100% |
| UHD | 4 | 1,01 | 0 | 0,00 | 4 | 1,01 | 100% |
| UD | 12 | 3,16 | 7 | 0,69 | 19 | 3,85 | 89% |
| Promovendi | 1 | 0,06 | 2 | 0,06 | 3 | 0,13 | *n.v.t.* |
| Docent | 3 | 0,54 | 0 | 0,00 | 3 | 0,54 | 0% |
| Onderzoeker | 1 | 0,00 | 2 | 0,06 | 3 | 0,06 | 0% |
| | | | | | | | |
| Totaal | 26 | 6,33 | 13 | 1,25 | 39 | 7,58 | 77% |

Bron: Bureau Onderwijs, taakbelastingsmodel 2011-2012, tabblad 'medewerkers en studiejaren').
NB: Exclusief freelance / ingehuurde docenten (totale inzet inclusief deze groep is 8.2 fte)

De student-stafratio is berekend conform de definitie van de NVAO (sept 2012): totaal aantal ingeschreven studenten gedeeld door het aantal fte's verzorgd onderwijs in de opleiding. Tabel 7 geeft de input voor de berekening. In het studiejaar 2011-2012 stonden in totaal 450 studenten ingeschreven bij de bacheloropleiding Sociale Geografie & Planologie. Op basis van bovengenoemde gegevens bedroeg de student-stafratio 54,9. Van de 450 studenten stonden er echter 79 ingeschreven als schakelstudent. Deze schakelaars volgen slechts een gedeelte van het programma (hooguit 60 EC), waardoor de werkelijke student-stafratio gunstiger is. De gecorrigeerde gewogen student-stafratio bedraagt 48,5.

Tabel 8: student-staf ratio

| | |
|---|---|
| Ratio | 48.5 |

De eerste helft van het derde studiejaar mogen studenten invullen met 30 EC aan keuzevakken of minoren. Een deel van de studenten volgt keuzevakken en minoren buiten de faculteit (buitenland). Deze stafinzet is niet meegenomen in tabel 7 waardoor de student-stafratio in werkelijkheid gunstiger uitvalt dan gerapporteerd.

De student-staf ratio blijft een punt van aandacht in de opleiding. Er is vooral een spanning tussen de wens van een intensiever en uitdagender programma met nadruk op onderzoeksmethoden en de extra inzet van personeel die hiermee samengaat.

## 2.3 Studenten

### *2.3.1 Instroom*

De opleiding trekt normaal gesproken rond 90 nieuwe eerstejaarsstudenten per jaar, hoewel er een opgaande trend is te zien. Na de invoering van het bachelor-master systeem (2002-2003) is de opleiding ook gegroeid door een toenemend aantal schakelstudenten. Met name de masteropleiding Vastgoed trekt veel schakelstudenten die ook een gedeelte van het Bachelorprogramma SG&P volgen.

Tabel 9: Instroomgegevens VSNU propedeuse bacheloropleiding SG&P

| Jaar | Instroom (absoluut) | Instroom naar vooropleiding (absoluut) | | | | | Instroom naar geslacht (%) | |
|---|---|---|---|---|---|---|---|---|
| | | VWO | HBO prop | HBO* | Buitenland | Overig | M | V |
| 02/03 | 51 | 46 | 4 | 0 | 0 | 1 | 73 | 27 |
| 03/04 | 90 | 69 | 3 | 15 | 0 | 3 | 74 | 26 |
| 04/05 | 94 | 67 | 5 | 17 | 2 | 3 | 68 | 32 |
| 05/06 | 137 | 81 | 7 | 42 | 2 | 5 | 77 | 23 |
| 06/07 | 142 | 73 | 8 | 55 | 2 | 4 | 80 | 20 |
| 07/08 | 114 | 73 | 3 | 33 | 1 | 4 | 76 | 24 |
| 08/09 | 96 | 51 | 4 | 34 | 5 | 2 | 74 | 26 |
| 09/10 | 115 | 61 | 5 | 44 | 1 | 4 | 66 | 34 |
| 10/11 | 153 | 94 | 3 | 53 | 2 | 1 | 73 | 27 |
| 11/12 | 148 | 100 | 3 | 41 | 3 | 1 | 66 | 34 |

Bron: VNSU, 1cHO-bestand, tabellen B1 en B81

* HBO is inclusief de studenten die een schakelprogramma volgen.

### *2.3.2 Rendement, 'harde knip' en BSA*

Wat betreft de rendementen zijn er twee duidelijke doelstellingen. Allereerst moet het propedeusejaar van de opleiding een duidelijk oriënterend en selectief karakter hebben. Studenten die de opleiding niet aankunnen of die toch een andere interesse hebben moeten gedetecteerd worden. Degenen die het eerste jaar goed doorkomen (herinschrijvers) moeten in redelijkheid de opleiding binnen de gestelde termijn afronden.

Om deze doelstellingen te bewerkstelligen zijn er op landelijk niveau afspraken gemaakt over de totale rendementen van de opleiding (70% van de herinschrijvers moet de opleiding binnen 4 jaar afronden). De aan de RUG in 2010-2011 ingevoerde 'harde knip' zal daar een positief effect op hebben: voordat studenten aan een masteropleiding kunnen beginnen moet een voorbereidende bacheloropleiding volledig afgerond zijn. Daarnaast geldt per 2010-2011 het bindend studieadvies (BSA) voor de propedeuse. Een student krijgt een negatief BSA wanneer hij of zij aan het eind van het eerste studiejaar minder dan 45 studiepunten heeft behaald of er na twee jaar niet in is geslaagd de propedeuse van 60 studiepunten te behalen. In die gevallen moet de student de studie stopzetten. Beide maatregelen zijn gericht op een snelle doorloop van de studie.

Op facultair niveau draagt de intensivering van het eerste jaar bij aan een grotere selectie en betere oriëntatie op het wetenschappelijke karakter van de opleiding. Het eerste jaar werd altijd al gekenmerkt door een breed aanbod van vakken, waardoor de thematische oriëntatie goed verzorgd is.

Tabel 10 geeft de ontwikkeling van de uitval over tijd. Hierbij is naast de absolute omvang vooral de selectiviteit van de propedeuse van belang. Deze is berekend als het percentage van de cumulatieve uitval dat plaatsvindt in jaar 1. Deze schommelt voor de opleiding tot nu toe rond de 60%. Met bovenbeschreven maatregelen zou dit percentage over tijd hoger moeten worden. Deze cijfers zijn op moment van schrijven echter nog niet bekend.

Tabel 10: Overzicht uitval bacheloropleiding SG&P (VWO-instroom)

| Jaar | Omvang cohort (absoluut) | Uitval (cumulatief %) | | | Selectiviteit van 1ste jaar (%) |
|---|---|---|---|---|---|
| | | Na 1 jaar | Na 2 jaar | Na 3 jaar | |
| 02/03 | 46 | 24 | 28 | 30 | 79 |
| 03/04 | 69 | 10 | 14 | 14 | 70 |
| 04/05 | 67 | 12 | 15 | 19 | 62 |
| 05/06 | 81 | 7 | 16 | 21 | 35 |
| 06/07 | 73 | 12 | 18 | 22 | 56 |
| 07/08 | 73 | 15 | 21 | 22 | 69 |
| 08/09 | 52 | 19 | 31 | 35 | 56 |
| 09/10 | 61 | 15 | 20 | 23* | 64* |
| 10/11 | 94 | 17 | 20* | | |
| 11/12 | 100 | 23* | | | |

Bron: VNSU, 1cHO-bestand, tabel B2; * = voorlopige cijfers op peildatum 1-oktober.

Tabel 11 geeft de rendementen van de herinschrijvers, dat wil zeggen die studenten die aan het tweede jaar van de opleiding beginnen. Ook hier kan het verwachte effect van de getroffen maatregelen nog niet in de cijfers terug worden gevonden. Wel is duidelijk dat er een opgaande trend zichtbaar is, waarbij voor het cohort 08-09 het streefcijfer van 70% bijna gehaald wordt. Hoewel te vroeg om duidelijke conclusies te trekken, kan het toegenomen te maken hebben met de nieuwe opzet van de bachelorscriptie die de doorlooptijd van dit vak aanmerkelijk heeft verkort.

Tabel 11: Bachelorrendement van herinschrijvers bacheloropleiding SG&P (VWO-instroom)

| Jaar | Herinschrijvers na 1-ste jaar (absoluut) | % totale cohort | Bachelor-rendement (cumulatief %) | | | |
|---|---|---|---|---|---|---|
| | | | na 3 jaar | na 4 jaar | na 5 jaar | na 6 jaar |
| 02/03 | 35 | 76 | 9 | 37 | 63 | 74 |
| 03/04 | 62 | 90 | 26 | 47 | 76 | 81 |
| 04/05 | 59 | 88 | 14 | 39 | 56 | 75 |
| 05/06 | 75 | 93 | 16 | 49 | 65 | 76 |
| 06/07 | 64 | 88 | 22 | 50 | 73 | 80 |
| 07/08 | 63 | 86 | 16 | 54 | 78 | |
| 08/09 | 42 | 81 | 26 | 67 | | |
| 09/10 | 52 | 85 | 31 | | | |
| 10/11 | 78 | 83 | | | | |
| 11/12 | 77 | 77 | | | | |

Bron: VNSU, 1cHO-bestand, tabel B51.

Tabel 12: Bachelorrendement van herinschrijvers bacheloropleiding SG&P (totale-instroom)

| Jaar | Herinschrijvers na 1-ste jaar (absoluut) | % totale cohort | Bachelor-rendement (cumulatief %) | | | |
|---|---|---|---|---|---|---|
| | | | na 3 jaar | na 4 jaar | na 5 jaar | na 6 jaar |
| 02/03 | 40 | 78 | 10 | 43 | 68 | 78 |
| 03/04 | 78 | 87 | 21 | 38 | 63 | 68 |
| 04/05 | 81 | 86 | 12 | 33 | 48 | 62 |
| 05/06 | 110 | 80 | 12 | 37 | 53 | 60 |
| 06/07 | 120 | 85 | 17 | 35 | 48 | 53 |
| 07/08 | 86 | 75 | 14 | 45 | 63 | |
| 08/09 | 70 | 73 | 17 | 47 | | |
| 09/10 | 84 | 73 | 24 | | | |
| 10/11 | 106 | 69 | | | | |
| 11/12 | 86 | 58 | | | | |

Bron: VNSU, 1cHO-bestand, tabel B51 (2).

### *2.3.3 Studentevaluaties van de onderwijsleeromgeving*

In de algemene inleiding is beschreven dat de faculteit een uitgebreid systeem van onderwijsevaluaties heeft opgestart. Dit bestaat uit de al lang bestaande vakevaluaties, en daarnaast curriculumevaluaties (per studiejaar en voor de hele opleiding). Daarnaast bestaan panelevaluaties in het kader van verbeterplannen van cursussen en specifiek opgezette overige evaluaties wanneer daar aanleiding toe is. Deze evaluaties verlopen volgens de facultaire standaarden (zie algemene deel). In de algemene introductie van de FRW-kritische reflecties is het gestandaardiseerde evaluatieformulier opgenomen als bijlage. Bijlage 8 presenteert een selectie van de informatie uit de vakevaluaties 2012-2013. Bijlage 7 bevat de curriculumevalutie uit hetzelfde jaar.

Elk vak in de opleiding SG&P wordt geëvalueerd. Sinds 2012-2013 zijn de formulieren gestandaardiseerd, wat onderlinge vergelijking tussen vakken of voor hetzelfde vak over de jaren vereenvoudigt. Een onderdeel van de nieuwe evaluatie is ook de toekenning van een rapportcijfer (schaal 1-10) aan de cursus door de student. De vakevaluaties zijn anoniem en worden gedaan bij het laatste toetsmoment, waardoor er een hoge respons wordt behaald. De uitkomsten van de vakevaluaties worden aan de docenten verstrekt, aan de opleidingsdirecteur en de coördinator. Daarnaast worden ze besproken in de Opleidingscommissie. Als er

problemen worden geconstateerd wordt er contact opgenomen met de betrokken docent. Recent is dit gebeurd met de vakken Ruimtelijke Informatiekunde 1: data & cartografie (RI-1 jaar 1) en Ruimtelijke Informatiekunde 2: geografische informatie systemen (RI-2 jaar 2). Voor beide vakken is een verbeterplan geschreven. Helaas scoorde het vak RI-2 opnieuw onvoldoende in 2012-2013. Hier is opnieuw een panelevaluatie voor opgezet. Per september 2013 neemt een andere docent de cursussen op het terrein van GIS voor zijn rekening. Ook het vak 'population dynamics' is grondig herzien na tegenvallende evaluaties met een beter resultaat als gevolg in 2012-2013.

In algemene zin worden docenten geacht te reageren op de uitkomsten van de evaluatie. Deze reactie, met concrete verbeterplannen, wordt beschikbaar gesteld via de website van het vak. De vakevaluaties worden ook gebruikt om excellentie te erkennen en de drie hoogst gewaardeerde vakken worden bekend gemaakt onder alle docenten (intranet). Alle vakevaluaties zijn overigens beschikbaar via de digitale onderwijsomgeving (Nestor).

Aan de gehele faculteit is in het collegejaar 2011-2012 een systematische curriculum-evaluatie ingevoerd. Na afronding van de thesis dient deze ge-upload te worden naar het Universitair DataArchief. Dat gebeurt in een web-based procedure waarin een aantal stappen doorlopen dienen te worden. Daaronder valt nu ook het invullen en uploaden van de curriculumevaluatie. De laatste stap in het proces is het uploaden van de thesis zelf. Zo wordt een relatief hoog invulpercentage bereikt en wordt tevens bewerkstelligd dat de evaluatie van de opleiding een logische stap is die hoort bij het onderwijsprogramma.

De curriculumevaluatie bestaat uit een groot aantal vragen over het studeergedrag van de student en met name zijn/haar beoordeling van aspecten van de opleiding. Ook bij de curriculumevaluatie wordt de student gevraagd een rapportcijfer voor de opleiding te geven.

Naast de programma-evaluatie aan het eind van de opleiding zijn er jaarevaluaties na het eerste en tweede jaar van de opleiding. Omdat voor deze evaluaties niet een duidelijk moment bestaat om deze in te vullen is de respons op de evaluaties nog beperkt, waardoor de informatie ook beperkt bruikbaar is.

De eerste resultaten van de curriculumevaluatie van 2011-2012 (bijlage 7) laten zien dat studenten over het algemeen redelijk tevreden zijn over de opleiding SG&P. Het gemiddeld rapportcijfer bedraagt een 6,3. Studenten delen het belang dat aan veldwerk wordt gehecht. De faciliteiten en dienstverlening door ondersteunende diensten (studieadviseur, student support desk, bibliotheek, computerruimtes, etc.) worden ook zeer gewaardeerd. De organisatie van de studie (roosters, bereikbaarheid docenten, duidelijkheid over toetsing, etc.) scoren goed in de evaluatie. Studenten geven aan de opleiding interessant en leuk gevonden te hebben en tevreden te zijn over hun studiekeuze (vanzelfsprekend betreft dit wel studenten die de opleiding hebben afgerond). Deze verbeter- en sterke punten van de opleidingen volgen ook structureel uit de NSE (Nationale Studentenenquête) en daar (mede) op gebaseerde beoordelingen (keuzegids, Elsevier).

Aspecten waar studenten minder tevreden over zijn hebben vooral betrekking op de keuzemogelijkheden, het gebrek aan activerende werkvormen en de aansluiting bij de arbeidsmarkt. Ook zijn de studenten te weinig uren met hun studie bezig (gemiddeld 23 uur per week). Deze punten zijn eerder in de tekst al benoemd. Door het verder ontwikkelen van op onderzoek gestoeld onderwijs en de daarmee gepaard gaande toename van het aantal contacturen, toetsmomenten en werkvormen moet de studie uitdagender worden.

# 3 Standaard III: Analyse en gerealiseerde leeruitkomsten

*Standaard 3*

*De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd*

## 3.1 Toetsing

### *3.1.1 Uitgangspunten*

De toetsing van de vorderingen van de studenten verloopt volgens het opleidingsspecifieke Toetsplan. Dit is gebaseerd op de facultaire nota 'Toetsbeleid' (2012). De kwaliteit van de toetsing wordt bewaakt door de Examencommissie.

Docenten passen geschikte toetsvormen toe en beargumenteren hun keuze, met als uitgangspunten de eindkwalificaties van de opleiding, de positie van het vak in de opleiding en de leerdoelen van het vak zelf. Deze argumentatie is een vast onderdeel van de cursusbeschrijving die voor elk vak binnen de opleiding wordt opgesteld. Het behalen en toetsen van de leerdoelen van een cursus en de eindkwalificaties van de opleiding zit besloten in het type toetsen en de validiteit ervan. Het behalen ervan is echter evenzeer afhankelijk van het studeergedrag van de studenten. Het monitoren en stimuleren van actief studiegedrag is daarom ook een integraal onderdeel van de visie op toetsen in de opleiding. De nadruk van dit beleid ligt in het eerste jaar, omdat daar relatief veel studievertraging wordt opgelopen. De tutorgesprekken in het eerste jaar spelen hier een centrale rol in (zie 2.1.5).

Op het niveau van individuele vakken wordt het activeren van studenten gestimuleerd met behulp van tussentijdse toetsen. In de propedeutische fase gebeurt dit in de vorm van tussentijdse schriftelijke toetsen en opdrachten (bv in Economische Geografie I, Culturele Geografie, Economie). In latere jaren gebeurt dit voornamelijk in de vorm van opdrachten. Deze tussentijdse opdrachten bieden de mogelijk om de relatie tussen de onderzoekslijn en de inhoudelijke leerlijnen gelegd worden. Dit onderdeel van de toetsing moet nog doorontwikkeld worden.

### *3.1.2 Procedures*

Studenten zijn bij aanvang van de cursus, in ieder geval via de elektronische leeromgeving, op de hoogte van de manier van toetsen en de toetscriteria. Voor tentamens geldt dat de kwaliteit van het tentamen wordt beoordeeld door een ander staflid. Wie de peer review verzorgd heeft staat expliciet vermeld op het tentamen. Voor andere toetsen is het goed gebruik deze ook door een collega te laten nakijken, hoewel dit niet geformaliseerd is. Voor meerkeuzetentamens geldt dat ook achteraf de kwaliteit van het tentamen geëvalueerd wordt. Meerkeuzetentamen worden digitaal verwerkt. Deze verwerking levert informatie op over de kwaliteit van de vragen met betrekking tot de moeilijkheidsgraad en onderscheidenheid. Op basis van deze informatie kunnen docenten hun beoordeling eventueel nog aanpassen door 'slechte' vragen niet mee te laten wegen.

Bij het stimuleren van studievoortgang past ook het uitgangspunt dat cursussen zoveel mogelijk in één keer en als geheel worden afgerond. Dit betekent dat het aantal herkansingsmogelijkheden beperkt is tot één per jaar. In bijzondere gevallen kan de

Examencommissie een extra mogelijkheid toekennen. Voor andere toetsvormen maakt de docent aan het begin van de cursus bekend of en zo ja welke reparatiemogelijkheden aangeboden worden. Het meedoen aan een toetsingsactiviteit in een cursus levert altijd een eindcijfer op. Deelcijfers vervallen na afloop van de cursus; bij het niet halen van een cursus dient de hele cursus te worden overgedaan.

Bij het stimuleren van studievoortgang wordt niet alleen extra inzet van de studenten gevraagd. Ook in de organisatie en evaluatie van de toetsing komt dit principe naar voren. Alle toetsen moeten snel beoordeeld worden: binnen 10 werkdagen na het afleggen van een tentamen moet de beoordeling bekend zijn bij de studenten. Het eindcijfer van een vak moet binnen 10 werkdagen na afloop van de onderwijsperiode, inclusief toetsperiode, vastgesteld zijn.

### *3.1.3 Toetsvormen en toetsplan*

De argumenten van een docent om voor een bepaalde toetsvorm te kiezen is een vast onderdeel van de cursusbeschrijving die voor elk vak binnen de opleiding wordt opgesteld. Op deze manier wordt de keuze voor de gebruikte toetsvorm op een duidelijke manier gedocumenteerd, wat ook dwingt tot reflectie op de toetsvorm. Onderwijskundigen van de RuG-dienst ESI (Educational Support & Innovation) bieden ondersteuning bij het opstellen van de cursusbeschrijving. Vanaf 2013-2014 worden deze cursusbeschrijvingen via de elektronische leeromgeving ook kenbaar gemaakt aan de studenten.

Bijlage 3 geeft het toetsplan voor het jaar 2012-2013, wat opgesteld is op basis van de informatie die is ingewonnen in het kader van het 'verbetertraject SG&P'. Het toetsplan bestaat uit een matrix waarin per vak aangegeven staat aan welke eindkwalificaties wordt bijgedragen, met welke onderwijsvormen dat gebeurt en met welke toetsvormen getoetst wordt. De matrix geeft ook de coördinator en de opleidingsdirecteur informatie op basis waarvan ingeschat kan worden of eindkwalificaties onderbelicht blijven in het programma en of het programma goed opgebouwd is, bijvoorbeeld met meer nadruk op oordeelsvorming in de latere jaren van de opleiding. De coördinator van de opleiding bekijkt elk jaar met de betrokken docenten of de toetsmatrix nog correct is voor alle vakken. De coördinator verzamelt de gegevens en communiceert de volledige toetsmatrix aan alle docenten. Op deze manier worden docenten elk jaar gedwongen na te denken over de relatie tussen eindkwalificaties, leerdoelen van het vak en bijbehorende werkvormen en toetsvormen. Ook geeft het schema docenten informatie over de positie van hun vak in het volledige programma en de opbouw van andere vakken.

### *3.1.4 De beoordeling van de thesis*

De opleiding wordt afgesloten met het schrijven van de Bachelorthesis. De uitvoering en toetsing van dit onderdeel werd in het verleden niet altijd op een consistente manier gedaan. Dit is ook opgemerkt in het rapport van de vorige visitatiecommissie. Na een pilotproject in 2009 is er in 2010 een nieuwe opzet van het bachelorproject ingevoerd. Hierin wordt gewerkt volgens een vaststaand schema dat voor alle deelnemers gelijk is. Daarbij zijn de beoordelingscriteria gelijk getrokken door te werken met een gestandaardiseerd beoordelingsmodel. Om de beoordeling zo consistent mogelijk te laten verlopen, wordt elke scriptie door twee docenten beoordeeld. Met het modulair opbouwen van het vak (verschillende opeenvolgende opdrachten / onderdelen van de scriptie) zijn ook de verschillende onderzoeksstappen voor de studenten gelijk. Zo is ook aandacht voor de wetenschappelijke theorievorming in het proces ingebouwd. De nieuwe opzet heeft de gemiddelde doorlooptijd voor het bachelorproject aanmerkelijk verlaagd.

## 3.2 Behaald niveau

### *3.2.1 Studentenevaluaties met betrekking tot toetsing*

Naast de peerreview door stafleden, bestaat er ook studentenevaluatie van de toetsing. De evaluaties vinden plaats op het niveau van de toetsing binnen een vak en het programma als geheel (zie 2.3.3. voor uitleg over het studentenevaluatiesysteem).

De evaluatie van de toetsing is onderdeel van de vakevaluatie. Er wordt gevraagd naar de duidelijkheid van het tentamen, of het tentamen een goede afspiegeling van de stof vormt en of eventuele andere opdrachten ook bijdragen aan de doelstellingen van het vak. Daarnaast liggen alle toetsen minstens 2 weken ter inzage bij het Bureau Onderwijs en studenten kunnen in die periode extra toelichting vragen bij de betrokken docent. Uiteindelijk kan de student zich tot de Examencommissie wenden als hij/zij het niet eens is met de beoordeling.

Uit de programma-evaluaties blijkt dat studenten over het algemeen tevreden zijn over de toetsing, zowel organisatorisch en inhoudelijk. Ze hebben het idee dat de opleiding inderdaad de eindkwalificaties bereikt die het beoogt: Het analytisch vermogen is verbeterd, het verwerken van wetenschappelijke teksten en andere informatiebronnen komt voldoende aan bod, leervaardigheden en samenwerking worden voldoende ondersteund. In dit verband is ook de goede evaluatie van het bachelorproject van belang. Hoewel niet alle eindkwalificaties in dit vak worden getoetst, vormt het wel de afsluiting van de opleiding en moeten de studenten op dat moment het beoogde eindniveau behaald hebben. De studenten geven aan dat de opleiding hun goed voorbereid op de bachelorthesis en dat de thesis zelf voldoende mogelijkheden biedt om deze vaardigheden in de praktijk te brengen.

Niettemin wordt ook duidelijk dat er onder docenten nog de neiging bestaat om veel op reproductie te toetsen. Studenten geven aan dat een goed geheugen in veel gevallen volstaat.

### *3.2.2 Prestaties van de studenten*

De uiteindelijk door de studenten behaalde niveaus laten zich onder meer aflezen uit het niveau van de bachelorporjecten. Deze functioneren immers als afsluitende en integrale proeve van (onderzoeks)bekwaamheid. In de twee jaren dat de nieuwe opzet gebruikt wordt is het gemiddelde cijfer dat gegeven werd was een 7,0. In totaal werd vier maal een 9 (3%) en zes maal een 8,5 (4%) gegeven. In het nieuwe format van de bachelorprojecten, vormgegeven als cursus, bestaat duidelijker dan voorheen de mogelijkheid dat een student kan zakken, bijvoorbeeld als hij/zij de deadlines niet haalt of het vereiste niveau niet behaalt. Docenten geven inderdaad in deze gevallen onvoldoendes en die worden ook geregistreerd. In de beide studiejaren ging het om 12 van de 142 deelnemers (8%). De cijferverdeling suggereert dat de bachelor er inderdaad in slaagt om studenten op te leiden tot een aanvaardbaar niveau voor instroom in een (verwante) master, maar dat er nog ruimte is om het gemiddelde niveau van de afgestudeerden verder omhoog te brengen.

Het behaalde niveau wordt ook per vak geëvalueerd. Dit gebeurt met name door naar de slagingspercentages en gemiddelde eindcijfers te kijken. Wanneer de slagingspercentages onder 50% liggen neemt de onderwijsdirecteur contact op met de betreffende docent om het vak en de bijbehorende toetsing te analyseren. Dit geldt binnen de opleiding voor slechts een aantal vakken. Wanneer er andere problemen met het vak worden gesignaleerd wordt een verbeterplan opgesteld (zie ook 2.3.3.).

### *3.2.3 Arbeidsmarktpositie*

Een andere indicatie van het behaalde niveau zijn de vervolgcarrières van de afgestudeerden. Van de afgestudeerden van onze opleiding gaat het overgrote deel verder in een master-programma. Meer dan driekwart daarna kiest een master aan de eigen faculteit (in 2010 80%). Vanuit de bachelor SG&P is de instroom in een research master nog relatief gering. De verwachting is dat deze met de verdere doorwerking van research-driven education in de

bachelor kan stijgen. Ook de invoer van een extra honours-tracé gericht op in stroom in de research master in 2013/2014 kan daaraan bijdragen.

Over de doorstroom van bachelorstudenten rechtstreeks naar arbeidsmarkt en over de verdere ontwikkeling van het carrière-pad van bachelor alumni is nog te weinig bekend aan de FRW. Het opzetten van een Raad van Advies is mede bedoeld om ook de aansluiting met de arbeidsmarkt van deze groep alumni in het oog te krijgen. Gezien het feit dat de meeste SG&P studenten een vervolgstudie kiezen, heeft het ontwikkelen van career services met betrekking tot voorbereiding op de arbeidsmarkt vooral prioriteit in de verschillende masteropleidingen.

# 4 Analyse en aandachtspunten

De opleiding Sociale Geografie en Planologie in Groningen heeft zich sinds het vorige visitatierapport (2008) vooral gericht op de ontwikkeling en evaluatie van de kwaliteit op vakniveau. Er is geïnvesteerd in de kwaliteit van docenten en het evaluatiesysteem is verder uitgebreid. Dit heeft geleid tot een situatie waarin we tevreden zijn over de organisatie van het programma en de kwaliteit en inhoud van de verschillende vakken. De opleiding kan zich in onze ogen echter nog versterken door vakoverstijgende verbanden in de opleiding verder te ontwikkelen. Dit geldt zowel voor relaties tussen vakken als ook de relatie tussen de opleiding en het werkveld. De eerste stappen hiervoor zijn genomen, maar dit proces is nog niet afgerond en is wat ons betreft het grootste aandachtspunt voor de komende jaren.

*Eindkwalificaties en leerlijnen*

In de afgelopen periode zijn de eindkwalificaties van de opleiding aangepast om het uitgangspunt van onderzoeksgedreven onderwijs verder vorm te geven. Hierbij zijn de eindkwalificaties nu opgesteld volgens de hiërarchie als aangegeven in de Dublindescriptoren. Doordat de eindkwalificaties opgesteld zijn in samenwerking met de betrokken docenten is ook de bekendheid toegenomen. In de cursusbeschrijvingen is bovendien aangegeven hoe individuele vakken aan het behalen van de eindkwalificaties bijdragen.

De grootste uitdaging voor de komende periode is om de eindkwalificaties bekend te houden bij de staf en ook als uitgangspunt voor het onderwijs te laten dienen. Twee maatregelen moeten hiervoor zorgdragen. Allereerst is er sinds 2011 een coördinator voor de bacheloropleiding (0,1 fte) die de kwaliteit en de coherentie van het programma overziet. Daarnaast wordt ieder jaar het toetsplan opgesteld. In dit plan geven docenten zelf aan hoe hun vak bijdraagt aan de eindkwalificaties, hoe en wanneer er getoetst wordt en welke werkvormen gebruikt worden. Op deze manier wordt er elk jaar teruggegrepen naar de eindkwalificaties die op dat moment gelden.

In een innovatietraject begeleid door onderwijskundigen van de Rug-dienst ESI zijn de vakbeschrijvingen door de docenten ontwikkeld. Niet alleen is hiermee op een systematische manier aandacht besteed aan de interne kwaliteit van alle vakken. De bijeenkomsten hebben ook geleid tot een discussie (en wederzijdse informatie over de vakken) over de positie van vakken in het curriculum en hun posities ten opzichte van elkaar. Ook zijn de eindkwalificaties in dit traject besproken en geherformuleerd. Daarmee zijn ze beter bekend geworden onder de staf en dienen ze meer dan voorheen als uitgangspunt voor het onderwijs. Dit proces is overwegend positief geëvalueerd, hoewel het lastig is gebleken alle docenten hierbij te betrekken. Ondanks de verbeterde bekendheid van de eindkwalificaties is de stap van eindkwalificaties van de opleiding naar leerdoelen van een vak een grote. De leerlijnen vormen wat dit betreft een tussenlaag, waar docenten zich inhoudelijk goed in moeten kunnen plaatsen. Binnen de leerlijnen kan ook het onderling overleg tussen docenten vorm krijgen. Hoewel de inhoud van de leerlijnen bij de docenten bekend is, juist ook omdat het gestoeld is op onze onderzoeksvisie, is het gebruik ervan nog niet geïnternaliseerd bij de docenten. In de komende jaren zal dit ontwikkeld moeten worden, onder andere door de docenten in verschillende leerlijnen bijeen te laten komen om de vakoverstijgende relaties uit te werken en ook in het onderwijs naar voren te laten komen.

*Onderzoek in het Onderwijs: Werk- en toetsvormen*

De opleiding heeft een onderwijsbenadering waarin onderzoek en onderwijs nauw met elkaar verbonden horen te zijn. Dit betekent dat er over relevante en actuele thema's wordt gedoceerd, maar ook dat studenten meer onderzoek doen, d.w.z. onderdelen van het onderzoeksproces doorlopen. Dit laatste onderdeel vraagt, naast een goed besef van de docenten welke

vaardigheden de studenten al bezitten, ook een uitbreiding van het aantal werkvormen dat aangeboden wordt en waarin juist onderzoeksvaardigheden worden toegepast.

Inmiddels is het zo, dat in vrijwel elk vak verschillende werk- en toetsvormen voorkomen die de mogelijkheid bieden om onderzoeksvaardigheden toe te passen in de context van het vak. Dit is een verbetering ten opzichte van de situatie ten tijde van de vorige visitatie. De aanstelling van drie innovatiedocenten (per juni 2013) ontlast docenten om zo juist dit aspect nog verder te ontwikkelen in de verschillende vakken. Ook is de onderzoeksleerlijn uitgebreid en is er een coördinator aangesteld die deze lijn bewaakt. Met name de veldwerkvakken hebben een grotere onderzoekscomponent gekregen. Deze vakken zijn veranderd van excursies waarin met name veel informatie werd gepresenteerd aan de studenten naar onderzoeksweken, waarin de studenten in een andere context zelf data verzamelen, deze verwerken en presenteren.

Het Bachelorproject is opnieuw opgezet, mede in reactie op kritiek uit de vorige visitatie. In de nieuwe set-up is de begeleiding verzwaard waardoor het vak beter aansluit bij de eindkwalificatie die zegt dat studenten onder begeleiding een wetenschappelijk onderzoek moeten kunnen opzetten en uitvoeren. Het vak is nu modulair opgebouwd, waarbij specifiek aandacht is voor de theoretische onderbouwing en methodologische keuzes die in het onderzoek gemaakt moeten worden.

De grootste uitdaging voor de komende jaren ligt in het verder verbinden van de onderzoekslijn en de VAK-lijn. Onderzoekstechnieken (zoals statistiek, tekstanalyse, video en GIS) worden nog te weinig toegepast in de individuele vakken. Dit moet de komende tijd vorm krijgen door lunchmeetings te beleggen waarin voorbeelden van dit soort werkvormen en opdrachten (zoals bv in Economische Geografie II) worden gepresenteerd. Een andere manier is om colleges uit een vak uit de onderzoekslijn in te passen in een thematisch vak (zo is er een college statistiek in het vak fysische geografie). Dit soort vormen staat echter nog in de kinderschoenen. De bachelorcoördinator neemt hier het voortouw in.

*Docenten*

De didactische kwaliteiten van de docenten zijn verder ontwikkeld. In mei 2013 bezat 39% van de docenten een BasisKwalificatie Onderwijs. Nog eens 36% van de docenten is bezig met een traject om de BKO te behalen. In de cursus Economie is het verbetertraject van de cursus, begeleid door deskundigen van ESI, direct gekoppeld aan het BKO-traject. Dit is voor docenten aansprekend en effectief.

Naast de investeringen in kwaliteit, is ook het aantal docenten uitgebreid om de docenten-staf ratio te verbeteren. Hoewel de ratio verbeterd is, blijft er een spanningsveld bestaan tussen de wens om attractief en uitdagend onderwijs te geven dat aansluit bij het idee dat onderzoek hierin een belangrijke rol moet spelen en de stafinzet die dit vergt. De werkdruk ligt blijkens onder andere de personeelsenquête hoog aan de faculteit. De innovatiedocenten, die voor 4 jaar zijn aangesteld, moeten verlichting bieden, zeker als de onderwijsinnovaties leiden tot werkvormen die arbeidsextensief zijn maar toch bijdragen aan het ontwikkelen van de onderzoeksvaardigheden. Het gebruik van virtueel veldwerk in het eerstejaars vak Economische Geografie I is hiervan een goed voorbeeld.

*Evaluaties*

De opleiding heeft een goed werkend evaluatiesysteem op het niveau van vakken, jaren en het hele curriculum. Het is vastgelegd in heldere procedures die ook breed gedragen worden door de docenten. Hierbij moet opgemerkt worden dat de jaar- en curriculumevaluatie na opstartproblemen (met name om de respons te garanderen) pas in 2012 voor het eerst goed zijn uitgevoerd. Een structurele analyse van de uitkomsten is pas in de komende jaren mogelijk. Dit ligt anders voor de vak-evaluaties. Dit systeem is al lang in gebruik en door de invoering van een

gestandaardiseerd formulier zijn de resultaten vanaf 2012 goed vergelijkbaar voor de vakken. Naast een heldere organisatie worden de uitkomsten serieus gebruikt in het verbeteren van het onderwijs. Docenten worden aangesproken op mindere evaluaties (de onderwijsdirecteur is verantwoordelijk) en vakken worden aangepast als nodig. Hiermee is een belangrijk kritiekpunt uit de vorige visitatie aangepakt.

Een mogelijke verdere ontwikkeling ligt in peer-review door docenten. De informatie uit de evaluaties komt voornamelijk van studenten, terwijl docenten elkaar slechts beperkt evalueren (alleen in peer review van de beoordeling van bachelortheses en het opstellen van tentamens). Docenten zouden bijvoorbeeld bij elkaar colleges kunnen volgen. Dit zou ook helpen in het verbeteren van bewustzijn van de positie van de eigen cursus ten opzichte van andere cursussen. Op het moment zijn hiervoor echter nog geen concrete plannen.

*Toetsing*

Ook met betrekking tot toetsing bestaan er heldere procedures. Tentamens worden door een collega beoordeeld op kwaliteit en waar nodig aangepast. Dit wordt op het tentamen vermeld. Nakijktermijnen staan vast en worden nageleefd. In 2011-2012 zijn er voor het gehele programma zes overschrijdingen geweest op een totaal van 62 tentamens (inclusief herkansingen). Meerkeuzetentamens worden geanalyseerd op validiteit. Daarnaast zijn studenten en docenten bekend met inzagetermijnen en als nodig reclameringsmogelijkheden bij de examencommissie. Tenslotte is er als onderdeel van het innovatietraject een toetsplan opgesteld waarin eindkwalificaties, onderwijsvormen en toetsvormen aan elkaar gekoppeld worden. Dit plan is opgesteld voor het studiejaar 2012-2013, wat een structurele analyse ervan nog onmogelijk maakt. Door het toetsplan (de toetsmatrix in Bijlage 4.3) jaarlijks op te stellen ontwikkelen de coördinator en de onderwijsdirecteur een beter beeld welke eindkwalificaties behaald worden en welke niet. Ook kan er dan strategischer gekeken worden welke verschillende toetsvormen waar in het programma ingezet kunnen worden.

*Niveau*

Het niveau van de opleiding is omhoog gegaan. Dit blijkt onder andere door een hogere selectiviteit van het eerste jaar, maar ook door een betere kwaliteit van de bachelorscripties. Afgestudeerde studenten vinden daarbij hun weg naar relevante Masteropleidingen. Niettemin blijkt uit studentenenquêtes dat met name het eerste jaar van de opleiding nog als licht wordt ervaren. Doordat de curriculum- en jaarevaluaties nog niet voor meerdere jaren beschikbaar zijn, is het niet mogelijk de ontwikkeling weer te geven. Door de studenten uit te dagen zelf meer onderzoek te doen, de meer intensieve werkvormen die hierbij horen en de verhoging van het aantal contacturen is het eerste jaar naar ons idee intensiever geworden. De hogere selectiviteit van het eerste jaar weerspiegelt dit ook.

Ook voor de komende jaren is het doel om de studierendementen over de gehele linie te verhogen waaronder het aantal behaalde EC's in de propedeuse. Een van de middelen daartoe is het verder ontwikkelen van 'learning communities' waarmee de betrokkenheid van studenten met het vakgebied, met elkaar, en met de staf vergroot kan worden. In 2013-2014 zullen er pilot-projecten gedraaid worden.

Een andere ambitie betreft de verbetering van de verbinding met de praktijk, de aansluiting met en de inzet van het beroepenveld. De Raad van Advies (zie Algemeen Deel) zal in dit verband een rol kunnen spelen. De leden van de Raad van Advies zullen onder andere reflecteren op de eindkwalificaties van de opleiding.

*Al met al…*

zien we de opleiding sociale geografie en planologie als een goed georganiseerde opleiding van goed niveau, met gedreven docenten en geïnteresseerde studenten. Voor de komende jaren is het grootste doel over de schaduw van de vakken heen te springen en verbindingen te zoeken tussen elkaars vakken, maar ook met het werkveld.

# Bijlagen

## Bijlage 1 Eindkwalificaties SG&P 2013-2014

Dit document beschrijft de eindkwalificaties van de bacheloropleiding Sociale Geografie & Planologie. De eindkwalificaties zijn in overeenstemming met het referentiekader zoals dat opgesteld is door de opleidingen sociale geografie en planologie in Nederland. Daarbij zijn de eindkwalificaties gegroepeerd met behulp van de zogeheten Dublindescriptoren. Elk blokje begint met de officiële Nederlandse vertaling van descriptor.

**1. Kennis en inzicht**

*De student heeft aantoonbare kennis en inzicht van een vakgebied, waarbij wordt voortgebouwd op het niveau bereikt in het voortgezet onderwijs en dit wordt overtroffen; de student functioneert doorgaans op een niveau waarop met ondersteuning van gespecialiseerde handboeken enige aspecten voorkomen waarvoor kennis van de laatste ontwikkelingen in het vakgebied vereist zijn.*

- Studenten kennen op basisniveau de historische en actuele inzichten in de sociale geografie, planologie en demografie en kunnen hier een overzicht van geven.
- Studenten kennen de voornaamste actuele maatschappelijke thema's, onderzoeksthema's en beleidsrichtingen op het gebied van de sociale geografie, planologie en demografie.
- Studenten kennen de voornaamste theoretische, methodologische en ethische grondslagen van de sociale geografie, planologie en demografie.
- Studenten hebben op basisniveau kennis van de centrale methoden en onderzoektechnieken (zowel kwantitatieve als kwalitatieve benaderingen inclusief GIS) die bij probleemanalyse voorhanden zijn.
- Studenten hebben inzicht in de diversiteit en complexiteit van maatschappelijke structuren en processen en van hun interacties met omgevingsstructuren en -processen.
- Studenten hebben inzicht in de fysieke kenmerken van het (cultuur)landschap en de ondergrond in hun samenhang met sociaal-geografische en planologische processen.
- Studenten hebben kennis van voor sociaal geografen, planologen en demografen relevante carrièreperspectieven, zowel op de arbeidsmarkt als bij vervolgstudies.

**2. Toepassen kennis en inzicht**

*De student is in staat kennis en inzicht op een dusdanige wijze toe te passen, dat dit een professionele benadering van zijn/haar werk of beroep laat zien, en beschikt over competenties voor het opstellen en verdiepen van argumentaties en voor het oplossen van problemen op het vakgebied.*

- Studenten hebben het vermogen om onder begeleiding geografisch, planologisch, demografisch onderzoek op te zetten en uit te voeren.
- Studenten kunnen een zelfstandige bijdrage leveren aan de formulering, analyse en oplossing van problemen die zich voordoen op het werkterrein van de sociale geografie, planologie en demografie. Daarbij hebben ze oog voor de tijdruimtecontext waarin en de ruimtelijke schaal waarop het probleem zich voordoet en kunnen ze geïnformeerde keuzes maken en uitvoeren met betrekking tot de te volgen methode, de theoretische positionering en het betrekken van eerder gedaan empirisch onderzoek.
- Studenten kunnen belangrijke onderzoeksthema's, bijvoorbeeld zoals die in het facultaire onderzoeksprogramma tWIST zijn beschreven, in hun samenhang plaatsen in maatschappelijke en beleidsmatige ontwikkelingen.

**3. Oordeelsvorming**
*De student is in staat om relevante gegevens te verzamelen en interpreteren (meestal op het vakgebied) met het doel een oordeel te vormen dat mede gebaseerd is op het afwegen van relevante sociaal-maatschappelijke, wetenschappelijke of ethische aspecten.*

- Studenten kunnen effectief data verzamelen gebruikmakend van primaire bronnen (veldwerk, observatie, interviews, enquêtes) en secundaire bronnen (beschikbare kwantitatieve en kwalitatieve data).
- Studenten kunnen onderzoeksresultaten op een wetenschappelijk verantwoorde manier interpreteren en hebben oog voor eventuele alternatieve interpretaties.
- Studenten hebben het vermogen tot het evalueren van de (ruimtelijke) consequenties van interventies.
- Studenten zijn zich bewust van het interdisciplinaire karakter van ruimtelijk onderzoek en zij zijn in staat om inzichten vanuit de verschillende thema's (oa. sociale, culturele, economische, planologische, demografische en fysisch geografische) te integreren en in samenhang te analyseren.
- De student kan het vakgebied van de sociale geografie, planologie en demografie positioneren ten opzichte van andere vakgebieden.
- De student kan kritisch reflecteren op het eigen wetenschappelijk handelen, onder andere op de gevolgde methodologische benadering, maar ook de ethische implicaties van een onderzoek.

**4. Communicatie**
*De student is in staat informatie, ideeën en oplossingen over te brengen op een publiek bestaande uit specialisten of niet-specialisten.*

- De student kan opgedane kennis en inzichten in woord en geschrift overdragen op specialisten en niet-specialisten.
- De student kan gegevens op een heldere manier presenteren en visualiseren, onder andere met gebruik van GIS.
- De student kan op een constructieve manier samenwerken in teamverband.
- De student is in staat input van anderen en de uitkomsten van debat met anderen op te nemen en te integreren in het eigen werk.

**5. Leervaardigheden**
*De student bezit de leervaardigheden die noodzakelijk zijn om een vervolgstudie die een hoog niveau van autonomie veronderstelt aan te gaan.*

- De student bezit leervaardigheden die noodzakelijk zijn om een vervolgstudie aan te gaan die een hoog niveau van autonomie veronderstelt.
- De student bezit vaardigheden (zoals computergebruik, verslaglegging, presenteren) die nodig zijn om adequaat in maatschappelijke functies te kunnen optreden.
- De student bezit de vaardigheid om, binnen verschillende tijdruimtecontexten, zelfstandig relevante informatie te verzamelen bij het oplossen van een onderzoeksprobleem.

## Bijlage 2 Eindkwalificaties SG&P 2012-2013

*Met de opleiding wordt het volgende beoogd:*

Kennis en inzicht:
- dat studenten kennis hebben van de historische en actuele inzichten in de sociale geografie, planologie c.q. demografie, en op de hoogte zijn van de voornaamste nationale en internationale ontwikkelingen in die wetenschapsgebieden
- dat studenten kennis hebben van de voornaamste theoretische, methodologische en ethische grondslagen der sociale geografie, planologie c.q. demografie
- dat studenten begrip hebben van het belang van kennis in aan de ruimtelijke wetenschappen grenzende andere wetenschapsgebieden

Toepassen kennis en inzicht:
- dat studenten problemen kunnen definiëren, analyseren en oplossen die zich voordoen op het werkterrein van de sociale geografie, planologie c.q. demografie
- dat studenten kennis bezitten omtrent de beschikbare onderzoektechnieken die bij de probleemanalyse en –oplossing voorhanden zijn.
- dat studenten deze technieken kunnen toepassen in onderzoeksituaties

Oordeelsvorming:
- dat studenten kennis hebben gemaakt met de praktijk van het werk op het vakgebied van de sociale geografie, planologie c.q. demografie (gastdocenten, excursies, etc.).

Communicatie:
- dat studenten kennis en inzicht in woord en geschrift kunnen overdragen op het niveau van de doelgroep waar die overdracht zich op richt: scholieren, andere studenten, maatschappelijke organisaties binnen en buiten Nederland, wetenschappelijke fora
- dat de student kan samenwerken in teamverband

Leervaardigheden:
- dat de student leervaardigheden bezit die noodzakelijk zijn om een vervolgstudie aan te gaan die een hoog niveau van autonomie veronderstelt.

*Eindkwalificaties van de opleiding*

1. Kennis en inzicht:
a. Besef hebben van de ethische, normatieve en expressieve denkwijzen in de sociale geografie en planologie en demografie.
b. Paradigma's (redeneerwijzen) in het vakgebied van de sociale geografie en planologie kunnen herkennen
c. Inzicht hebben in de diversiteit en complexiteit van maatschappelijke structuren en processen en van hun interacties met omgevingsstructuren en –processen

2. Toepassen kennis en inzicht:
a. Vermogen hebben om onder begeleiding geografisch, planologisch, demografisch onderzoek op te zetten en uit te voeren
b. Logisch kunnen redeneren; analyserend en probleemoplossend vermogen

3. Oordeelsvorming:
a. Vermogen tot het evalueren van de (ruimtelijke) effecten van ingrepen
b. Gevoel hebben voor de grenzen van de kennis; informatie uit een brede verzameling van bronnen op juiste waarde weten te schatten

c. Bezit van een attitude die het mogelijk maakt om kritisch te reflecteren op het eigen wetenschappelijk handelen
d. Aantoonbare wetenschappelijke attitude om in geëigende maatschappelijke functies werkzaam te zijn

4. Communicatie:
a. Kunnen debatteren over het vakgebied en de plaats ervan in de maatschappij
b. Vermogen tot samenwerking in teamverband en het daarbij inbrengen van de bijdrage van het eigen vakgebied

5. Leervaardigheden:
a. Vaardigheden (zoals computergebruik, verslaglegging, presenteren) die nodig zijn om adequaat in maatschappelijke functies te kunnen optreden
b. Vermogen om na het afstuderen zelfstandig de ontwikkelingen in het eigen vakgebied te blijven volgen

## Bijlage 3 Toetsplan: bijdrage van cursussen aan bereiken eindkwalificaties, toets- en werkvormen en timing van toetsen over het onderwijsblok (2012-2013)

Los bijgevoegd vanwege omvang.

# Bijlage 4 Activiteiten en planning verbetertraject SG&P

## Bijeenkomstenlijst Verbetertraject Bachelor SG&P

| Wanneer | Wie | Wat |
|---|---|---|
| 26 september 2011 | Kernteam | Vooroverleg |
| 14 november 2011 | Alle Bachelor docenten + afvaardiging studenten | Onderwijsmiddag; thematische overlap in bachelor |
| Nov 2011 – Jan 2012 | Verschillende subgroepen (Leerlijnen) | - Toetsen eindtermen aan doelen vakken<br>- Inventariseren onderwijsvormen<br>- Inventariseren thematische overlap |
| 19 januari 2012 | Bachelordocenten | Seminar research-led education |
| 1 februari 2012 | Kernteam | Voorbereiden plenaire bijeenkomst |
| 13 februari 2012 | Alle Bachelor docenten + afvaardiging studenten | - Opstellen eindtermen nav inventarisatie<br>- Instructie cursusratio's schrijven |
| 16 februari 2012 | Kernteam | Evaluatie plenaire bijeenkomst |
| 9 / 13 maart 2012 | Docenten | Inloopspreekuur cursusratio's |
| 4 april 2012 | Kernteam | Voorbereiding |
| 10 april 2012 | Alle Bachelor docenten + afvaardiging studenten | - Onderzoek in het Onderwijs |
| 26 april 2012 | Alle docenten | Lunchseminar: research led education Vastgoed (Sijtsma) |
| 3 september 2012 | Kernteam | Afspraken afronding process |
| 21 november 2012 | Kernteam | Voorbereiden slotbijeenkomst |
| 22 november 2012 | Alle docenten + afvaardiging studenten | Slotbijeenkomst verbetertraject |

# Bijlage 5 Docenten die participeren in de opleiding

| Naam | Graad | M/V | Functie | Aanstelling (fte); onderzoekstijd (% aanstelling) | BKO | Expertise |
|---|---|---|---|---|---|---|
| Ajay Bailey | Dr. | M | UD | 1.0 (36,7%) | + | Demografie |
| Marien de Bakker | Drs. | M | Doc | 1.0 (0%) | + | GIS |
| Justin Beaumont | Dr. | M | UD | 1.0 (40%) | Ja | Stadsgeografie, Planologie, filosofie van sociale wetenschappen |
| Aleid Brouwer | Dr. | V | UD | 0.8 (40%) | Ja | Economische Geografie |
| Henk Brouwer | Dr. | M | UD | 0.6 (10%) | + | Vastgoed |
| Gijs van Campenhout | Msc | M | Doc | 0.8 (0%) | + | Culturele geografie |
| Michiel Daams | Msc | M | PhD | 1.0 (92.5%) | VS | Vastgoed, economische geografie |
| Chris Diederiks | Msc | M | Doc | 0.1 (0%) | Ja | Culturele geografie, Onderwijskunde |
| Jouke van Dijk | Prof.dr. | M | HgL | 0.6 (40%) | + | Economische geografie, Economie |
| Terry van Dijk | Dr. | M | UD | 1.0 (40%) | Ja | Planologie, ontwerpen |
| Peter Druijven | Dr. | M | UD | 1.0 (10%) | VS | Culturele geografie |
| Hans Elshof | Msc. | M | PhD | 1.0 (92.5%) | VS | Demografie |
| Peter Groote | Dr. | M | UHD | 0.7 (0%) | Ja | Culturele Geografie, Politieke geografie |
| Tialda Haartsen | Dr. | V | UD | 0.8 (40%) | Ja | Culturele geografie, Plattelandsgeografie |
| Daniël Herbers | Msc. | M | PhD | 1.0 (92.5%) | VS | Demografie |
| Paulus Huigen | Prof.dr. | M | HgL | 0.6 (20%) | + | Culturele geografie |
| Sierdjan Koster | Dr. | M | UD | 1.0 (70%) | Ja | Economische Geografie |
| Wim Meester | Dr. | M | UD | 1.0 (10%) | | Statistiek, Economische geografie |
| Louise Meijering | Dr. | V | UD | 1.0 (40%) | Ja | Demografie |
| Erik Meijles | Dr. | M | UD | 0.8 (40%) | Ja | Fysische Geografie, GIS |
| Claartje Mulder | Prof.dr. | V | HgL | 0.8 (40%) | Ja | Demografie, woningmarkt |
| Inge Noback | Dr. | V | PD | 0.9 (100%) | | Economische Geografie, Demografie |
| Gert de Roo | Prof.dr. | M | HgL | 1.0 (40%) | | Planologie |
| Frans Sijtsma | Dr. | M | UD | 1.0 (50%) | Ja | Economische Geografie, Vastgoed |
| Dirk Strijker | Prof.dr. | M | HgL | 1.0 (40%) | + | Culturele geografie, Plattelandsgeografie, Economie |
| Frank Vanclay | Prof.dr. | M | HgL | 1.0 (40%) | + | Culturele geografie, social impact analysis |
| Victor Venhorst | Dr. | M | PD | 1.0 (90%) | + | Economische Geografie, Demografie |
| Gerd Weitkamp | Dr.ir. | M | UD | 1.0 (10%) | + | GIS, landschapsbeleving |

HgL = Hoopleraar, UHD=– Universitair Hoofddocent, UD = Universitair docent, Doc = Docent,
PD = Postdoc, Phd = Promovendus
BKO: Ja = BKO behaald, + = Bezig in BKO traject, VS = Vrijstelling (vanwege aanstaande pensionering, beperkte aanstelling, of aanstelling als PhD)

| | | |
|---|---|---|
| BKO behaald | 11 | 39% |
| BKO bezig | 10 | 36% |
| Geen BKO, nog niet bezig | 3 | 11% |
| Vrijstelling | 4 | 14% |

# Bijlage 6 Contacturen per vak

| Jaar | Semester | Vak | Contacturen | Totaal |
|---|---|---|---|---|

| Jaar | Semester | Vak | Contacturen | Totaal |
|---|---|---|---|---|
| 1 | 1A | Introductie eerstejaars | 1x 6 uur introductie | 6 uur |
| 1 | 1A | Mentorgroep | 3x 2 uur bijeenkomst | 6 uur |
| 1 | 1A | Culturele Geografie | 20x 2 uur hoorcollege<br>2x3 uur tentamen | 46 uur |
| 1 | 1A | Economische Geografie | 20x 2 uur hoorcollege<br>2x 3 uur tentamen | 46 uur |
| 1 | 1A | Denken over Geo&Pl | 16x 2uur werkcollege<br>1x 8 uur excursie | 40 uur |
| 1 | 1B | RP2: Urban challenge | 21x 2 uur hoorcollege<br>2x 3 uur tentamen | 48 uur |
| 1 | 1B | IWO | 6x 2 uur hoorcollege<br>5x 2 uur individuele bijeenkomst<br>2x 3 uur tentamen | 28 uur |
| 1 | 1B | Population Dynamics | 18x 2 uur hoorcollege<br>1x 4 uur computerpracticum<br>2x 3 uur tentamen | 46 uur |
| 1 | 2A | Statistiek 1 | 7x 2 uur hoorcollege<br>4x 2 uur werkcollege<br>3x 4 uur computerpracticum<br>2x 3 uur tentamen | 40 uur |
| 1 | 2A | Fysische Geografie | 21x 2 uur hoorcollege<br>2x 3 uur tentamen | 48 uur |
| 1 | 2A | Ruimtelijke Infokunde 1 | 7x2 uur hoorcollege<br>3x 4 uur werkcollege<br>2 x 3 uur tentamen | 32 uur |
| 1 | 2B | Economie | 21x 2 uur hoorcollege<br>2x 3 uur tentamen | 48 uur |
| 1 | 2B | China | 22x 2 uur hoorcollege<br>2x 3 uur tentamen | 50 uur |
| 1 | 2B | G& P van NL | 15 x 2 uur hoorcollege<br>1x 24 uur excursie<br>2x 3 uur tentamen | 60 uur |
| | | | **Inclusief tentamens:** | **544 uur** |
| | | | **Exclusief tentamens:** | **478 uur** |
| 2 | 1A | ECOGEO 2 | 14x 2uur hoorcollege<br>2x 1 uur werkcollege<br>2x 3 uur tentamen | 36 uur |
| 2 | 1A | Migration | 15x 2 uur hoorcollege<br>2x 3 uur tentamen | 36 uur |
| 2 | 1A | Ruimtelijke infokunde 2 | 16x 2 uur hoorcollege<br>2x 3 uur tentamen | 38 uur |
| 2 | 1B | People and Place | 13x 2 uur hoorcollege<br>2x 3 uur tentamen | 32 uur |
| 2 | 1B | RP3: Governance dynamiek | 14x 2uur hoorcollege<br>2x 3 uur tentamen | 34 uur |
| 2 | 1B | ECOGEO 3<br>(keuzevak)* | 14x 2uur hoorcollege<br>2x 3 uur tentamen | 34 uur |
| 2 | 1B | Vastgoedkunde<br>(keuzevak)* | 14x 2uur hoorcollege<br>2x 3 uur tentamen | 34 uur |
| 2 | 2A | MWO | 6x 2 uur hoorcollege | 24 uur |

| | | | | |
|---|---|---|---|---|
| | | | 3x 4 uur modules | |
| 2 | 2A | RP4: Culturen planning | 14x 2 uur hoorcollege<br>2x 3 uur tentamen | 34 uur |
| 2 | 2A | Toerisme | 12x 2 uur hoorcollege<br>2x 1 uur hoorcollege<br>2x 3 uur tentamen | 32 uur |
| 2 | 2B | Bodem & Landschap NL | 5x 2 uur hoorcollege<br>3x 8 uur werkcollege<br>4x 8 uur practicum | 66 uur |
| 2 | 2B | Plattelandsgeografie | 15x 2 uur hoorcollege<br>2x 3 uur tentamen | 36 uur |
| 2 | 2B | Statistiek 2 | 8x 2 uur hoorcollege<br>4x 2 uur werkcollege<br>3x 4 uur computerpracticum<br>2x 3 uur tentamen | 42 uur |
| | | | **Inclusief tentamens:** | **444 uur** |
| | | | **Exclusief tentamens:** | **384 uur** |

* Wat betreft het aantal contacturen maakt het niet uit welk keuzevak de student kiest: voor zowel ECOGEO 3 als Vastgoedkunde is het aantal contacturen gelijk. Bij het totaal aantal contacturen is ervan uit gegaan dat de student één van deze twee vakken volgt.

| Jaar | Semester | Vak | Contacturen | Totaal |
|---|---|---|---|---|
| 3 | 1A + 1B | Minor/ keuzevakken* | Uitwerking* | 248 uur |
| 3 | 2A | Geografie en Planologie EU | 14x 2 uur hoorcollege<br>2x 3 uur tentamen | 34 uur |
| 3 | 2A | Philosophies | 14x 2 uur hoorcollege<br>1x 1.5 uur tussentoets<br>2x 3 uur tentamen | 35.5 uur |
| 3 | 2A | BA project | 7x 2 uur hoorcollege<br>6x 2 uur groepsbijeenkomst<br>2x 1 uur inloopspreekuur | 28 uur |
| 3 | 2B | Excursie buitenland | 3x 2 uur bijeenkomst<br>14 x 8 uur excursie | 118 uur |
| 3 | 2B | BA project | 2x 2 uur groepsbijeenkomst<br>2x 1 uur inloopspreekuur<br>1x 1 uur afspraak begeleider | 7 uur |
| | | | **Inclusief tentamens:** | **470.5 uur** |
| | | | **Exclusief tentamens:** | **427 uur** |

* Het aantal contacturen in de minor of bij keuzevakken is afhankelijk van het gekozen vakkenpakket. Voor de berekening van het aantal contacturen is het gemiddelde aantal uren per vak uit de jaren 1 + 2 genomen, omdat een minor vaak bestaat uit eerste- en tweedejaars vakken aan eigen of andere faculteit. Aangezien het hier allemaal om vijf-punts vakken gaat, is dit vermenigvuldigd met 6 vakken uitgaande van 30 ECTS. Hierbij wordt ervan uit gegaan dat elk vak in de minor een tentamen bevat.

# Bijlage 7 Resultaten curriculumevaluaties Bachelor SG&P juni 2012 – mei 2013

| | % (N=38) |
|---|---|
| Hoeveel uren per week heeft u afgelopen jaar gemiddeld aan uw studie besteed? | 23.0 |
| Hoeveel uren per week heeft u afgelopen jaar gemiddeld naast uw studie gewerkt? | 12.4 |
| | |
| **Welk rapportcijfer geeft u uw bacheloropleiding?** | **6.3** |
| | |
| Hoe heeft u de werkdruk van deze opleiding ervaren? (1=veel te laag ... 3=goed … 5=veel te hoog) | 1.6 |
| | |
| **Stellingen: 1=helemaal mee eens … 3= neutraal … 5=helemaal niet mee eens** | |
| Deze opleiding sloot goed aan bij de kennis en vaardigheden die ik op de middelbare school heb verworven. | 2.3 |
| Mijn middelbare school heeft me voldoende voorbereid op de studiehouding en werkdiscipline die nodig is voor deze studie. | 2.7 |
| Ik vond mijn studie over het algemeen boeiend. | 1.9 |
| Ik had over het algemeen veel plezier in deze studie. | 2.0 |
| Ik ben tevreden over mijn studiekeuze. | 2.0 |
| Ik heb gemiddeld genomen meer dan twee derde van de hoor- en werkcolleges gevolgd. | 2.3 |
| De studiestof was inhoudelijk interessant. | 2.0 |
| Het onderwijs was van goed niveau. | 2.5 |
| Er werd voldoende gebruik gemaakt van activerende onderwijsvormen waarbij je zelf met de stof aan de slag gaat. | 3.0 |
| De docenten hebben me gemotiveerd om mijn best te doen. | 2.7 |
| De docenten hebben nuttige feedback gegeven op mijn werk. | 2.8 |
| De docenten waren beschikbaar als ik ze nodig had. | 2.1 |
| De docenten zijn inhoudelijk deskundig. | 2.1 |
| De docenten zijn goed in het uitleggen en toelichten van de leerstof. | 2.3 |
| Ik had een helder idee over mijn studieroute en wat er in het studieprogramma van mij werd verwacht. | 2.4 |
| De docenten maakten vanaf het begin duidelijk wat er van studenten werd verwacht. | 2.3 |
| Het was mij duidelijk welke beoordelingscriteria bij diverse vakken werden gehanteerd. | 2.4 |
| Om deze opleiding te halen heb je meer nodig dan een goed geheugen | 2.8 |
| De wijze van toetsen en beoordelen in deze opleiding vereist een grondig begrip van de leerstof. | 2.8 |
| De tentamens werden binnen de daarvoor gestelde termijn nagekeken. | 2.3 |
| Er waren genoeg mogelijkheden om te herkansen. | 2.1 |
| De vakken in het studieprogramma sluiten goed op elkaar aan. | 2.3 |
| Het studieprogramma bood voldoende keuzemogelijkheden. | 2.5 |
| Vakken die bestaan uit een excursie of veldwerk hebben een meerwaarde voor de studie. | 1.4 |
| De propedeuse geeft een goed beeld op de inhoud van de rest van de studie. | 2.1 |
| Ik denk dat deze bacheloropleiding een goede voorbereiding op de masteropleidingen is. | 2.4 |
| Ik denk dat deze opleiding een goede voorbereiding op de arbeidsmarkt is. | 3.4 |
| De kennis en vaardigheden die ik me in de bacheloropleiding heb eigen gemaakt waren voldoende om zonder noemenswaardige obstakels mijn bachelorscriptie te kunnen schrijven. | 2.2 |
| Tijdens het bachelorproject heb ik mijn onderzoeksvaardigheden goed tot uiting kunnen laten komen. | 2.1 |
| Ik ben tevreden over de inhoudelijke ondersteuning bij mijn bachelorproject. | 2.1 |
| De opleiding stimuleerde mijn vaardigheden in het creatief denken. | 2.5 |
| Door deze opleiding is mijn vaardigheid in het oplossen van problemen verbeterd. | 2.4 |
| Deze opleiding heeft mijn analytische vaardigheden verbeterd. | 2.1 |
| Het studieprogramma stimuleerde een kritische instelling. | 2.3 |
| Dit studieprogramma heeft mijn vaardigheid om met anderen samen te werken verbeterd. | 2.5 |
| Het studieprogramma heeft mijn vaardigheid in het schrijven van (wetenschappelijke) teksten verbeterd. | 1.8 |
| Het studieprogramma heeft mijn vaardigheid in het geven van presentaties verbeterd. | 2.4 |
| Deze opleiding heeft mijn enthousiasme om te blijven leren gestimuleerd. | 2.6 |

| | |
|---|---|
| Aan de universiteit heb ik geleerd ook andere zienswijzen dan mijn eigen te waarderen. | 2.1 |
| Wat ik in deze opleiding heb geleerd, vind ik waardevol voor mjin toekomst. | 2.1 |
| In de opleiding heerst een klimaat waarin docenten en studenten samen op zoek zijn naar kennis. | 2.7 |
| In deze opleiding wordt de inbreng van studenten serieus genomen. | 2.3 |
| Ik ben tevreden over: het collegerooster. | 1.9 |
| Ik ben tevreden over: het tentamenrooster. | 2.0 |
| Ik ben tevreden over: de computervoorzieningen. | 2.4 |
| Ik ben tevreden over: de collegezalen. | 1.8 |
| Ik ben tevreden over: de tentamenzalen. | 1.8 |
| Ik ben tevreden over: Nestor. | 1.9 |
| Ik ben tevreden over: Progress. | 1.9 |
| Ik ben tevreden over: Ocasys. | 2.2 |
| Ik ben tevreden over: de bibliotheekvoorzieningen. | 2.3 |
| Ik ben tevreden over: de wachttijden bij de Student Support Desk. | 2.1 |
| Ik ben tevreden over: de dienstverlening van de medewerkers van de Student Support Desk. | 2.0 |
| Ik ben tevreden over: de studieadviseur. | 1.5 |
| Ik ben tevreden over: de communicatie over zaken die binnen de faculteit spelen. | 2.5 |
| Ik ben tevreden over: de dienstverlening van de medewerkers internationalisering. | 2.2 |
| Ik ben tevreden over: de mogelijkheden om een deel van de studie in het buitenland te volgen. | 2.0 |

# Bijlage 8 Uitkomsten cursusevaluaties, 2012- 2013

| jaar 1 | Denken over Geografie en Planologie | Economische Geografie 1: Grote Theorieën & Actuele Thema's | Culturele Geografie | Population Dynamics | Inleiding Wetenschappelijk Onderzoek | Ruimtelijke Planning 2: The Urban Challenge | Fysische Geografie van de Wereld | Statistiek 1 | Ruimtelijke Informatiekunde 1: Data & Cartografie | Regio in Kwestie: China | Geografie & Planologie van Nederland | Economie | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Semester | 1a | 1a | 1a | 1b | 1b | 1b | 2a | 2a | 2a | 2b | 2b | 2b | |
| Resultaten (zonder herkansing) | | | | | | | | | | | | | |
| N | 99 | 236 | 124 | 184 | 141 | 172 | 131 | 193 | 111 | | | | |
| Slagingspercentage | 95 | 48 | 84 | 59 | 74 | 65 | 53 | 66 | 100 | | | | |
| Gemiddeld cijfer | n.v.t. | 6.51 | 6.51 | 6.54 | 7.29 | 6.45 | 5.53 | 6.02 | 7.13 | | | | |
| Standaarddeviatie cijfers | n.v.t. | 0.97 | 1.54 | 0.58 | 0.79 | 0.57 | 1.5 | 1.52 | 0.62 | | | | |
| Evaluatie scores | | | | | | | | | | | | | |
| N | 78 | 196 | 111 | 149 | 91 | 148 | 125 | 177 | 117 | | | | |
| Cijfer toegekend aan de cursus | 6.8 | 6.9 | 8 | 6.5 | 6.8 | 7.1 | 7.6 | 7.1 | 6.4 | | | | |
| Zeer tevreden of tevreden over: (%) | | | | | | | | | | | | | |
| Organisatie van de cursus | 73 | 65 | 91 | 79 | 78 | 64 | 96 | 86 | 70 | | | | |
| Lijn in de cursus | 52 | 64 | 79 | 77 | 78 | 48 | 83 | 91 | 60 | | | | |
| Niveau van de cursus | 64 | 74 | 85 | 70 | 81 | 79 | 86 | 84 | 65 | | | | |
| Hoe de cursus past in het programma | 74 | 72 | 83 | 75 | 83 | 84 | 88 | 72 | 90 | | | | |
| Toetsing: representativiteit | n.v.t. | 60 | 67 | 49 | 70 | 81 | 68 | 84 | 86 | | | | |
| Toetsing: formulering van vragen en/of opdrachten | n.v.t. | 47 | 83 | 61 | 84 | 92 | 76 | 87 | 71 | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

| jaar 2 | Economische Geografie 2: Globalisering van de Regio | Ruimtelijke Informatiekunde 2: Geografische Informatiesystemen | Migration | Ruimtelijke Planning 3: Governance Dynamiek | Economische Geografie 3: Ruimtelijke Innovatie | Vastgoedkunde | People and Place | Methoden van Wetenschappelijk Onderzoek | Ruimtelijke Planning 4: Culturen van Planning | Toerisme | Statistiek 2 | Bodem en Landschap van Nederland | Plattelandsgeografie |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Semester | 1a | 1a | 1a | 1b | 1b | 1b | 1b | 2a | 2a | 2a | 2b | 2b | 2b |
| Resultaten (zonder herkansing) | | | | | | | | | | | | | |
| N | 228 | 128 | 108 | 218 | 131 | 115 | 107 | 184 | 197 | 90 | | | |
| Slagingspercentage | 54 | 55 | 61 | 66 | 68 | 26 | 99 | 90 | 62 | 62 | | | |
| Gemiddeld cijfer | 6.6 | 7.33 | 6.52 | 5.87 | 6.83 | 4.75 | 7.22 | 6.47 | 7.24 | 5.69 | | | |
| Standaarddeviatie cijfers | 0.67 | 0.55 | 0.58 | 1.35 | 0.78 | 1.30 | 1.05 | 0.96 | 0.85 | 1.28 | | | |
| Evaluatie scores | | | | | | | | | | | | | |
| N | 191 | 67 | 110 | 204 | 112 | 97 | 97 | 163 | 162 | 86 | | | |
| Cijfer toegekend aan de cursus | 7.5 | 5.8 | 6.7 | 6.2 | 6.9 | 7.4 | 6.6 | 6.5 | 7.5 | 7.0 | | | |
| Zeer tevreden of tevreden over: (%) | | | | | | | | | | | | | |
| Organisatie van de cursus | 85 | 28 | 68 | 65 | 84 | 84 | 70 | 62 | 92 | 77 | | | |
| Lijn in de cursus | 75 | 27 | 66 | 56 | 59 | 90 | 45 | 68 | 89 | 58 | | | |
| Niveau van de cursus | 83 | 63 | 71 | 64 | 75 | 85 | 68 | 60 | 84 | 76 | | | |
| Hoe de cursus past in het programma | 80 | 79 | geen gegevens | 75 | 87 | 86 | 69 | 75 | 92 | 80 | | | |
| Toetsing: representativiteit | 72 | n.v.t. | 57 | 38 | 55 | 59 | 82 | 52 | 45 | 63 | | | |
| Toetsing: formulering van vragen en/of opdrachten | 74 | n.v.t. | 61 | 22 | 66 | 51 | 81 | 46 | 81 | 55 | | | |

| jaar 3 | Philosophies of Social Science, Human Geography and Planning | Geografie & Planologie van Europa | Bachelorproject SG&P | Veldwerk Buitenland | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Semester | 2a | 2a | 2a/b | 2b | | | | | | | | | |
| Resultaten (zonder herkansing) | | | | | | | | | | | | | |
| N | 180 | 94 | | | | | | | | | | | |
| Slagingspercentage | 74 | 77 | | | | | | | | | | | |
| Gemiddeld cijfer | 6.93 | 5.98 | | | | | | | | | | | |
| Standaarddeviatie cijfers | 0.51 | 1.04 | | | | | | | | | | | |
| Evaluatie scores | | | | | | | | | | | | | |
| N | 133 | 86 | | | | | | | | | | | |
| Cijfer toegekend aan de cursus | 6.1 | 6 | | | | | | | | | | | |
| Zeer tevreden of tevreden over: (%) | | | | | | | | | | | | | |
| Organisatie van de cursus | 45 | 55 | | | | | | | | | | | |
| Lijn in de cursus | 59 | 36 | | | | | | | | | | | |
| Niveau van de cursus | 56 | 57 | | | | | | | | | | | |
| Hoe de cursus past in het programma | 50 | 81 | | | | | | | | | | | |
| Toetsing: representativiteit | 57 | 40 | | | | | | | | | | | |
| Toetsing: formulering van vragen en/of opdrachten | 72 | 53 | | | | | | | | | | | |

# Bijlage 9 Bachelorprojecten uit studiejaren 2010-2011, 2011-2012 en 2012-2013

| Student-nummer | Afstudeer-datum | Titel | Cijfer | Begeleider |
|---|---|---|---|---|
| 1347683 | 29/10/2010 | Gebruik van historische, beschermde gebouwen in het centrum van Hannover. Functies, markering en waardering. | 8.0 | drs. P.J.M. van Steen |
| 1460099 | 29/10/2010 | Mooie plekken op de foto. Onderzoek naar mogelijkheden om landschapspreferenties te vangen met online beschikbare foto's. | 8.0 | dr. F.J. Sijtsma |
| 1461257 | 30/11/2010 | TFR in Latvia. Focus on high educated women in Riga. | 7.0 | dr. F. Janssen |
| 1537482 | 30/11/2010 | Bevolkingskrimp. | 6.5 | dr. W.J. Meester |
| 1655930 | 24/12/2010 | Walking to destinations? The relationship between the built environment and geographical distribution of obesity. | 7.0 | dr. B. van Hoven |
| 1479830 | 31/01/2011 | The Borderless city. How the European Capital of Culture can influence the borders in a borderless city. | 7.5 | drs. P.J.M. van Steen |
| 1546201 | 31/01/2011 | Revitalisatie en erfgoed in Downtown Eastside en Chinatown. | 7.0 | dr. B. van Hoven |
| 1608975 | 31/01/2011 | Vrouwelijk ondernemerschap: verschillen tussen ondernemersgedrag van mannen en vrouwen in de gemeente Groningen". | 7.0 | drs. I Noback |
| 1609459 | 31/01/2011 | Hoe Top is TOP10NL? Mogelijkheden van TOP10NL. | 6.0 | drs. M. de Bakker |
| 1634194 | 31/01/2011 | Vancouver 2010: Olympische Spelen verandert 'Hotel Industrie'. | 6.5 | dr. B. van Hoven |
| 1681842 | 31/01/2011 | Bestedingen van internationale studenten in Groningen; een economisch-geografische analyse. | 7.5 | Drs. P.J.M. van Steen |
| 1708295 | 31/01/2011 | European Capital of Culture. 'An analysis of Zaragoza'. | 7.0 | dr. S. Koster |
| 1320483 | 28/02/2011 | Het claimen van ruimte: communitybuilding om gentrificatie tegen te gaan. Een case study in Downtown Eastside, Vancouver. | 8.5 | dr. B. van Hoven |
| 1460897 | 28/02/2011 | Geographic dispersion of sex offenders. A spatial analysis of residential locations of sex offenders in the Rochester Metropolitan Statistical Area. | 6.5 | drs. P.J.M. van Steen |
| 1538772 | 28/02/2011 | Drentsche Aa. | 6.5 | dr.ir E.W. Meijles |
| 1542400 | 28/02/2011 | Emigratie uit Nederland. | 7.0 | dr. L.B. Meijering |
| 1565648 | 28/02/2011 | Emigratie uit Nederland. | 7.0 | dr. L.B. Meijering |
| 1629441 | 28/02/2011 | Quality of life in Vancouver. Affordable housing in Downtown Eastside. | 7.0 | dr. B. van Hoven |
| 1684191 | 28/02/2011 | Vancouver en de fietser. Hoe krijgt de stad de inwoners op de fiets?<br>(opm: doelgroep tijdschrift Geografie) | 6.0 | dr. B. van Hoven |
| 1702025 | 28/02/2011 | Hoe beïnvloedt subjectieve verkeersonveiligheid de Quality of Life in West End, Vancouver? Een onderzoek naar gevoelens van onveiligheid in het verkeer en de invloed daarvan op de tevredenheid met het eigen leven | 5.5 | dr. B. van Hoven |
| 1716824 | 28/02/2011 | The changing place and position of the English pub in the city and in the countryside. A case study of Reading and the surrounding countryside | 8.0 | drs. P.J.M. van Steen |
| 1686127 | 31/03/2011 | Stationsgebieden. Over de ontwikkeling van stationsgebieden. | 7.0 | drs. H.C. Diederiks |
| 1615580 | 29/04/2011 | Utopia; concepten in stedelijke planning. | 8.0 | dr. J.R. Beaumont |
| 1624121 | 29/04/2011 | Stationsgebieden. Over de ontwikkeling van stationsgebieden. | 7.0 | drs. H.C. Diederiks |
| 1634682 | 29/04/2011 | Wijkidentiteit, Wat is de rol van herstructurering op de wijkidentiteit? | 7.5 | ir. G.H. Heins |
| 1663143 | 29/04/2011 | Wijkidentiteit, Wat is de rol van herstructurering op de wijkidentiteit? | 7.5 | ir. G.H. Heins |
| 1716999 | 29/04/2011 | The changing place and position of the English pub in the city and in the countryside. A case study of Reading and the surrounding countryside | 8.0 | drs. P.J.M. van Steen |
| 1727656 | 29/04/2011 | European Capital of Culture. 'An analysis of Zaragoza'. | 6.5 | dr. S. Koster |
| 1607049 | 31/05/2011 | Jongeren in de Noordoostpolder. Over hun woonomgeving, remigratie en ondernemerschap. | 8.0 | dr. T. Haartsen |
| 1682245 | 31/05/2011 | Bestedingen van internationale studenten in Groningen; een economisch-geografische analyse. | 8.0 | drs. P.J.M. van Steen |
| 1686089 | 31/05/2011 | Ruimtelijk wandelgedrag in het Drents-Friese Wold. | 8.0 | dr. Ir. E.W. Meijles |

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| 1690744 | 31/05/2011 | Utopia; concepten in stedelijke planning. | 7.5 | dr. J.R. Beaumont |
| 1704451 | 31/05/2011 | Bestedingen van internationale studenten in Groningen; een economisch-geografische analyse. | 7.5 | drs. P.J.M. van Steen |
| 1573705 | 30/06/2011 | Student & Criminaliteit. | 7.0 | dr.ir. E.W. Meijles |
| 1607855 | 30/06/2011 | Verschillen in kansen voor mannen en vrouwen op de arbeidsmarkt van Vancouver. | 6.0 | dr. B. van Hoven |
| 1610058 | 30/06/2011 | The Borderless city. How the European Capital of Culture can influence the borders in a borderless city. | 7.5 | drs. P.J.M. van Steen |
| 1658263 | 30/06/2011 | Jongeren in de Noordoostpolder. Over hun woonomgeving, remigratie en ondernemerschap. | 7.0 | dr. T. Haartsen |
| 1787748 | 30/06/2011 | Wijkvernieuwing in Corpus den Hoorn. | 8.0 | ir. G.H. Heins |
| 1929895 | 30/06/2011 | Een onderzoek naar de invloed van plaats op de keuze voor een verpleeghuis. | 8.0 | dr. A.E. Brouwer |
| 1408003 | 29/07/2011 | Wijkidentiteit. Wat is de rol van herstructurering op de wijkidentiteit? | 6.5 | ir. G.H. Heins |
| 1476211 | 29/07/2011 | Beleving van water in het Drentsche Aa gebied. | 7.0 | dr.ir. E.W. Meijles |
| 1509306 | 29/07/2011 | Bevolkingskrimp in Noord-Friese gemeenten. | 6.0 | dr. W.J. Meester |
| 1552104 | 29/07/2011 | Cultuur wordt commercieel en economie cultureel. De toegevoegde waarde van de creatieve industrie. | 6.5 | dr. S Koster |
| 1611348 | 29/07/2011 | Inzicht op uitzicht; onderzoek naar de effecten die belangrijk zijn in de waardering van uitzicht vanuit torens in de stad Groningen. | 8.0 | dr. F.J. Sijtsma |
| 1627856 | 29/07/2011 | Jongeren in de Noordoostpolder. Over hun woonomgeving, remigratie en ondernemerschap. | 7.0 | dr. T. Haartsen |
| 1645196 | 29/07/2011 | Groen kan het dak op. Gevels en daken in de binnenstad van Groningen. | 8.0 | dr. F.J. Sijtsma |
| 1685945 | 29/07/2011 | Wijkvernieuwing in de wijert. | 7.5 | ir. G.H. Heins |
| 1687026 | 29/07/2011 | Gasboringen en veiligheid, een explosieve combinatie? | 6.5 | Prof.dr. D. Strijker |
| 1687557 | 29/07/2011 | De waddenbewoners. Place attachment in het waddengebied | 6.5 | prof. dr. D. Strijker |
| 1687867 | 29/07/2011 | De veranderende positie van plattelandsvrouwen in de afgelopen 50 jaar. | 7.5 | Dr. P.D. Groote |
| 1692437 | 29/07/2011 | Health-related quality of live of HIV-infected children; a comparative analysis of qualitative methods in Pune, India. | 8.0 | dr. Shrinivas Darak |
| 1699725 | 29/07/2011 | Reuring op 't platteland. De effecten van nevenactiviteiten van burgers op het platteland in de gemeenten Menterwolde en Borger-Odoorn. | 7.0 | prof.dr. D. Strijker |
| 1705512 | 29/07/2011 | Ruimtelijk wandelgedrag in het Drents-Friese Wold. | 8.0 | Dr. Ir. E.W. Meijles |
| 1710168 | 29/07/2011 | Health Related Quality of Life of HIV Infected Children and Adolescents. A proposition for a framework to study the health related quality of life HIV infected children and adolescents at the Amrita clinic in Pune, India. | 8.0 | dr. Shrinivas Darak |
| 1715437 | 29/07/2011 | Keuzegedrag onder jongeren in Usquert. | 6.5 | dr. P.D. Groote |
| 1733885 | 29/07/2011 | Places of Residence and Places of Education. A case study of the residentional choice of students and staff of SUNY Geneseo. | 8.0 | drs. P.J.M. van Steen |
| 1738984 | 29/07/2011 | Vancouver, de stad met de hoogste quality of life in Canada? | 5.5 | dr. B. van Hoven |
| 1763229 | 29/07/2011 | De Oosterparkwijk, gebruik maken van talent. | 7.5 | ir. G.H. Heins |
| 1766732 | 29/07/2011 | Wijkvernieuwing Lewenborg. | 6.5 | ir. G.H. Heins |
| 1774107 | 29/07/2011 | Duurzame waddeneilanden 2020. | 6.0 | prof. dr. D.Strijker |
| 1776487 | 29/07/2011 | Innersdijk in de wijk. | 7.5 | dr. A.E. Brouwer |
| 1778587 | 29/07/2011 | Elderly home based car in Dharwad, India. | 8.0 | dr. A. Bailey |
| 1779257 | 29/07/2011 | Emigrant Household in Dharwad. Care management when part of the family lives abroad. | 8.0 | dr. A.Bailey |
| 1800078 | 29/07/2011 | De waardering en functie van parken en plantsoenen in de binnenstad van Groningen. | 7.0 | dr. F.J. Sijtsma |
| 1808923 | 29/07/2011 | Heritage and Public Spaces: Experiencing the Past? | 7.0 | drs. P.J.M. van Steen |
| 1366378 | 31/08/2011 | Welzijn Innersdijk. De invloed van de activiteiten op het welzijn van de bewoners in het verpleeghuis Innersdijk. | 6.0 | dr. A.E. Brouwer |
| 1478672 | 31/08/2011 | Keuzegedrag onder jongeren in Usquert. | 6.0 | dr. P.D. Groote |
| 1482602 | 31/08/2011 | Mooie plekken op de foto. Onderzoek naar mogelijkheden om landschapspreferenties te vangen met online beschikbare foto's. | 8.0 | dr. F.J. Sijtsma |
| 1534580 | 31/08/2011 | Thuiszorg in the Netherlands. Consequences of a transition. | 8.5 | dr. M.A. Tavener |

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|---|---|---|---|---|
| 1541994 | 31/08/2011 | Bloeien in de marge, of hoe de bonte cultuur in SO36 niet bedoeld is. Een kritische beschouwing van ontstane en geplande cultuur&Cultuur in Kreuzberg 36, Berlijn | 7.0 | Dr. P.D. Groote |
| 1554131 | 31/08/2011 | Wijkvernieuwing in Kostverloren. | 5.5 | ir. G.H. Heins |
| 1633686 | 31/08/2011 | De waardering van groen in Nationale parken in Nederland. | 8.0 | dr. F.J. Sijtsma |
| 1634887 | 31/08/2011 | Duurzaamheid in het Eems estuarium. Een onderzoek naar de duurzaamheid van bedrijven in de Nederlandse havens van het Eems estuarium. | 6.5 | prof.dr. D. Strijker |
| 1648691 | 31/08/2011 | How do Surinamese households arrange and manage care for the elderly? | 8.0 | M.A. Tavener |
| 1662910 | 31/08/2011 | Invloeden op Healthy Aging. 'De invloed van roken, voeding en religie op gezondheid' . | 7.5 | prof.dr. I. Hutter |
| 1692445 | 31/08/2011 | Studentenoverlast in de Korrewegwijk. | 7.0 | ir. G.H. Heins |
| 1731491 | 31/08/2011 | Reuring op 't platteland. De effecten van nevenactiviteiten van burgers op het platteland in de gemeenten Menterwolde en Borger-Odoorn. | 7.0 | prof.dr. D. Strijker |
| 1743317 | 31/08/2011 | The old age home sector in the Netherlands. | 8.0 | M.A. Tavener |
| 1779060 | 31/08/2011 | Gentrification in Lisbon: A chance or a threat for the preservation of heritage? | 8.0 | drs. P.J.M. van Steen |
| 1800906 | 31/08/2011 | Verzilting. Invloed op de landbouw in het Lauwersmeergebied. | 7.5 | prof.dr. D. Strijker |
| 1617397 | 31/10/2011 | Keuzegedrag onder jongeren in Usquert. | 6.5 | dr. P.D. Groote |
| 1686313 | 31/10/2011 | Van grijs winkelplein tot groen voorzieningenplein. | 8.0 | dr. A.E. Brouwer |
| 1731521 | 31/10/2011 | Mooie plekken op de foto. Onderzoek naar mogelijkheden om landschapspreferenties te vangen met online beschikbare foto's. | 8.0 | dr. F.J. Sijtsma |
| 1664522 | 30/11/2011 | Bevolkingskrimp. | 6.5 | dr. W.J. Meester |
| 1237292 | 31/01/2012 | Hoe ziet het sportpatroon van ouderen er uit en wat is er voor nodig om dit aan te laten sluiten op healthy ageing? | 6.5 | prof.dr. I. Hutter |
| 1688812 | 31/01/2012 | The meaning of support information materials to informal caregivers. | 8.0 | dr. M.A. Tavener |
| 1717111 | 31/01/2012 | Informal caregivers in Groningen, The Netherlands: Empowered? | 9.0 | dr. M.A. Tavener |
| 1462644 | 29/02/2012 | Interaction between the informal care givers and the general practitioner of their care recipient. | 7.0 | dr. M.A. Tavener |
| 1482661 | 29/02/2012 | Informal caregivers in Groningen. How formal care providers affect their perceived burden. | 7.0 | dr. M.A. Tavener |
| 1540491 | 29/02/2012 | Invloeden op Healthy Aging. 'De invloed van roken, voeding en religie op gezondheid' . | 6.0 | prof.dr. I. Hutter |
| 1608827 | 29/02/2012 | Sitopia. Transport en logistiek in duurzame lokale voedselsystemen. | 8.0 | dr. P.C.J. Druijven |
| 1625713 | 29/02/2012 | Werpt beleid vruchten af? Wijkvernieuwing Vinkhuizen. | 6.0 | ir. G.H. Heins |
| 1700065 | 29/02/2012 | Sitopia. Kook- en eetgedrag Groninger student. | 7.0 | dr. P.C.J. Druijven |
| 1707957 | 29/02/2012 | Sitopia. Volkstuinieren anno 2012: van moestuin tot paddenpoel. | 8.0 | dr. P.C.J. Druijven |
| 1708252 | 29/02/2012 | De functies van groen en water bij de inrichting van nieuwe woonprojecten. | 7.0 | dr. F.J.Sijtsma |
| 1716905 | 29/02/2012 | Het welzijn van ouderen in verpleeghuis Innersdijk in Groningen. | 8.0 | dr. A.E. Brouwer |
| 1749471 | 29/02/2012 | Zijn we nog wel goed bezig? (De Hoogte) | 7.0 | ir.G.H. Heins |
| 1763733 | 29/02/2012 | Sitopia. Lokale voedselproducten en de weekmarkt. | 7.0 | dr. P.C.J. Druijven |
| 1769898 | 29/02/2012 | WRO: Provinciale bestuursculturen in Groningen en Gelderland. | 7.5 | drs. T. van der Meulen |
| 1779419 | 29/02/2012 | Het sociaal netwerk voor ouderen in een moderne samenleving in Beyum. | 7.0 | dr. A.E. Brouwer |
| 1819550 | 29/02/2012 | Sitopia: De rol van restaurants als schakel in het lokale voedselsysteem. | 7.5 | dr. P.C.J. Druijven |
| 1486101 | 27/04/2012 | Is TOP10NL top? | 6.0 | drs. M. de Bakker |
| 1609319 | 27/04/2012 | Voorzieningen binnen verpleeghuis Innersdijk". | 7.0 | dr. A.E. Brouwer |
| 1775820 | 27/04/2012 | Toonaangevende groene hoogbouw. De vervaging van de grens van landschap en architectuur. | 7.5 | dr. F.J.Sijtsma |
| 1465902 | 31/05/2012 | Natuur op TV. | 8.5 | dr. F.J. Sijtsma |
| 1683055 | 31/05/2012 | Beijum, samenwerken aan een leefbare wijk. | 7.0 | ir. G.H. Heins |
| 1957554 | 31/05/2012 | How do volunteer caregivers talk about their role and responsibilities and how do they respond to giving care? | 7.5 | dr. M.A. Tavener |

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| 1593811 | 29/06/2012 | Invloeden op Healthy Ageing; de invloed van roken, voeding en religie op gezondheid. | 7.0 | prof.dr. I. Hutter |
| 1664751 | 29/06/2012 | Concept of burden in the personal well-being of elderly Mantelzorgers in the Netherlands. | 9.0 | dr. M.A. Tavener |
| 1681680 | 29/06/2012 | Frankfurt: Bankenviertel. Ruimtelijk gebruik. | 7.5 | drs. P.J.M. van Steen |
| 1705822 | 29/06/2012 | Provinciale verordeningen: de verticale coördinatie van ruimtelijk beleid. | 7.0 | dr. T. van der Meulen |
| 1712810 | 29/06/2012 | Exclusieve afgeschermde woondomeinen in Nederland; een onderzoek naar de rol van groen en water. | 7.5 | dr. F.J. Sijtsma |
| 1713132 | 29/06/2012 | Veiligheidsgevoel in de wijk West Point Grey, Vancouver. | 6.0 | dr. B. van Hoven |
| 1747150 | 29/06/2012 | Voedselstrategie: geen lokaal doel, maar regionaal beleidsmiddel: Een onderzoek naar de beleidscontext rond een lokaal voedselsysteem voor Groningen. | 8.0 | dr. P.C.J. Druijven |
| 1766821 | 29/06/2012 | Sociaal economische polarisatie tussen verschillende krimpgemeenten in Noord Nederland. | 7.0 | dr. F. Janssen |
| 1779125 | 29/06/2012 | Reading between the lines: A comparison between literature about young carers and supporting websites for young carer in their clarification of 'the young carer' and 'the young carer identity'. | 8.5 | dr. M.A. Tavener |
| 1785702 | 29/06/2012 | Zaken doen in erfgoed; consumentenwaardering voor bedrijven gevestigd in erfgoed in het centrum van Lissabon. | 6.0 | drs. P.J.M. van Steen |
| 1798987 | 29/06/2012 | De dood in de levende wereld: 'Dark tourism' op de begraafplaatsen van Lissabon. | 7.0 | drs. P.J.M. van Steen |
| 1811177 | 29/06/2012 | Sitopia. Factoren besluitvorming Biologische Akker- en Tuinbouw producent in regio Groningen-Assen. | 6.0 | dr. P.C.J. Druijven |
| 1835459 | 29/06/2012 | Kleinschalig verlenen van zorg op een verpleegafdeling. | 7.5 | dr. A.E. Brouwer |
| 1864971 | 29/06/2012 | Internetwinkelen door vijftig plussers: inzicht in ruimtelijke verschillen. | 7.5 | dr. I. Noback |
| 1882465 | 29/06/2012 | Gender in ondernemerschap. | 7.0 | dr. I. Noback |
| 1904345 | 29/06/2012 | Herstructurering en leefbaarheid in De Bouwen-Drachten: een analyse van de acties en reacties van verschillende initiatiefnemers. | 8.0 | dr. L.B. Meijering |
| 1911260 | 29/06/2012 | Ondernemerschap en krimp: Bedrijfsoprichtingen in de sector gezondheids- en welzijnszorg in Oost-Groningen. | 7.0 | dr. I. Noback |
| 1453963 | 31/07/2012 | Gedecentraliseerd multimodaliteitbeleid rondom de Ring Zuid. | 7.0 | dr. F. Niekerk |
| 1695878 | 31/07/2012 | Gender verschillen in nature-based toerisme; een case-study in het Nationaal Park Lauwersmeer. | 6.5 | dr. B. van Hoven |
| 1767496 | 31/07/2012 | Place-making and migrant entrepreneurship: Suriname in de Groningse straten. | 9.0 | dr. A. Bailey |
| 1780808 | 31/07/2012 | Placemaking and migrant entrepreneurship: Le Souk als case-study. | 6.5 | dr. A. Bailey |
| 1789325 | 31/07/2012 | Döner kebab networks. Migrant network embeddedness of döner kebab restaurants in Groningen. | 8.0 | dr. A. Bailey |
| 1859064 | 31/07/2012 | Electrische deelauto's: een oud concept in een nieuw jasje | 7.5 | dr. F. Niekerk |
| 1888315 | 31/07/2012 | Sitopia: Voedsel als hulpmiddel tegen krimp. | 7.0 | dr. P.C.J. Druijven |
| 1913328 | 31/07/2012 | Place-making door migranten ondernemingen in Groningen. Case study: Nazar - market & halal slagerij. | 9.0 | dr. A. Bailey |
| 1260995 | 31/08/2012 | Bevolkingskrimp in Noord-Friese gemeenten. | 7.0 | dr. W.J. Meester |
| 1396994 | 31/08/2012 | Jongerenketen in Noord-Nederland. | 6.0 | dr. T. Haartsen |
| 1583905 | 31/08/2012 | Gezondheid en sociaal-economische status: Een vergelijking tussen krimp- en een niet - krimpgebied. | 6.0 | dr. F. Janssen |
| 1604309 | 31/08/2012 | Het thuisgevoel van ouderen in de wijk De Bouwen in Drachten. | 6.5 | dr. L.B. Meijering |
| 1611968 | 31/08/2012 | Gezondheid en krimp: Nederland en Oost-Groningen, bevolkingssamenstellingen vergeleken. | 6.0 | dr. F. Janssen |
| 1631357 | 31/08/2012 | Morbiditeit, alcoholgebruik en rookgedrag: statistisch onderzoek tussen Groningse krimp- en groeigemeenten. | 8.0 | dr. F. Janssen |
| 1647156 | 31/08/2012 | Sitopia: Supermarkets going local? | 7.0 | dr. P.C.J. Druijven |
| 1661981 | 31/08/2012 | De invloed van overheden op de nevenactiviteiten van niet-boeren op het Nederlandse platteland. | 6.5 | prof.dr. D. Strijker |
| 1666207 | 31/08/2012 | Hoe Top is TOP10NL? Mogelijkheden van TOP10NL. | 6.0 | drs. M. de Bakker |
| 1702440 | 31/08/2012 | Interactie tussen het verpleeghuis Innersdijk en de omgeving. | 7.0 | dr. A.E. Brouwer |
| 1712217 | 31/08/2012 | Bevolkingskrimp in Groningen: Hoe verhoudt zich dit tot de gezondheid en sociaal economische status van de inwoners? | 8.0 | dr. F. Janssen |
| 1723154 | 31/08/2012 | Building an integrated neighborhood; the possible effects of | 8.5 | drs. P.J.M. van Steen |

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| | | an urban renewal program on integration: a case study of Cova da Moura, Lisbon. | | |
| 1728601 | 31/08/2012 | Oost-Europese winkels in Groningen als ontmoetingsplaats. | 6.5 | dr. A. Bailey |
| 1765264 | 31/08/2012 | De gezondheid, het voedingspatroon en de BMI van mensen in krimpregio's; een vergelijking tussen krimp- en groeiregio's in de provincie Groningen. | 8.5 | dr. F. Janssen |
| 1778110 | 31/08/2012 | Motivatiefactoren van ondernemers in de gemeente Groningen; verschil tussen jonge en oude ondernemers. | 8.0 | dr. I. Noback |
| 1785370 | 31/08/2012 | Scootmobielen: impact op mobiliteit, autonomie en welzijn van ouderen. | 8.0 | dr. L.B. Meijering |
| 1786237 | 31/08/2012 | How does a care recipient experience informal care? | 6.5 | dr. M.A. Tavener |
| 1817973 | 31/08/2012 | Waardering en gebruik stadsparken Groningen. Een reflectie op het beleid van de gemeente Groningen: visie gemeente conform wensen Groningse student? | 6.5 | dr. F.J. Sijtsma |
| 1835769 | 31/08/2012 | Sitopia. Het speltproject Pieterburen in kaart | 6.5 | dr. P.C.J. Druijven |
| 1867245 | 31/08/2012 | Watertoerisme in het Nederlandse Waddengebied. | 6.5 | dr. B. van Hoven |
| 1886088 | 31/08/2012 | Veiligheidsbeleving van ouderen in De Bouwen. | 6.0 | dr. L.B. Meijering |
| 1889028 | 31/08/2012 | Built out of need, need to rebuild; neighborhood renewal in informal settlements in Europe; the case of Cova da Moura. | 7.5 | drs. P.J.M. van Steen |
| 1891782 | 31/08/2012 | Het verschil in gezondheid tussen krimp- en groeiregio's aan de hand van sport. | 7.0 | dr. F. Janssen |
| 1906259 | 31/08/2012 | Place-making in de Toko Semarang; een case study over de rol van de "thuiscultuur" in een Indonesische onderneming. | 7.5 | dr. A. Bailey |
| 1912763 | 31/08/2012 | Ondernemen in Oost-Groningen: jong doet, oud moet. | 6.5 | dr. I. Noback |
| 1919970 | 31/08/2012 | Aging in place' in krimp- en anticipeergebieden. De relevantie van het ouderen segment voor bedrijven in de woningsector. | 6.5 | dr. I. Noback |
| 1928945 | 31/08/2012 | Toeristische ontwikkeling in een krimpgebied: De rol van toeristische ondernemers bij de ontwikkeling van toerisme in de gemeente de Marne. | 7.5 | dr. I. Noback |
| 1945688 | 31/08/2012 | Ondernemerschap in krimpgebieden; onderzoek naar de motieven van ondernemers in Oost-Groningen. | 7.0 | dr. I. Noback |
| 1859692 | 28/09/2012 | Sustainable Energy on Ameland? Eco-tourists' view on Energy Self-Sufficiency. | 9.0 | dr. B. van Hoven |
| 1891642 | 28/09/2012 | De relatie tussen placemaking en het ontstaan van Spices. | 7.0 | dr. A. Bailey |
| 1566490 | 30/11/2012 | De veranderende positie van plattelandsvrouwen in de afgelopen 50 jaar. | 7.5 | dr. P.D. Groote |
| 1617982 | 31/01/2013 | Internet en het platteland | 6.0 | prof. dr. D. Strijker |
| 1701568 | 31/01/2013 | Het belang van water in de landbouw van Europa | 5.5 | dr. P.C.J. Druijven |
| 1717170 | 31/01/2013 | Fair trade versus food miles | 6.5 | dr. P.C.J. Druijven |
| 1732528 | 31/01/2013 | Solliance, solar-innovatie in de ELAt-regio | 7.5 | drs. H.T. Hofstra |
| 1785265 | 31/01/2013 | Duurzame energie en belastingheffing | 7.5 | drs. H.T. Hofstra |
| 1795082 | 31/01/2013 | Vleesconsumptie: Een onderzoek naar de invloed van de negatieve gevolgen van de productie en consumptie van vlees op het vleesconsumptie-gedrag van de Nederlandse consument | 6.5 | dr. P.C.J. Druijven |
| 1797735 | 31/01/2013 | Biobrandstof versus voedselvoorziening | 7.0 | dr. P.C.J. Druijven |
| 1798073 | 31/01/2013 | Werkgelegenheid, bedrijvigheid en regionale groei uit windenergie in Noord-Nederland | 6.0 | prof. dr. D. Strijker |
| 1817027 | 31/01/2013 | Grootschalige land acquisitie in Sub-Sahara-Afrika | 7.0 | dr. P.C.J. Druijven |
| 1881221 | 31/01/2013 | Sociaal-economische status en het aantal medische bezoeken | 6.0 | dr. F. Janssen |
| 1883623 | 31/01/2013 | De eetbare stad | 6.5 | dr. P.C.J. Druijven |
| 1885480 | 31/01/2013 | Zuivelconsumptie in China | 8.0 | dr. P.C.J. Druijven |
| 1899538 | 31/01/2013 | De sociale en economische invloeden van de Aviko op Steederen en omgeving | 7.5 | prof. dr. D. Strijker |
| 1928686 | 31/01/2013 | Onderzoek naar de gevolgen van fusies tussen twee verschillende denominaties in een dorp | 6.0 | prof. dr. D. Strijker |
| 1915800 | 27/02/2013 | De invloed van klimaatverandering op de voedselvoorziening van rivierdelta's | 6.0 | dr. P.C.J. Druijven |

# Kritische reflectie bacheloropleiding Technische Planologie

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# 1 Standaard I: Beoogde Eindkwalificaties

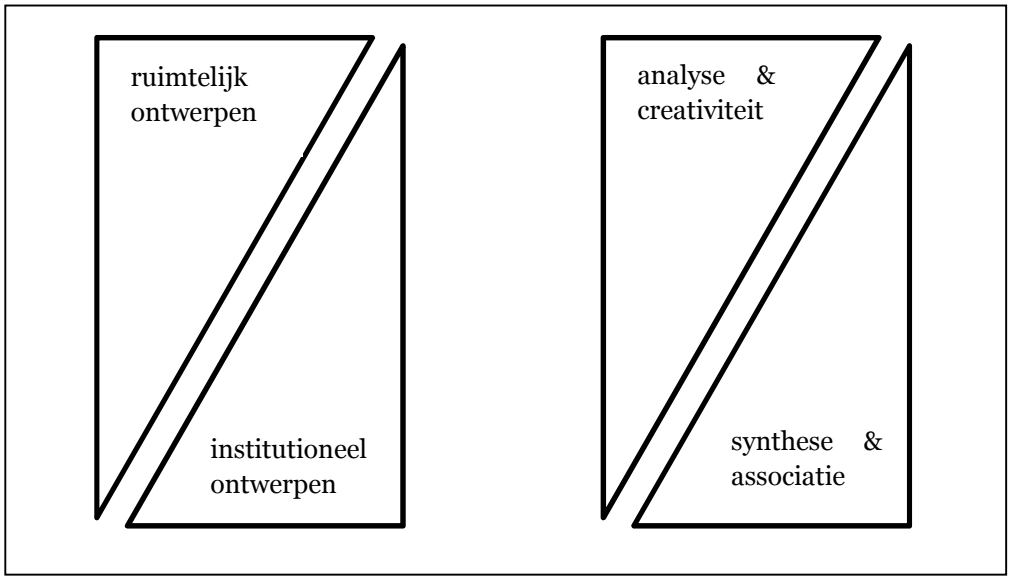
*Standaard 1*

*De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen*

## 1.1 Profiel van de opleiding

De bacheloropleiding Technische Planologie vormt studenten tot planologen met een ontwerpend perspectief op mogelijke interventies in de fysieke leefomgeving, in het bijzonder op het gebied van water, infrastructuur en milieu. Technische Planologie is op twee manieren op ontwerpen gericht. In de eerste plaats gaat het om het ontwerp van de fysieke leefomgeving ('*spatial design*'). Maar in de tweede plaats ook om het ontwerp van een institutionele omgeving van waaruit de fysieke leefomgeving kan worden beïnvloed ('*institutional design*'). Met de nadruk op het 'ontwerp' wordt een brug geslagen tussen verschillende kennisvelden, tussen kennis en handelen, en tussen de 'ruimte' en de beslissing in die ruimte te interveniëren. Het is dit accent dat de opleiding Technische Planologie bijzonder maakt en deze opleiding onderscheidt van andere planologieopleidingen in Nederland.
De opleiding is zo opgezet dat in een aantal stappen gedurende de studie het ruimtelijk ontwerp plaats maakt voor het institutionele ontwerp. Dit leidt tot twee verwante transformaties die in het verloop van de opleiding optreden (zie figuur 1).

Figuur 1. Twee belangrijke accentverschuivingen gedurende jaar 1 tot en met jaar 3 binnen de bacheloropleiding TP.




In het begin van de opleiding ligt het accent sterk op het ruimtelijk ontwerp van onze leefomgeving. Gaandeweg de opleiding verschuift het accent meer naar het institutioneel ontwerpen van oplossingen voor complexe ruimtelijke vraagstukken.

Parallel daaraan wordt in het begin van de opleiding het analytisch en creatief denken gestimuleerd. In het vervolg verschuift de aandacht naar het verbinden (synthese) en het

integreren (associëren). Dit zijn aspecten die van belang zijn voor een institutioneel ontwerp. Studenten worden aangesproken op hun associatief vermogen en zullen meer en meer in staat moeten zijn om tot een synthese te komen.

### *1.1.1 Innovatietraject*

De opleiding is de afgelopen jaren herontworpen. Hier was een aantal redenen voor.
Ten eerste adviseerde de visitatiecommissie in 2007 om de planologieopleidingen in Nederland meer te richten op het 'ontwerpen'. De commissie stelde dat ontwerpen niet alleen het exclusieve domein is van stedenbouwkundigen en landschapsontwerpers. De commissie adviseerde om in de planologische vakken en in de daarbij aan de orde zijnde cases (praktijktoepassingen) een ontwerphouding te introduceren en bij de student planologie creativiteit en innovatief vermogen te stimuleren. Om dit te realiseren moest er volgens de commissie wel 'ontwerpcapaciteit' aanwezig zijn bij de staf. Het faculteitsbestuur heeft in reactie hierop een UD 'ruimtelijk ontwerpen' (dr. Terry van Dijk) aangesteld.

Ten tweede signaleerden stafleden en studenten dat Technische Planologie haar inhoudelijke oriëntatie dreigde te verliezen. Er werd gezocht naar een nieuwe oriëntatie om de inhoud op innoverende wijze te kunnen vangen. Een herinterpretatie van 'technisch' bleek de sleutel daartoe. De betekenis van ´technisch´ in technische planologie was tot dan toe impliciet gebleven. Met het vertalen van technisch als ´ontwerpen´ is het expliciet gemaakt.

Het gevolg van deze keuzes was dat de structuur van de opleiding opnieuw is opgezet. Het nieuwe programma is in september 2009 van start gegaan. Door alle vakken in de opleiding te toetsen op de relatie tussen inhoud, proces en abstractie en vervolgens deze vakken met elkaar te verbinden in ´leerlijnen´ is niet alleen de inhoudelijke oriëntatie sterker teruggekomen, maar is deze ook zichtbaar gemaakt in op elkaar aansluitende cursussen. Tijdens de transformatie is ook een overkoepelende didactische visie opgesteld voor de opleiding Technische Planologie. De ontwikkeling van de didactische visie en de doorwerking ervan in het curriculum is intensief begeleid door het toenmalige Universitair Onderwijs Centrum Groningen (het UOCG), thans ESI (Educational Support and Innovation). In de didactische visie staat de student in het centrum van de opleiding.

Voor elk individueel vak is een 'cursusratio' (studiehandleiding) opgesteld. We hebben bewust gekozen voor de term cursusratio om duidelijk te maken wat de argumentatie is achter de opzet en onderbouwing van de cursus. Naast een vakbeschrijving, wordt in de cursusratio beargumenteerd wat de plek is van de cursus in een leerlijn en in het hele programma en waarom. Daarmee expliciteert de cursusratio ook de bijdrage van de cursus aan de eindkwalificaties van de opleiding. In de cursusratio wordt de opbouw van de cursus beschreven verbonden aan de leerdoelen. Tevens wordt het niveau van de stof aangegeven, waardoor verwachtingen ten aanzien van de toetsing voor de student duidelijk worden.

## 1.2 Referentiekaders

De eindkwalificaties van de bacheloropleiding Technische Planologie zijn in lijn met het referentiekader van het disciplineoverleg Sociale Geografie en Planologie (zie Algemeen Deel). Het disciplineoverleg heeft algemene eindkwalificaties geherformuleerd op basis van de Dublin-descriptoren.

De bacheloropleiding Technische Planologie is door de Association of European Schools Of Planning (AESOP) erkend als een volwaardige planologieopleiding. De eindkwalificaties van de opleiding zijn daarom ook in lijn met de 'core curriculum requirements' die AESOP in 2010 heeft vastgesteld voor Planologie-opleidingen in Europa (Bijlage 2).

## 1.3 De eindkwalificaties

In algemene zin beoogt de opleiding om studenten wetenschappelijke attitude, kennis, inzicht en onderzoeksvaardigheden bij te brengen op een zodanig niveau dat zij beroepen kunnen uitoefenen op het gebied van de Technische Planologie, dan wel deel kunnen nemen aan een verwante master-opleiding, zoals de master Environmental and Infrastructure Planning.

Het programma is opgebouwd uit vier specifieke leerlijnen, die elk een coherente samenstelling van vakken vertegenwoordigen. Met deze leerlijnen wordt aan de eindkwalificaties van de opleiding gewerkt: ruimtelijk ontwerpen; ruimtelijke planning; water, infrastructuur en milieu (WIM); en attitudevorming.

Het *ruimtelijk ontwerpen* krijgt veel aandacht in het eerste deel van de bacheloropleiding TP. Met de vakken Ruimtelijk Ontwerpen 1 t/m 5 wordt beoogd de student zo snel mogelijk te confronteren met en bewust te maken van de ruimtelijke dimensie van onze materiële werkelijkheid. Dit is o.i. de beste voorbereiding op het institutioneel ontwerpen, in het tweede deel van de bachelor. Met het institutioneel ontwerpen worden ruimtelijke ontwerpen, strategieën en interventies van institutionele kaders voorzien. Beide typen ontwerpen vergen competenties. Het begint bij 'het leren kijken' en het ontwikkelen van analytisch vermogen om de essentie van een probleem te doorgronden. Vervolgens worden studenten gestimuleerd om probleemoplossend en creatief te werk te gaan. De ontwerpen die voortkomen uit een creatief proces moeten uiteindelijk conceptueel sterk zijn – het concept is immers de kern van het idee, het raamwerk waaraan details ondergeschikt zijn. Hoewel een creatief denkproces niet zonder meer rationeel hoeft te verlopen, is het wel van belang om logisch te kunnen beargumenteren waarom een voorgestelde oplossing een waardevol en zinvol idee is. Mede daarom wordt er tevens aandacht besteed aan de communicatieve kant van ontwerpen. Een ontwerp heeft pas effect als het goed wordt begrepen en goed wordt uitgedragen.

Basiskennis van het denken en doen in de *ruimtelijke planning* is noodzakelijk om ruimtelijke ontwerpen, strategieën, concepten en visies te kunnen opstellen en om te komen tot concrete interventies in de fysieke werkelijkheid. Daarom wordt in de vakken Ruimtelijke Planning 1 t/m 4 aandacht besteed aan de maatschappelijke, organisatorische en institutionele context van ruimtelijke vraagstukken, aan democratische, politieke en beleidsmatige processen van besluitvorming en aan verschillende culturen van planning. Mede aan de hand van inzichten uit het planningtheoretische debat leren studenten hoe processen van besluitvorming rond interventies in de ruimte tot stand komen.

*Focus op water, infrastructuur en milieu (WIM).* Ontwerpcompetenties en planologische basiskennis zijn een opstap om passende en gewaardeerde strategieën te genereren voor complexe planningsvraagstukken op het gebied van water, infrastructuur en milieu. Studenten krijgen enerzijds technisch-inhoudelijke kennis aangereikt over randvoorwaarden, instrumenten en modellen waarmee bijvoorbeeld geluid, grondwaterstroming en verkeersintensiteiten bepaald en verklaard kunnen worden. Hiervoor zijn de technisch-inhoudelijke vakken in de zogenaamde WIM-lijn (water, infrastructuur, milieu) bedoeld. Anderzijds worden studenten geconfronteerd met de specifieke institutionele context van water-, infrastructuur- en milieuvraagstukken. Hiervoor zijn de planologische vakken in de WIM-lijn ontwikkeld. De focus ligt daarbij vooral op beleidsinstrumenten die in de Nederlandse planningcontext worden toegepast.

*Aandacht voor attitudevorming*. Het ontwikkelen van analytische vaardigheden is voor studenten Technische Planologie van waarde. Maar het is voor de planologie als discipline met een sterke maatschappelijke oriëntatie onvoldoende. Niet alleen de delen waaruit een planologisch vraagstuk kan worden opgebouwd doen er toe, ook het situationele begrip en de maatschappelijke en fysieke context geven betekenis en bestaansrecht aan dit vraagstuk. Om het

situationele en contextuele karakter van een planologisch vraagstuk te kunnen begrijpen is het van belang dat studenten tevens hun associatief vermogen ontwikkelen. Met het aanspreken van deze vermogens ontwikkelen studenten een attitude die noodzakelijk wordt geacht om planologische vraagstukken in een ontwerpend perspectief te kunnen zien, om conceptueel te kunnen denken en dus om als technisch-planoloog succesvol te kunnen functioneren. Aandacht voor attitudevorming wordt verder benadrukt in de 'onderzoekslijn' van de opleiding.

# 2 Standaard II: Onderwijsleeromgeving

*Standaard 2*

*Het programma, het personeel en de opleidingsspecifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren*

## 2.1 Inhoud van het programma

### *2.1.1 Curriculum*

De eindkwalificaties en de didactische visie zijn vertaald in een coherent, driejarig curriculum. In Tabel 1 zijn de studieonderdelen weergegeven voor het studiejaar 2012-2013. Een beschrijving van alle vakken kan worden gevonden in Ocasys (zie www.rug.nl/ocasys/). Elk studieonderdeel heeft een omvang van 5 EC, met uitzondering van het Bachelor Project van 15 EC. De bacheloropleiding Technische Planologie deelt een aantal cursussen met de bacheloropleiding Sociale Geografie & Planologie. Het gaat dan om vakken uit de onderzoekslijn en een aantal vakken op het gebied van economische en fysische geografie en demografie. Hierdoor wordt het ruimtelijk besef versterkt op basis van vragen als 'waardoor daar' en 'waarom daar'. Deze vragen zijn complementair aan de meer actiegerichte en beslissingsgerichte vraagstelling van de Technische Planologie: 'wat kan daar (niet)' en 'waar kan wat (niet)'.

Tabel.1 *Onderwijsprogramma bachelor Technische Planologie 2012-2013*

| | Semester | Vaknaam | EC |
|---|---|---|---|
| Jaar 1 | 1-a | Ruimtelijk ontwerpen 1: regionale strategieën | 5 |
| | 1-a | Economische geografie 1: grote theorieën & actuele thema's | 5 |
| | 1-a | Ruimtelijke planning 1: structuren en functies | 5 |
| | 1-b | Inleiding wetenschappelijk onderzoek | 5 |
| | 1-b | Population dynamics | 5 |
| | 1-b | Ruimtelijke planning 2: the urban challenge | 5 |
| | 2-a | Fysische geografie van de wereld | 5 |
| | 2-a | Statistiek 1 | 5 |
| | 2-a | Ruimtelijke informatiekunde 1: data & cartografie | 5 |
| | 2-b | Ruimtelijk ontwerpen 2: bouwen | 5 |
| | 2-b | Ruimtelijk ontwerpen 3: ontwerpatelier | 5 |
| | 2-b | Ruimtelijk ontwerpen 4: innovatief denken | 5 |
| Jaar 2 | 1-a | Mobiliteit & verkeer | 5 |
| | 1-a | Ruimtelijke informatiekunde 2: geografische informatie systemen | 5 |
| | 1-a | Economische geografie 2: globalisering van de regio | 5 |
| | 1-b | Ruimtelijke planning 3: governance dynamiek | 5 |
| | 1-b | Ruimtelijk ontwerpen 5: stedenbouw | 5 |
| | 1-b | Watertechniek | 5 |
| | 2-a | Methoden van wetenschappelijk onderzoek | 5 |

| | | | |
|---|---|---|---|
| | 2-a | Ruimtelijke planning 4: culturen van planning | 5 |
| | 2-a | Planning & infrastructuur | 5 |
| | 2-b | Statistiek 2 | 5 |
| | 2-b | Bodem en landschap van Nederland | 5 |
| | 2-b | Planning & water | 5 |
| Jaar 3 | 1-a/1-b | Minor of 6 keuzevakken van 5 EC | 30 |
| | 2-a | Philosophies of social science, human geography and planning | 5 |
| | 2-a/2-b | Milieutechniek | 5 |
| | 2-a | Bachelorproject TP (start – totaal 15 EC) | 5 |
| | 2-b | Planning & milieu | 5 |
| | 2-b | Bachelorproject TP | 5 |
| | 2-b | Bachelorproject TP | 5 |

De inhoud van de opleiding is sinds het studiejaar 2009-2010 gestructureerd langs leerlijnen: een leerlijn Ruimtelijk Ontwerpen, een leerlijn Ruimtelijke Planning, een leerlijn voor Water, Infrastructuur en Milieu (de WIM-lijn), de leerlijn Onderzoek en de leerlijn Geografie. Binnen de verschillende studieonderdelen wordt bovendien aandacht geschonken aan vaardigheden en toepassingen zoals het aanleren van studie- en communicatievaardigheden en het werken in groepsverband. Dit kan worden gezien als een dwarsverband tussen de leerlijnen. Tabel 2 geeft een overzicht van de verschillende leerlijnen en de bijbehorende vakken. Elke leerlijn heeft een eigen identiteit in termen van inhoud en vaardigheden. Niet alleen de inhoud van het programma wordt zo bewaakt, ook de verdeling van vaardigheden. Elke leerlijn heeft een eigen coördinator die verantwoordelijk is voor de aansluiting van de leerlijn op de didactische visie van de opleiding en voor de samenhang tussen de vakken. Binnen een leerlijn wordt minimaal een keer per jaar overleg gepleegd met de 'lijncollega's'.

Tabel 2 Leerlijnen en bijbehorende vakken in het curriculum Technische Planologie

| Leerlijn | Doel | Vakken |
|---|---|---|
| Ruimtelijk Ontwerpen | Studenten leren wat ontwerpen inhoudt. Vanuit het bedenken en uitvoeren van oplossingen voor concrete ruimtelijke problemen wordt 'het ontwerp' centraal gesteld. | - Ruimtelijk ontwerpen 1: regionale strategieën<br>- Ruimtelijk ontwerpen 2: bouwen<br>- Ruimtelijk ontwerpen 3: ontwerpatelier<br>- Ruimtelijk ontwerpen 4: innovatief denken<br>- Ruimtelijk ontwerpen 5: stedenbouw |
| Ruimtelijke Planning | Studenten leren de basis en de verdieping van het planologisch denken. | - Ruimtelijke planning 1: structuren en functies<br>- Ruimtelijke planning 2: the urban challenge<br>- Ruimtelijke planning 3: governance dynamiek<br>- Ruimtelijke planning 4: culturen van planning |
| Water, Infrastructuur en Milieu (WIM) | Studenten verwerven enerzijds technisch-inhoudelijke kennis over water, infrastructuur en milieu. Anderzijds, in de planologische vervolgvakken, staat de institutionele context van ruimtelijke vraagstukken (en het ontwerpen van oplossingsstrategieën binnen deze context) centraal. | - Mobiliteit en verkeer<br>- Planning & infrastructuur<br>- Watertechniek<br>- Planning & water<br>- Milieutechniek<br>- Planning & milieu |
| Onderzoek | Studenten leren onderzoeksvaardigheden en technieken. Na afronding van hun opleiding kunnen zij onder begeleiding een wetenschappelijk onderzoek uitvoeren. | - Inleiding wetenschappelijk onderzoek<br>- Statistiek 1<br>- Ruimtelijke informatiekunde 1: data en cartografie<br>- Ruimtelijke informatiekunde 2: geografische informatiesystemen<br>- Methoden van wetenschappelijk onderzoek<br>- Statistiek 2<br>- Philosophies of social science, human geography and planning |
| Algemene en geografische | Studenten verwerven algemene en geografische basiskennis. | - Economische geografie 1: grote theorieën & actuele thema's |

| | | |
|---|---|---|
| basisvakken | | - Population dynamics<br>- Fysische geografie van de wereld<br>- Economische geografie 2: globalisering van de regio |

Jaar 1

In het eerste studiejaar wordt kennisgemaakt met de discipline Planologie en met de eerste beginselen van het ruimtelijk ontwerpen: de kennismaking en confrontatie met het vakgebied. Studenten worden zo bewust gemaakt van de ruimte, van de ruimtelijke structuren en kwaliteiten, en van de daarin met elkaar interacterende functies. In het eerste jaar wordt het accent enerzijds gelegd op het aanleren van vaardigheden als 'kennis', 'begrip' en 'toepassen'. Anderzijds zijn met name de vakken in de ontwerplijn gericht op het ontwikkelen van creatief denkvermogen. Creativiteit is immers een noodzakelijke vaardigheid bij ontwerpen van oplossingsrichtingen. Nadat het eerste jaar met goed gevolg doorlopen is, ontvangt de student een propedeusediploma.

Jaar 2

In jaar 2 worden de studieonderdelen in de ruimtelijke planningslijn, de onderzoekslijn en de ontwerplijn verder verdiept. De nadruk verschuift naar de vaardigheden 'toepassen', 'analyseren' en deels 'reflecteren'; centraal staat het vergelijken van vraagstukken, aanpakken en oplossingen en het verbinden van institutionele kaders. Het institutionele aspect van de planologie wordt geïntroduceerd met aandacht voor de besluitvorming, het beleid, het democratisch proces en het onderbouwen van keuzes, die tot interventies in de fysieke leefomgeving leiden. Met andere woorden, met deze stap wordt het ruimtelijk ontwerpen (spatial design) stilaan afgebouwd, en zal in toenemende mate het accent verschuiven naar het ontwerpen van besluitvorming voor interventies in de ruimte (institutional design). In het tweede jaar van de opleiding begint ook de thematische verdieping gericht op beleid, ontwerp en regelgeving waarvoor de WIM-vakken zijn bedoeld. Het programma is daarbij zo opgebouwd dat binnen de WIM-lijn voor de drie hoofdthema's steeds eerst het technisch-inhoudelijke vak aan bod komt en vervolgens het bijbehorende planologische vak.

Jaar 3

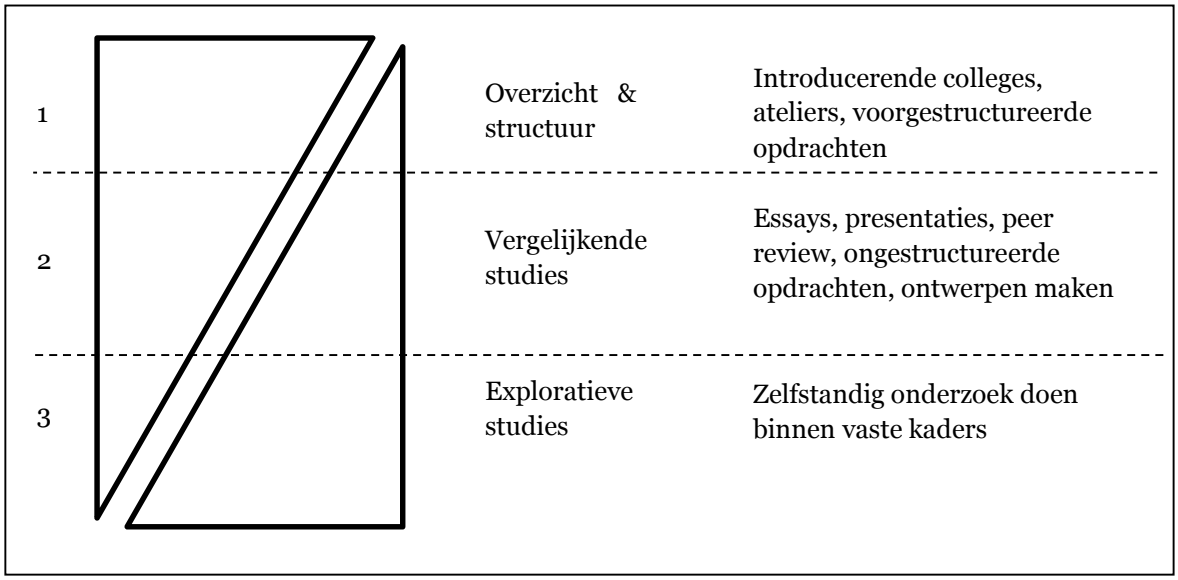
In het derde jaar staan institutionele thema's als het beleid, de planning en de besluitvorming centraal, in het bijzonder voor de drie thema's water, infrastructuur en milieu. In het eerste semester van het derde jaar is voor 30 EC aan keuzevakruimte in het curriculum opgenomen. Het keuzevakkenpakket moet in beginsel een duidelijke herkenbare inhoudelijke samenhang vertonen. Indien de student ervoor kiest om de keuzevakruimte in te vullen met een minor uit het RUG-brede minoren aanbod, dan wordt automatisch aan deze eis voldaan. Studenten kunnen de 30 EC vrije ruimte ook benutten om keuzevakken te volgen. Deze keuzevakken kunnen worden gevolgd bij de eigen faculteit of bij andere faculteiten binnen de RUG of andere universiteiten binnen of buiten Nederland.

In semester 2 van jaar 3 wordt de opleiding afgesloten met een bachelorproject van 15 EC, waarin de toepassing van de geleerde en geoefende vaardigheden centraal staat. Het bachelorproject is - mede naar aanleiding van de vorige visitatie - sinds het studiejaar 2010-2011 geheel nieuw opgezet. Het bachelorproject heeft deels een groepskarakter maar eerst en vooral een individueel karakter. In semester 2a wordt een aantal hoorcolleges gegeven die studenten helpen bij het schrijven van de onderzoeksopzet. Het onderzoeksvoorstel wordt opgebouwd aan de hand van acht deelopdrachten die tijdens acht groepsbijeenkomsten worden besproken. De studenten schrijven individueel een verslag in de vorm van een artikel dat bovendien mondeling, aan de hand van een poster, gepresenteerd moet worden.

### *2.1.2 Werkvormen*

Als gevolg van de inhoudelijke verschuiving van het ruimtelijk ontwerpen naar het ontwerpen van besluitvorming, verschuift gedurende de opleiding ook het didactische accent. Dit is weergegeven in Figuur 2. In het eerste studiejaar wordt veel met concrete voorbeelden gewerkt, om studenten te voorzien van parate kennis en om hun een overzicht te geven van wat de planologie te bieden heeft. Voorbeelden worden gepresenteerd en bediscussieerd. In deze fase van de studie zijn excursies, hoorcolleges, voorgestructureerde opdrachten en practica belangrijke werkvormen. Deze werkvormen komen expliciet aan de orde in bijvoorbeeld de vakken Ruimtelijke planning 1 en Ruimtelijke planning 2, Ruimtelijk ontwerpen 1 en Ruimtelijk ontwerpen 2.

Figuur 2. Verschuiving didactisch accent binnen de bacheloropleiding Technische Planologie gedurende jaar 1 tot en met jaar 3.




In het tweede jaar is de opleiding meer gericht op het zelf reflecteren en vergelijken van planningsprocessen. De student wordt uitgenodigd zelfstandig op analytische wijze de stof te doordenken. Als vervolg op het beschrijven en begrijpen van planologische vraagstukken zal gewerkt worden aan mogelijkheden om deze vraagstukken op te pakken, te beïnvloeden en zo mogelijk 'op te lossen'. Toegepaste werkvormen zijn het schrijven van essays, presenteren en ontwerpen. Deze werkvormen komen onder meer terug in de vakken Ruimtelijk ontwerpen 4, Ruimtelijk ontwerpen 5 en het planologische deel van de WIM-vakken.

Het laatste jaar heeft tot doel de student zelfstandig tot voorstellen te laten komen voor de aanpak van ruimtelijke vraagstukken – als onderzoeker en als ontwerper. Daarbij kan de student lessen trekken uit geslaagde aanpakken, en geslaagde acties en strategieën vertalen naar een nieuwe situatie of context.

De verschuiving van een begeleide confrontatie met basiskennis naar een zelfstandige analyse van complexe vraagstukken komt tot uitdrukking (1) binnen een vak, (2) binnen een lijn en (3) in de opbouw van de opleiding door de jaren heen. Dit geldt evenzo voor de verschuiving van de daarbij passende werkvormen. Beoogd wordt de balans hierin jaarlijks in verschillende samenstellingen door de staf te bespreken, mede naar aanleiding van vernieuwingen en andere aanpassingen van het programma. Hierin wordt ook de Opleidingscommissie betrokken.

### *2.1.3 Studielast en contacturen*

De bacheloropleiding Technische Planologie duurt drie jaar. Een studiejaar is verdeeld in twee semesters. De totale omvang is 60 European Credits (EC) per jaar. Eén EC is 28 uur en daarmee komt de studiebelasting van de bacheloropleiding in totaal op 5040 uur.
Om aan te geven hoe de contacturen zijn verdeeld over de onderwijsleeromgeving, staat in tabel 3 een overzicht van geprogrammeerde contacturen voor het programma. In het eerste jaar hebben de studenten voor elk vak 3 x 2 uur contact met de docent via hoorcolleges, werkcolleges, practica of via begeleidingsgroepen. Voor de vakken in jaar 2 geldt een minimum van 2 x 2 contacturen. In het derde jaar is het aantal contacturen variabel als gevolg van de minor-ruimte en het schrijven van de bachelorthesis.

Tabel 3 Contacturen per week bachelor TP studiejaar 2011-2012 (inclusief tentamenperiode)

| | Semester 1a | Semester 1b | Semester 2a | Semester 2b | Gemiddeld |
|---|---|---|---|---|---|
| Jaar 1 | 15,2 | 15,4 | 12,0 | 15,4 | 14,5 |
| Jaar 2 | 11,2 | 10,3 | 9,2 | 14,6 | 11,3 |
| Jaar 3 | 13,0 | 13,0 | 6,4 | 4,9 | 10,1 |

Bron: Bureau Onderwijs FRW, zie bijlage 8

Tabel 4 Contacturen per week, samengevat per jaar; 2011-2012 (contacturen per week, inclusief tentamenweken

| Academic year | 1 | 2 | 3 |
|---|---|---|---|
| Contact hours | 12,4 | 12,0 | 11,8 |

Bron: Bureau Onderwijs

Uit de propedeuse evaluatie blijkt dat studenten de werkdruk in de propedeuse als goed beoordelen (83%; N=23). De werkdruk in jaar 2 wordt ook door een meerderheid als goed beoordeeld (71%), maar de overige 29% vindt de werkdruk te laag (N=15). De werkdruk in jaar 2 is daarmee een aandachtspunt.

### *2.1.4 Onderzoek in het onderwijs*

Een belangrijke ontwikkeling in de opleiding is de toenemende aandacht voor onderzoek in het onderwijs. Deze toename is een strategische keuze mede als reactie op observaties uit het vorige visitatierapport over de opleiding.

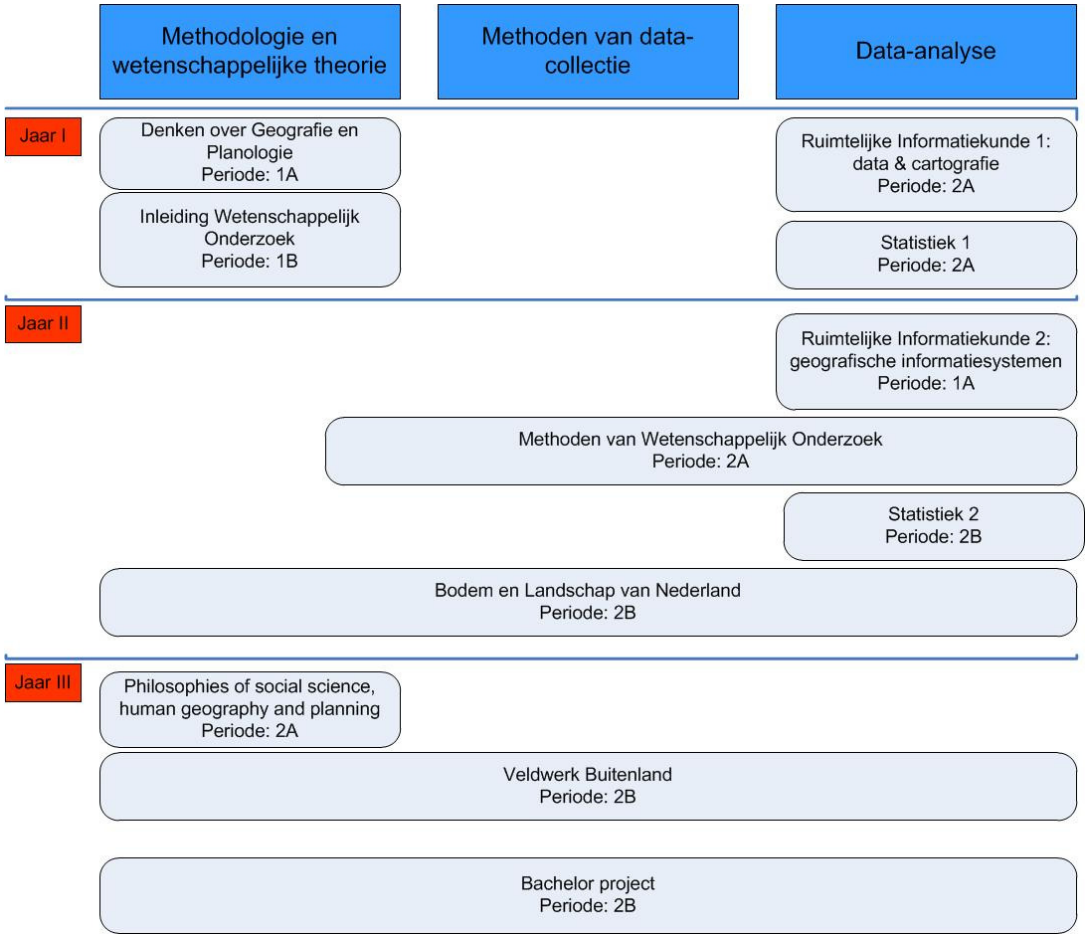
Op drie manieren is de rol van onderzoek in het onderwijs verstevigd:

1. Inhoudelijk. In 2011 heeft de faculteit een nieuwe strategische onderzoeksagenda geformuleerd (tWIST: *towards Well-being, Innovation and Spatial Transformation*). Binnen tWIST is het onderzoek van de basiseenheid Planologie georganiseerd. Dit onderzoek is opgezet rond drie thema's, te weten: Urban Regions in Transition, Civil Initiatives, en Resources and Flows. Met name het thema Resources and Flows is gericht op vraagstukken rond institutionele innovatie en ruimtelijke transformatie op het gebied van watermanagement, infrastructuurplanning en milieuplanning (WIM-lijn). Het onderwijs binnen de bachelor TP wordt hoofdzakelijk gegeven door stafleden die zelf onderzoek verrichten op deze terreinen. Daarnaast wordt in de individuele cursusratio's voor het collegejaar 2013-2014 een paragraaf opgenomen waarin wordt besproken hoe het desbetreffende vak bijdraagt aan 'research-led' (kennis over actueel onderzoek) en 'research-tutored' (het reflecteren/discussiëren over onderzoek) onderwijs. In twee leerlijnen wordt aandacht besteed aan 'research-oriented' (het leren van onderzoeksvaardigheden) en 'research-based' (het doen van onderzoek) onderwijs, te weten de 'ontwerplijn' en de 'onderzoekslijn'.
2. In de onderzoeks-leerlijn. De vorige visitatiecommissie constateerde een gebrek aan kwaliteit in de toepassing van methoden en technieken door studenten, vooral binnen de bachelorscriptie. We hebben het aanleren en toepassen van wetenschappelijk methoden verder benadrukt door het expliciet op te nemen in de eindkwalificaties. Om te zorgen dat de studenten die eindkwalificaties ook daadwerkelijk bereiken is de onderzoeks-leerlijn opnieuw ontworpen (zie ook de algemene inleiding). De

onderzoekslijn wordt grotendeels gedeeld met de opleiding Sociale Geografie & Planologie.
In de onderzoekslijn (zie figuur 3) zijn de cursussen ondergebracht waarin studenten getraind worden in het doen van onderzoek en het begrijpen van onderzoekscondities. Dat zijn in de eerste plaats vakken die gaan over methodologie, wetenschapsfilosofie en de rol van theorie. Daarin wordt studenten aangeleerd wat wetenschappelijk onderzoek is, welke ethische aspecten een rol kunnen spelen, waarom literatuuronderzoek van belang is, etc. De cultuur van wetenschap en de wetenschappelijke attitude staan dus centraal. Daarnaast zijn er cursussen waarin methoden en technieken van dataverzameling en van data-analyse geleerd worden. En tot slot zijn er cursussen waarin alle aspecten bij elkaar komen (met name het bachelorproject).

3. In de ontwerp-leerlijn. Zoals in standaard 1 beschreven vormt de aandacht voor ruimtelijk en institutioneel ontwerpen het fundament van de opleiding. Ontwerpen wordt daarbij gezien als een onderzoeksmethode waarbij gedurende de opleiding het accent geleidelijk verschuift van analytisch-creatief denken naar synthetiserend-associatief. Deze verschuiving is dan ook wat we studenten gedurende hun opleiding willen laten internaliseren. Onderzoek doen moet voor afgestudeerden automatisch gebaseerd zijn op het ontwerpen van een oplossing voor een onderzoeksprobleem, waarbij creativiteit, associatie, analyse en synthese allemaal een rol spelen.

Figuur 3. Leerlijn onderzoek voor de opleidingen Technische Planologie en Sociale Geografie & Planologie; in de opleiding Technische Planologie zijn de cursussen 'Denken' en 'Veldwerk' niet opgenomen.



### *2.1.5 Excellentiebeleid*

De Faculteit Ruimtelijke Wetenschappen neemt deel aan het honoursprogramma van het University of Groningen Honours College. Het Honours College biedt een Bachelor Honoursprogramma aan voor talentvolle en gemotiveerde bachelorstudenten. Zie de algemene inleiding voor meer informatie.

### *2.1.6 Studiebegeleiding en mentor-tutorsysteem*

De invoering van het Bindend Studie Advies (BSA) is gecombineerd met een intensivering van de informatievoorziening en de studiebegeleiding van eerstejaars. De studenten ontvangen in de loop van het eerste jaar verschillende brieven met informatie over hun studievoortgang (RUG-breed opgezet): een studiestartbrief, het eerste studievoortgangsoverzicht, het voorlopig studieadvies, het tweede studievoortgangsoverzicht, het voornemen tot een negatief BSA (indien het geval) en uiteindelijk het definitieve studieadvies.

Het studiebegeleidingsysteem is gebaseerd op een mentor-tutor systeem. Iedere student krijgt een tutor (= docent) toegewezen die bij de start van de studie een *intakegesprek* houdt. In semester 1 vindt daarnaast intensieve begeleiding plaats in de vorm van mentorgroepen onder leiding van student-assistenten (en deels van de tutoren). De mentorgroep bestaat uit studenten die dezelfde tutor hebben. Een doel van het *mentoraat* is om studenten een beter inzicht te geven in de eigen studiesituatie en het vereiste studiegedrag. In semester 1b gaan de mentorgroepen over in studiegroepen voor het schrijven van een academisch paper (binnen het vak Inleiding Wetenschappelijk Onderzoek), onder begeleiding van (meestal) de tutor. In het tweede semester vindt een volgend individueel gesprek plaats tussen de student en tutor.

Meer specifieke begeleiding vindt plaats door de studieadviseur, die in staat is adviesvragen en problemen van studenten te herkennen en hen daarover te adviseren. Sinds het studiejaar 2012-2013 draaien er ook zogenaamde studie-ondersteunings-groepen onder leiding van de studieadviseur, gericht op studenten die in de propedeuse een overkomelijke achterstand opgelopen hebben.

### *2.1.7 Internationalisering*

De faculteit biedt studenten diverse mogelijkheden om een deel van de studietijd in het buitenland door te brengen. Deze buitenlandse studiemogelijkheden zijn met name bedoeld voor studenten uit het laatste jaar van het bachelorprogramma. De meeste buitenlandse studiemogelijkheden hebben betrekking op het volgen van onderwijs in de vorm van hoor- en/of werkcolleges. Soms is het ook mogelijk om de bachelorthesis geheel of gedeeltelijk bij een buitenlandse partner te verrichten. In dit geval verzorgt een docent van de faculteit de (mede)begeleiding alsmede de eindbeoordeling.

De faculteit heeft verschillende samenwerkingsovereenkomsten afgesloten met buitenlandse universiteiten. Vanuit de opleiding Technische Planologie zijn in het studiejaar 2011-2012 twee studenten op een Erasmus-uitwisseling geweest, beide voor 4 maand naar Joensuu (Finland).

### *2.1.8 Beroepsvoorbereiding en career services*

De opleiding gaat meedraaien in het universitaire en facultaire programma NEXT dat gericht is op career services (zie de algemene inleiding). Voor de bacheloropleiding SG&P betekent dat aandacht voor zowel de arbeidsmarkt als voor masteropleidingen die als vervolgstudie in de second cycle gevolgd kunnen worden.

## 2.2 Inzet personeel

### *2.2.1 Kwaliteit personeel*

De meeste docenten betrokken bij de opleiding zijn gepromoveerd (85%) en hebben naast het verzorgen van onderwijs een onderzoekstaak (zie bijlage 6). In mei 2013 bezat 56% van de bij de bachelor betrokken docenten het BKO-certificaat (Basis Kwalificatie Onderwijs). De overige

docenten zijn daarmee bezig of zijn vrijgesteld (PhD, of aanstaande pensionering). Alle facultaire docenten van het jaar (sinds de aanvang van de verkiezing in 2006) participeerden in 2012-2013 in de opleiding Technische Planologie. De basiseenheid planologie organiseert een aantal keer per jaar een eigen lunchseminar over onderwijs. Deze bijeenkomsten worden begeleid door medewerkers van de universitaire dienst Educational Support and Innovation (ESI; voorheen UOCG) en hebben mede tot docenten te inspireren en te enthousiasmeren voor het gebruik van innovatieve onderwijsvormen.

Tabel 5 Docent kwaliteit: samenvattend

| Graad | MA | PhD | BKO |
|---|---|---|---|
| Percentage | 100% | 76% | 56% |

### *2.2.2 Kwantiteit personeel en onderwijsinzet*

Sinds de vorige visitatie is de onderwijsinzet uitgebreid (zie tabel 6). Bij de vorige visitatie was het totaal aantal fte 2,9; in 2011-2012 is dit 3,73 fte (of 4,30 inclusief ingehuurde docenten). De tabel heeft betrekking op het studiejaar 2011-2012.

Tabel 6 Facultaire onderwijsinzet bachelor TP per functie studiejaar 2011-2012

| Categorie | M | | V | | Totaal | | dr. |
|---|---|---|---|---|---|---|---|
| | aantal | fte's | Aantal | fte's | aantal | fte's | |
| HL | 4 | 0,57 | 2 | 0,08 | 6 | 0,65 | 100% |
| UHD | 5 | 0,96 | 0 | 0,00 | 5 | 0,96 | 100% |
| UD | 11 | 1,45 | 7 | 0,31 | 18 | 1,76 | 89% |
| Promovendi | 1 | 0,01 | 1 | 0,01 | 2 | 0,02 | *n.v.t.* |
| Docent | 3 | 0,23 | 0 | 0,00 | 3 | 0,23 | 0% |
| Onderzoeker | 1 | 0,10 | 2 | 0,01 | 3 | 0,11 | 0% |
| | | | | | | | |
| Totaal<br>Inclusief inhuur | 25 | 3,32 | 12 | 0,41 | 37 | 3,73<br>4,30 | 85% |

Bron: Bureau Onderwijs, taakbelastingsmodel 2011-2012

Het aantrekken van nieuw personeel heeft geleid tot een daling van de student-staf ratio. Deze bedroeg bij de vorige visitatie 47,9 (exclusief schakel-studenten). De student-staf ratio is berekend conform de definitie van de NVAO (september 2012): totaal aantal ingeschreven studenten gedeeld door het aantal fte verzorgd onderwijs in de opleiding. In het studiejaar 2011-2012 stonden in totaal 164 studenten ingeschreven bij de bacheloropleiding Technische Planologie. Dat levert bij een stafinzet van 4,30 fte een student-staf ratio van 38,1. Van de genoemde 164 studenten stonden er 35 ingeschreven als schakelaar. Deze schakelaars volgen slechts een gedeelte van het programma (hooguit 60 EC), waardoor de werkelijke student-stafratio gunstiger is. De gewogen student-stafratio zou dan uitkomen op 32,7. De eerste helft van het derde studiejaar mogen studenten invullen met 30 EC aan keuzevakken of minoren. Een deel van de studenten volgt keuzevakken en minoren buiten de faculteit. Daardoor valt de werkelijke student-staf ratio iets lager uit.

Tabel 7: student-staf ratio

| Ratio | 32.7 |
|---|---|

## 2.3 Studenten

### *2.3.1 Instroom*

Om toegelaten te worden tot de propedeuse van het bachelorprogramma Technische Planologie dienen aankomende studenten te beschikken over een VWO-diploma - ongeacht welk profiel - dat het vak Wiskunde A of B bevat. Het is daarnaast mogelijk om met een HBO-diploma of een overgangsbewijs van jaar 1 naar jaar 2 van het HBO in te stromen in jaar 1. Tabel 8 laat zien dat de instroom de afgelopen jaren is gegroeid van 31 studenten in 2005 naar 53 studenten in 2011. Opvallend is dat er relatief veel HBO instromers zijn, met een schakelprogramma voor instroom in een masteropleiding. Een aandachtspunt blijft de man-vrouw verdeling. Niet alleen is de instroom van vrouwelijke studenten erg laag, maar deze vertoont ook geen stijgende lijn. We proberen door in de voorlichting nadrukkelijk op het ontwerp-karakter van de opleiding deze duidelijker binnen het studiekeus-raamwerk van vrouwelijke middelbare scholieren te brengen, door participatie van de faculteit in het gamma-steunpunt van de universiteit en het opstarten van webklassen.

Tabel 8 Instroomgegevens VSNU propedeuse bacheloropleiding Technische Planologie.

| Jaar | Instroom (absoluut) | Instroom naar vooropleiding (absoluut) | | | | | Instroom naar geslacht (%) | |
|---|---|---|---|---|---|---|---|---|
| | | VWO | HBO prop | HBO* | Buitenland | Overig | M | V |
| 02/03 | 22 | 21 | 1 | 0 | 0 | 0 | 91 | 9 |
| 03/04 | 62 | 25 | 1 | 36 | 0 | 0 | 87 | 13 |
| 04/05 | 43 | 28 | 2 | 11 | 1 | 1 | 86 | 14 |
| 05/06 | 31 | 22 | 1 | 7 | 0 | 1 | 81 | 19 |
| 06/07 | 39 | 27 | 0 | 11 | 0 | 1 | 74 | 26 |
| 07/08 | 33 | 16 | 2 | 15 | 0 | 0 | 82 | 18 |
| 08/09 | 37 | 28 | 1 | 8 | 0 | 0 | 81 | 19 |
| 09/10 | 43 | 27 | 2 | 13 | 1 | 0 | 74 | 26 |
| 10/11 | 51 | 37 | 1 | 13 | 0 | 0 | 84 | 16 |
| 11/12 | 53 | 35 | 3 | 14 | 1 | 0 | 91 | 9 |

Bron: VNSU, 1cHO-bestand, tabel B1 en B8.1 ('voorkomen 1')
* HBO is inclusief de studenten die een schakelprogramma volgen

### *2.3.2 Rendement, 'harde knip' en Bindend StudieAdvies*

Alle studenten die vanaf 1 september 2010 met het eerste jaar van een bacheloropleiding begonnen, kregen te maken met het bindend studieadvies (BSA). De Rijksuniversiteit Groningen heeft het BSA ingevoerd om propedeusestudenten een heldere resultaatverplichting op te leggen. Doel is studenten te stimuleren aan studeren de prioriteit te geven en de oriënterende en verwijzende functie van het eerste jaar te versterken. Een student krijgt een negatief BSA wanneer hij of zij aan het eind van het eerste studiejaar minder dan 45 studiepunten heeft behaald of er na twee jaar niet in is geslaagd de propedeuse van 60 studiepunten te behalen. In die gevallen moet de student de studie stopzetten. Het wegwerken van deficiënties uit jaar 1 heeft in jaar 2 daarom prioriteit. Het BSA heeft tot gevolg dat studenten die slecht presteren sneller worden gedetecteerd en derhalve adequater begeleid kunnen worden. Die begeleiding vindt onder andere plaats via studieondersteuningsgroepen onder leiding van de studieadviseur.

In Tabel 9 wordt een overzicht gegeven van de uitval (%) van bachelorstudenten na 1 jaar, 2 jaar en 3 jaar (alleen VWO-instroom) en de selectiviteit (%) van het eerste jaar. Het studiejaar 2005-2006 liet een dieptepunt zien wat betreft de selectiviteit van het eerste jaar, maar sinds 2008/2009 ligt deze weer op aanvaardbare niveaus. Omdat de opleiding sinds het cohort 2010-2011 een BSA kent, is de verwachting dat de selectiviteit van de propedeuse op een aanvaardbaar niveau zal blijven.

Tabel 9 Overzicht vertrek bachelorstudenten (VWO-instroom) bacheloropleiding Technische Planologie en selectiviteit eerste jaar

| Jaar | Omvang cohort (absoluut) | Uitval (cumulatief %) | | | Selectiviteit van 1ste jaar (%) |
|---|---|---|---|---|---|
| | | Na 1 jaar | Na 2 jaar | Na 3 jaar | |
| 02/03 | 21 | 5 | 10 | 15 | 100 |
| 03/04 | 25 | 12 | 12 | 12 | 100 |
| 04/05 | 28 | 14 | 18 | 18 | 80 |
| 05/06 | 22 | 14 | 27 | 36 | 38 |
| 06/07 | 27 | 11 | 11 | 19 | 60 |
| 07/08 | 16 | 6 | 13 | 13 | 50 |
| 08/09 | 28 | 21 | 21 | 21 | 100 |
| 09/10 | 27 | 19 | 19 | *22 | *83 |
| 10/11 | 37 | 30 | *38 | | |
| 11/12 | 35 | *20 | | | |

Bron: VNSU, 1cHO-bestand, tabel B2. * Voorlopige cijfers op peildatum 1-oktober

Toch blijkt uit tabel 10 dat de invoering van het BSA in 2010-2011 er niet toe heeft geleid dat meer studenten de propedeuse binnen een jaar halen. Het studiejaar 2011-2012 liet zelfs een dieptepunt zien (slechts 22%), terwijl in de jaren daarvoor zonder BSA percentages van 50% werden gehaald. Een verklaring daarvoor kan zijn dat studenten gericht zijn op het halen van de BSA-drempel en, mede door de inspanningen die zijn gedaan om studenten beter te begeleiden bij hun studie, alle vertrouwen hebben dat ze zonder problemen gaan voldoen aan de tweede BSA-eis, namelijk dat na 2 jaar de propedeuse volledig behaald moet zijn. Dat laat de tabel ook zien in een toename van het aantal studenten dat 40-55 EC behaald in het eerste jaar. Voor de studiejaren 2010-2011 en 2011-2012 gold een BSA-grens van 40 EC. Met ingang van het studiejaar 2012-2013 is het aantal studiepunten dat moet worden gehaald om een negatief bindend studieadvies te voorkomen opgehoogd naar 45 EC.

Tabel 10 Percentage studenten dat in het eerste jaar 60 EC, 40-55 EC en 0-35 EC heeft behaald gedurende de jaren 2005-2006 t/m 2011-2012 (berekend over het aantal studenten met aftrek van de stoppers)

| **Cohort** | **05-06** | **06-07** | **07-08** | **08-09** | **09-10** | **10-11** | **11-12** | |
|---|---|---|---|---|---|---|---|---|
| **N =** | | | | **33** | **36** | **39** | **40** | |
| **Gestopt** | | | | **4** | **6** | **7** | **4** | |
| **TP 60 EC** | 33% | 50% | 50% | 27,6% | 26,7% | 37,5% | 22,2% | |
| **TP 40-55 EC** | | | | 48,3% | 53,3% | 46,9% | 63,9% | |
| **TP 0-35 EC** | | | | 24,1% | 20,0% | 15,6% | 13,9% | BSA sinds 10-11 |

Bron: Bureau Onderwijs FRW

Tabel 11 laat de bachelorrendementen zien van de afgelopen jaren (alleen VWO-instroom). Het rendement na 3 jaar blijft alarmerend laag, maar de rendementen na 4 jaar vertonen een geleidelijke stijging tot inmiddels meer dan 60%. De opleiding streeft in navolging van de universiteit naar een bachelorrendement (bachelor in 4 jaar voor herinschrijvers) van minimaal 70% vanaf 2015. Dit is op instellingsniveau ook vastgelegd in de prestatieafspraken met het ministerie. De herziening van het programma is belangrijk in het verhogen van het commitment van studenten en daarmee het behalen van de rendements-taakstelling. RUG-brede beleidsmaatregelen als de invoering van BSA en de afschaffing van de 'zachte knip' in 2011-2012 ondersteunen dit.

De rendementen voor de totale instroom vertonen dezelfde ontwikkeling, maar op een iets lager niveau (tabel 12). Tabel 13 geeft een overzicht van het aantal afgegeven bachelorbullen.

Tabel 11 Bachelorrendement van herinschrijvers bacheloropleiding TP (VWO-instroom)

| Jaar | Herinschrijvers na 1-ste jaar (absoluut) | % totale cohort | Bachelor-rendement (cumulatief %) | | | |
|---|---|---|---|---|---|---|
| | | | na 3 jaar | na 4 jaar | na 5 jaar | na 6 jaar |
| 02/03 | 20 | 95 | 25 | 40 | 60 | 70 |
| 03/04 | 22 | 88 | 5 | 27 | 64 | 77 |
| 04/05 | 24 | 86 | 21 | 38 | 71 | 88 |
| 05/06 | 19 | 86 | 16 | 47 | 63 | 63 |
| 06/07 | 24 | 89 | 25 | 54 | 83 | 92 |
| 07/08 | 15 | 94 | 13 | 67 | 73 | |
| 08/09 | 22 | 79 | 23 | 64 | | |
| 09/10 | 22 | 81 | 9 | | | |
| 10/11 | 26 | 70 | | | | |
| 11/12 | 28 | 80 | | | | |

Bron: VNSU, 1cHO-bestand, tabel B51

Tabel 12 Bachelorrendement van herinschrijvers bacheloropleiding TP (Totale-instroom)

| Jaar | Herinschrijvers na 1-ste jaar (absoluut) | % totale cohort | Bachelor-rendement (cumulatief %) | | | |
|---|---|---|---|---|---|---|
| | | | na 3 jaar | na 4 jaar | na 5 jaar | na 6 jaar |
| 02/03 | 21 | 95 | 24 | 38 | 57 | 71 |
| 03/04 | 54 | 87 | 2 | 13 | 28 | 33 |
| 04/05 | 35 | 81 | 14 | 29 | 51 | 63 |
| 05/06 | 27 | 87 | 11 | 33 | 48 | 48 |
| 06/07 | 34 | 87 | 21 | 41 | 62 | 68 |
| 07/08 | 26 | 79 | 8 | 46 | 50 | |
| 08/09 | 29 | 78 | 17 | 52 | | |
| 09/10 | 30 | 70 | 10 | | | |
| 10/11 | 34 | 67 | | | | |
| 11/12 | 32 | 60 | | | | |

Bron: VNSU, 1cHO-bestand, tabel B51(2)

Tabel 13 Aantal bachelorbullen per studiejaar bacheloropleiding TP

| Jaar | Bachelorbullen |
|---|---|
| 03/04 | 3 |
| 04/05 | 17 |
| 05/06 | 15 |
| 06/07 | 27 |
| 07/08 | 32 |
| 08/09 | 27 |
| 09/10 | 23 |
| 10/11 | 30 |
| 11/12 | 21 |

* Bron: Onderwijs administratie RUG-FRW

** Bron: VNSU, 1cHO-bestand

### *2.3.3 Evaluatie (aspecten m.b.t. leeromgeving)*

In de algemene inleiding is beschreven dat de faculteit inmiddels een uitgebreid systeem van onderwijsevaluatie heeft opgestart. Dit bestaat uit de al lang bestaande vakevaluaties, en daarnaast curriculumevaluaties (per studiejaar en voor de hele opleiding). Daarnaast bestaan panelevaluaties in het kader van verbeterplannen van cursussen en specifiek opgezette overige evaluaties, bijvoorbeeld mid-term ronde tafel evaluaties binnen een cursus, en komen elk jaar in juni staf en studenten bij elkaar om het programma kritisch met elkaar door te nemen. De evaluaties binnen de opleiding maken onderdeel uit van de PDCA-cyclus (Plan Do Check Act) en verlopen volgens de facultaire standaarden (zie algemeen deel).

De curriculumevaluatie van de propedeuse wordt in de collegezaal afgenomen, direct bij de aanvang van het tweede jaar. In 2011-2012 werd de propedeuse gewaardeerd met het rapportcijfer 7,2 (N=22). De vragen over de onderwijsleeromgeving werden over het algemeen met een ‘goed’ beantwoord. Een opvallend aspect dat uit de propedeusevaluatie naar voren kwam was dat de mentorgroepen en de intakegesprekken met de tutoren als niet erg nuttig werden ervaren (48%). De curriculumevaluatie van jaar 2 wordt eveneens in de collegezaal afgenomen. Het tweede jaar werd in 2011-2012 gewaardeerd met een gemiddeld rapportcijfer

van 7,0 (N=15). Studenten geven aan dat ze meer activerende onderwijsvormen zouden willen hebben (30%) en meer aandacht voor vaardigheden en toepassingen (41%).

Over het jaar 2011-2012 gaven de studenten de gehele opleiding een rapportcijfer van 6,9 (zie tevens Bijlage 4). Vooral de deskundigheid, maar ook de inzet en aanspreekbaarheid van docenten werden zeer geroemd. Ook over de aangeleerde analytische en probleemoplossende vaardigheden zijn studenten zeer tevreden. Veldwerken en excursies worden als zeer zinvolle onderdelen van de opleidingen gezien. De bachelor wordt gezien als een prima voorbereiding op de Master, maar minder op de arbeidsmarkt.

Studenten zouden wel meer feedback willen op gemaakt werk. In reactie daarop hebben inmiddels verschillende docenten hun cursus zo aangepast dat er meer feedback gegeven wordt. Studenten vragen ook om meer keuzemogelijkheden in het programma. Dat is echter lastig te realiseren voor de opleiding. RUG-breed is het eerste semester van het derde studiejaar gereserveerd als ruimte voor minoren, verblijf in het buitenland of keuzevakken. Dat betekent dat er nauwelijks ruimte in het programma overblijft voor meer keuzemogelijkheden.

In 2011-2012 zijn verbeterplannen opgesteld op basis van de verschillende evaluaties (o.a. Ruimtelijke Informatiekunde 1: data & cartografie en Ruimtelijke Informatiekunde 2: geografische informatie systemen. Het vak Ruimtelijk Ontwerpen 2: Bouwen is mede op basis van een panelevaluatie aangepast, nadat het slagingspercentage gedaald was tot minder dan 50%. De programmering is aangepast en er is een tussentoets ingevoerd.

De basiseenheid Planologie organiseert samen met de Opleidingscommissie eenmaal per jaar, aan het eind van semester 2, een informele bijeenkomst met een groep bachelor studenten om het afgelopen jaar te evalueren. Tijdens deze evaluatie kunnen studenten hun vragen en (kritische) opmerkingen delen, en daar in interactie met de staf direct een reactie op krijgen in de vorm van een verklaring of motief, een uitnodiging hier later op in te gaan, dan wel dat het als incentive voor verbetering van het curriculum wordt opgepakt. Gemiddeld doen hier jaar ieder dertig studenten aan mee. Een aandachtspunt is dat de opleiding ook cursussen bevat die verzorgd worden door docenten die niet in de basiseenheid Planologie ondergebracht zijn. In de toekomst zullen deze ook intensiever betrokken worden bij dergelijke initiatieven.

## 2.4 Opleidingsspecifieke faciliteiten

De faciliteiten voor de bacheloropleiding worden, blijkens verschillende studentenenquêtes, als uitstekend beoordeeld. Er zijn computerfaciliteiten speciaal voor FRW-studenten. Deze zijn toegerust met GIS-software.

# 3 Standaard III: Analyse en gerealiseerde leeruitkomsten

*Standaard 3*

*De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd*

## 3.1 Toetsing

### *3.1.1 Uitgangspunten toetsing*

De toetsing van de vorderingen van de studenten verloopt volgens het opleidingsspecifieke Toetsplan (zie Bijlage 3). Dit plan is gebaseerd op de facultaire nota Toetsbeleid (2012).

Het belangrijkste uitgangspunt van toetsing is dat docenten beargumenteerd geschikte toetsvormen toepassen gebaseerd op de eindkwalificaties van de opleiding, de positie van het vak in de opleiding en de leerdoelen van het vak zelf. Deze argumentatie is een vast onderdeel van de cursusbeschrijving die voor elk vak binnen de opleiding wordt opgesteld. Het behalen en toetsen van de leerdoelen van een cursus en de eindkwalificaties van de opleiding zit besloten in het type toetsen en de validiteit ervan. Het behalen ervan is echter evenzeer afhankelijk van het studeergedrag van de studenten. Het monitoren en stimuleren van actief studiegedrag is daarom ook een integraal onderdeel van de visie op toetsen in de opleiding. De nadruk van dit beleid ligt in het eerste jaar, omdat daar relatief veel studievertraging wordt opgelopen. Het mentor-tutor-systeem speelt hier een belangrijke rol in (zie ook 2.1.6).
De kwaliteit van de toetsing wordt bewaakt door de Examencommissie. Jaarlijks worden meerdere tentamens beoordeeld. Bachelor- en masterscripties worden steekproefsgewijs her-beoordeeld. Het plan is dat de toetsing wordt uitgevoerd door leden van de Commissie, indien nodig met inschakeling van externe toetsings-deskundigen.

### *3.1.2 Procedures*

De facultaire procedures zijn beschreven in de algemene inleiding. Centraal staat dat studenten bij aanvang van de cursus op de hoogte zijn van de manier van toetsen en de toetscriteria. Vooraf wordt de kwaliteit van de toets beoordeeld door peer review van de toets door een ander staflid. Toetsing is ook een onderdeel van de vak- en programmaevaluaties die achteraf worden uitgevoerd. In de cursusevaluaties kunnen de studenten aangeven in hoeverre de toetsen aansluiten bij de leerdoelen van een vak.

### *3.1.3 Toetsvormen en toetsplan*

In het Toetsplan - Bijlage 3 - wordt een overzicht gegeven waarin per studieonderdeel de onderwijsvormen, de opdrachtvormen en de toetsvormen worden aangegeven. De tabel laat eveneens zien in welke week de verschillende toetsen worden afgenomen. Hieruit blijkt dat bij de meeste vakken tussentijds worden getoetst. Er is een grote variëteit aan toetsvormen binnen de opleiding. Ook is te zien dat de werkdruk voor de student over het jaar gespreid wordt.

Voor tentamens geldt in onze opleiding dat we waar mogelijk met open vragen werken om schrijfvaardigheid en argumentatie te kunnen toetsen. Voor schrijfopdrachten geldt dat de beoordelingscriteria en puntentelling tegelijk met de opdrachtformulering aan de student verstrekt worden. De student krijgt de toegekende punten, altijd samen met feedback, meegedeeld. Zoveel mogelijk wordt in twee trappen beoordeeld: inleveren concept-versie,

tussentijdse puntentelling met feedback, indien gewenst inleveren van een aangepaste (definitieve) versie, eindcijfer. Voor houding en inzet geldt dat we bij te passief gedrag de student direct benaderen, om tijd voor verbetering te bieden.
In het toetsplan is ook per studieonderdeel aangegeven welke eindkwalificaties worden gerealiseerd. Op deze wijze kan snel een overzicht worden verkregen in welke mate bepaalde eindkwalificaties worden gerealiseerd. De coördinator maakt jaarlijks een update van het toetsplan.

In de verschillende cursusratio's wordt per studieonderdeel beargumenteerd aangegeven welke toetsvormen worden gebruikt. Tevens wordt ook de positie van het vak binnen de betreffende leerlijn besproken. Bij de start van het vak worden de cursusratio's op Nestor geplaatst.

De gemiddelde slagingspercentages in jaar 1 liggen rond de 70%. In jaar 2 en 3 zijn deze percentages respectievelijk 75% en 80%.

#### *3.1.4 De beoordeling van de thesis*

In 2009 is een aantal pilots gedraaid om de bachelorprojecten beter op te zetten. De visitatiecommissie had in 2007 kritiek op het niveau van de bachelorscripties, en wees daarbij op theoretische diepgang, het internationale verband, het beschrijvend karakter, en de beperkte reflectie. In 2010 is de nieuwe opzet van beide bachelorprojecten definitief ingevoerd. Aan de hand van een strak schema worden de studenten thans via acht opdrachten naar het eindproduct geleid. Deze opdrachten worden alle getoetst.

In de cursus Bachelorproject schrijven de studenten zich in groepen van ca. 10 studenten in. In de groepen wordt gewerkt aan een individueel onderzoek over een thema, dat past binnen het centrale groepsthema. Vanaf een eerste kennismaking met het thema wordt vervolgens gewerkt aan een theoretisch kader, een onderzoeksvoorstel, een instrument voor dataverzameling, de dataverzameling zelf, de data-analyse en een rapportage in de vorm van een poster en een individuele thesis (omvang ca. 6.000 woorden).

In overleg met de coördinator kan de omvang eventueel verruimd worden, afhankelijk van het onderwerp. Voorheen konden de bachelorscripties bij Technische Planologie aanzienlijk dikker zijn (60-80 pagina's), wat de prikkel wegnam bij studenten om gefocust te werken en schrijven.
In de uitgebreide handleiding voor het bachelor-project is tevens een lijst met criteria opgenomen waarop de bachelorthesis wordt beoordeeld. Om de beoordeling zo consistent mogelijk te laten zijn, wordt elke scriptie door een tweede lezer beoordeeld. De nieuwe opzet heeft de gemiddelde doorlooptijd voor het bachelorproject aanmerkelijk ingekort.

De evaluatie van de begeleiding van de bachelorthesis is gekoppeld aan de begeleider (de naam van de begeleider moet worden ingevuld). Het gemiddeld rapportcijfer dat de studenten ons geven is een 7,0. De organisatie rondom het bachelorproject wordt goed tot zeer goed gewaardeerd. Studenten zouden wel meer vrijheid willen hebben bij het kiezen van het thema. Ze moeten nu eerst een thema kiezen en daarbinnen mogen ze weer een eigen onderwerp kiezen.

## 3.2 Student-evaluaties (aspect toetsing)

In alle evaluaties zijn vragen opgenomen over de toetsing. De evaluaties vinden plaats op het niveau van de toets, het vak en het programma als geheel.

#### *3.2.1 Toetsniveau*

Zoals eerder besproken wordt elke schriftelijk tentamen mede beoordeeld door een collega docent van wie de naam op de toets wordt vermeld. Na het tentamen wordt de toets beoordeeld door de studenten door middel van het gestandaardiseerde cursusevaluatieformulier. De meerkeuzetentamens worden digitaal verwerkt. Deze verwerking levert ook informatie op over

de kwaliteit van de vragen. Op basis van deze informatie kunnen docenten hun beoordeling eventueel nog aanpassen.

Alle toetsen liggen minstens twee weken ter inzage bij het Bureau Onderwijs en studenten kunnen in die periode extra toelichting vragen bij de betrokken docent. Indien de student het niet eens is met de beoordeling van de docent kan hij/zij zich daarna tot de Examencommissie wenden.

### *3.2.2 Vakniveau*

De cursusevaluaties worden gebruikt voor elke cursus bij alle FRW-opleidingen. Sinds 2012-2013 zijn de formulieren gestandaardiseerd, wat onderlinge vergelijking tussen vakken of voor hetzelfde vak over de jaren vereenvoudigt. Op het vragenformulier staan twee vragen die direct betrekking hebben op toetsing: 1) het tentamen vormt een goede afspiegeling van de leerstof en 2) De tentamenvragen zijn duidelijk geformuleerd. Een onderdeel van de evaluatie is ook de toekenning van een rapportcijfer (schaal 1-10) aan de cursus door de student. De vakevaluaties worden in de tentamenzaal ingevuld waarna ze anoniem in een speciale box gedeponeerd kunnen worden, waardoor er een hoge respons wordt behaald.

De uitkomsten van de vakevaluaties worden aan de docenten verstrekt, aan de opleidingsdirecteur en de coördinator. Daarnaast worden ze besproken in de Opleidingscommissie. Als er problemen worden geconstateerd wordt er contact opgenomen met de betrokken docent. Uiteindelijk is de opleidingsdirecteur hiervoor verantwoordelijk. De evaluaties worden openbaar gemaakt op de digitale leeromgeving van het vak. Docenten hebben de mogelijkheid om in de digitale leeromgeving te reageren op deze vakevaluaties en aan te geven wat ze gaan veranderen in de het vakontwerp van het volgende jaar. Zo wordt voor studenten zichtbaar dat de evaluaties ook daadwerkelijk effect hebben. Bij problemen geeft de docent aan welke acties zijn ondernomen om deze te ondervangen.

Op basis van de vakevaluaties worden elk deelsemester faculteitsbreed de drie best beoordeelde vakken (op basis van de rapportcijfers) publiek bekend gemaakt.

### *3.2.3 Programmaniveau*

In de curriculumevaluatie van de propedeuse zijn verschillende vragen opgenomen over de toetsing. De vraag over de nakijktermijn bij tentamens springt in het oog. In 2011-2012 gaf 56% (N=23) aan dat de gestelde nakijktermijn niet was gehaald. In 2011-2012 zijn er voor het gehele programma vijf overschrijdingen geweest op een totaal van 54 tentamens (inclusief herkansingen), waarvan twee in jaar 1. Juist in de propedeuse zijn we aan tijd gebonden omdat de BSA-studievoortgangsbrieven na elk semester de deur uit moeten. In de curriculumevaluaties van jaar 2 en van de hele opleiding (2011-2012) geeft maar 12% (N=16) aan dat de nakijktermijn niet wordt gehaald. Overschrijding van de nakijktermijn wordt door de onderwijsadministratie meteen gesignaleerd. Uit de gegevens van het Bureau Onderwijs blijkt dat er in 2011-2012 twee overschrijdingen van de nakijk-termijn waren voor propedeusevakken, en in totaal vijf voor de hele opleiding. Docenten worden daar door de opleidingsdirecteur op aangesproken. Wat voor studenten vaak het werkelijke probleem bleek te zijn, was niet zozeer de overschrijding van de termijn, maar de beperkte informatievoorziening hierover. Ook daar worden docenten op aangesproken.

Op de vraag of 'de wijze van toetsen en beoordelen een grondig begrip van de leerstof vereist' antwoordt respectievelijk slechts 12%, 13% en 22% negatief in bovengenoemde drie curriculumevaluaties. De resultaten van de Nederlandse Studenten Enquête NSE 2012 laten echter wel zien dat Technische Planologie op het onderwerp 'toetsing en beoordeling' iets lager scoort (3,4) dan het RUG-gemiddelde (3,6) voor bachelor-opleidingen. Het is nog niet duidelijk waar dit oordeel op berust en dus ook niet of er maatregelen genomen moeten worden.

## 3.3 Door studenten behaald niveau

Het uiteindelijk door de student behaalde niveau kan worden afgelezen uit het niveau van de bachelorprojecten. Deze zijn immers de afsluitende en integrale proeve van (onderzoeks)-bekwaamheid. In de twee jaren dat de nieuwe opzet gebruikt wordt is het gemiddelde cijfer dat gegeven werd een 6,9. De cijfers varieerden van 6 tot 8,5.

In het nieuwe format van de bachelorprojecten - vormgegeven als cursus - bestaat duidelijker dan voorheen de mogelijkheid dat een student kan zakken, bijvoorbeeld als hij/zij de deadlines niet haalt of het vereiste niveau niet behaalt. Docenten geven in deze gevallen onvoldoendes en die worden, anders dan vroeger bij traditionele scripties, ook geregistreerd. De cijferverdeling suggereert dat we er met de bacheloropleiding in slagen om studenten op te leiden tot een aanvaardbaar niveau voor instroom in een (verwante) master, maar dat er nog ruimte is om het gemiddelde niveau van de afgestudeerden verder omhoog te brengen.

Het is verder niet eenvoudig een gevalideerd beeld te schetsen van de aansluiting tussen de studie en de vervolgstappen van de studenten, dan wel op de arbeidsmarkt dan wel in een volgende onderwijscyclus. Van de bacheloruitstroom in 2010-2011 ging 87% naar een van onze FRW-masters. Slechts enkele studenten gingen direct de arbeidsmarkt op. De rest vertrok naar masters elders in het land of naar het buitenland, gedeeltelijk in een van onze double degree programma's.
Vanuit de bachelor Technische Planologie is de instroom in de Research Master nog gering. De verwachting is dat deze met de verdere doorwerking van research-driven education in de bachelor kan stijgen. Ook de start van een extra honours-tracé gericht op instroom in de research master in 2013/2014 kan daaraan bijdragen.

Over de doorstroom van bachelorstudenten rechtstreeks naar arbeidsmarkt en over de verdere ontwikkeling van het carrière-pad van bachelor alumni is nog te weinig bekend aan de FRW. Het opzetten van een Raad van Advies is mede bedoeld om ook de aansluiting met de arbeidsmarkt van deze groep alumni in beeld te krijgen. Gezien het feit dat de meeste TP studenten een vervolgstudie kiezen, heeft het ontwikkelen van career services met betrekking tot voorbereiding op de arbeidsmarkt vooral prioriteit in de verschillende masteropleidingen. Binnen onze bacheloropleidingen richt de career services zich ook op de keuze voor de master die de studenten aan het einde van hun bachelorstudie moeten maken.

Technische Planologie is een brede studie, waarin de student kan kiezen voor de thema's infrastructuur, water en milieu. Hoe de student dat na zijn studie gaat inzetten, zal afhangen van zijn eigen voorkeur voor een werkomgeving. Dat kan een adviesbureau of een ministerie zijn, het bedrijfsleven of een gemeente, een projectontwikkelaar of een ministerie, om enkele voorbeelden te noemen. Of de wetenschap. Afgestudeerden kunnen technische kwesties en procedures uitleggen aan bestuurders, politici, beleidsmakers, bewoners en belangen-organisaties.

# 4 Analyse en aandachtspunten standaarden 1, 2 en 3; inclusief terugkoppeling naar vorige visitatie

- De afgelopen jaren zijn met het ontwikkelen van de didactische visie voor de opleiding, de opzet van verschillende leerlijnen binnen de opleiding en de bijbehorende individuele cursusratios's grote stappen gezet in het verbeteren van de kwaliteit van de bacheloropleiding Technische Planologie. Daarbij zijn ook de eindkwalificaties volledig herzien. Deze zijn bewust op een hoog abstractieniveau geformuleerd. Het is inmiddels gebleken dat ze daarmee niet helemaal aansluiten bij de belevingswereld van de student. Om zinvol door studenten en stafleden gebruikt te kunnen worden, zullen ze geconcretiseerd gaan worden. Dat maakt ook de beoordeling of een student de eindkwalificaties gehaald heeft helderder.
- De Opleidingscommissie heeft een grote invloed gehad op het aanvankelijke transitieproces van de opleiding Technische Planologie, onder meer door studenten voor te lichten, te activeren en te laten reflecteren. Onze inzet is dan ook de rol van de Opleidingscommissie verder uit te bouwen. Het betreft ondermeer betrokkenheid bij jaarevaluaties, frequente besprekingen van innovatieve voorstellen voor het onderwijs, inbreng van kennis van virtuele en sociale media, betrokkenheid bij de aanstelling van UD's, organisatie van de planologielezingen.
- Veel energie zal gaan naar het verbeteren van schrijfvaardigheden. Naar ons idee moet de student in elk vak worden aangezet tot een schrijvende confrontatie met de vakinhoud, enerzijds om zo met zich zelf in discussie te geraken en de stof zo te verinnerlijken, en anderzijds om zich te kunnen ontwikkelen in schriftelijke uitingsvormen. Met deze doelen voor ogen willen we meer gebruik gaan maken van digitale leerplatforms die condities bieden voor een verantwoorde opzet van peer review.
- Een andere ambitie betreft de verbetering van de verbinding met de praktijk, de aansluiting met en de inzet van het beroepenveld. De Raad van Advies (zie Algemeen Deel) zal in dit verband een belangrijke rol kunnen spelen. Daarnaast zijn er nieuwe samenwerkingsvormen ontwikkeld met de praktijk. De studenten krijgen dan opdrachten die inhoudelijk aansluiten bij de kennisbehoefte van verschillende instanties. In dit verband kunnen worden genoemd het 'Regiolab' (samenwerking met de regio Groningen-Assen), het 'Experimenteerlab' (samenwerking met de gemeente Groningen, regio Groningen-Assen en Rijkswaterstaat) en een samenwerking met het Kadaster. Daarnaast is er intensieve samenwerking met Rijkswaterstaat – o.m. een onderzoeksprogramma waaraan een bijzonder hoogleraar Milieu- en Infrastructuurplanning verbonden is – waaruit ondermeer opdrachten voor bachelorprojecten voorkomen. Daarnaast zijn er plannen voor het opzetten van zogenaamde 'virtual labs' met andere planningsculturen via onze partners in Beijing, Bandung en Seattle.
- Binnen de RUG is afgesproken dat met ingang van het studiejaar 2015-2016 zal worden overgegaan op acht cijfers (vakken) per studiejaar, te beginnen in jaar 1. Dit om de concurrentie tussen de vakken te verminderen. Dit betekent dat de opleiding opnieuw zal moeten worden geprogrammeerd. Dit geldt ook voor onze andere bacheloropleiding.
- Met de transformatie van de opleiding Technische Planologie is er ook een institutionele structuur ontstaan van samenhang en interactie: de vakken zijn uitgewerkt in zogenaamde cursusratio's. De vakken maken deel uit van een consistent geheel, te weten de leerlijnen. Deze komen weer samen in de didactische visie. Daarmee is de visie niet 'af'. Wij beogen elk jaar opnieuw de onderdelen van de visie ter discussie te stellen, in het bijzonder de uitwerking ervan op de individuele vakken, hun samenhang in lijnen en de het samenvallen van de lijnen in het geheel van de opleiding. Deze discussie dient evenwel verder geïnstitutionaliseerd te worden, met de daaruit volgende automatismen en continuïteit in de discussie. Hierin ligt nadrukkelijk een ambitie.

- Hoewel de opleiding Technische Planologie, mede gezien zijn omvang, kenmerken heeft van een learning community, is een probleem dat het onderwijs op een andere plek gegeven wordt dan waar de stafleden gehuisvest zijn. Mede met het doel de student zich verbonden te laten voelen met de opleiding organiseert de staf elke eerste maandag van het subsemester een zogenaamde planologielezing, waar staf en studenten elkaar ontmoeten. Studenten organiseren mee, en altijd verzorgt een staflid het co-referaat. Bekende personen als Minister Schultz Verhaegen en mr Frank Visser, als ook academisch vooraanstaande sprekers (bijvoorbeeld prof. Andreas Faludi en prof. Dirk Sijmons) hebben lezingen verzorgd. We zullen moeten blijven investeren in dergelijke activiteiten om studenten en staf zich verbonden te laten voelen met de opleiding en de discipline Technische Planologie.
- Ook voor de komende jaren is het doel om de studierendementen over de gehele linie te verhogen, waaronder het aantal behaalde EC's in de propedeuse. Een van de middelen daartoe is het verder ontwikkelen van 'learning communities'.
- De lage waardering voor onze mentorgroepen en de intakegesprekken met de tutoren is een punt van aandacht dat nader moet worden onderzocht. Hiervoor zullen we in contact treden met onze studenten om allereerst het probleem helder te krijgen. De studieondersteunings-groepen draaien dit jaar voor het eerst en lijken wel succesvol. Deze kunnen in samenhang met bovengenoemd punt worden bekeken.
- We zullen nog meer ons best moeten doen om er voor te zorgen dat alle toetsen binnen 10 dagen worden nagekeken. Ook zal als er vertraging optreedt beter gecommuniceerd moeten worden met de studenten.
- Het analyse- en evaluatiesysteem van de opleiding, zeker op toets- en vakniveau, lijkt goed ontwikkeld. De vragen over de kwaliteit van toetsing in de verschillende curriculumevaluaties en de vakevaluatie zouden nog scherper kunnen worden gesteld. De evaluatieprocessen zijn vastgelegd in heldere procedures die ook breed gedragen worden door de docenten. Ook zijn de procedures voor de feedback op de toetsen en vakken duidelijk, waardoor de evaluaties ook daadwerkelijk gebruikt kunnen worden in de verbetering van vakken.
- In het toetsplan worden de eindkwalificaties, onderwijsvormen en toetsvormen aan elkaar gekoppeld. Dit plan is opgesteld voor het studiejaar 2012-2013, maar een structurele analyse ervan is nog niet mogelijk. Door het toetsplan jaarlijks op te stellen ontwikkelen de coördinator en de onderwijsdirecteur een beter beeld welke eindkwalificaties behaald worden en welke eventueel niet. Ook kan er dan strategischer gekeken worden welke verschillende toetsvormen waar in het programma ingezet kunnen worden.

# Bijlagen

## Bijlage 1 Eindkwalificaties bachelor Technische Planologie

| **Dublin descriptoren** | **Eindkwalificaties bacheloropleiding Technische Planologie** |
|---|---|
| *Kennis, begrip en inzicht* | 1. Doorgronden van ruimtelijke vraagstukken en de maatschappelijke betekenis van deze vraagstukken op basis van generieke en specifieke kwaliteiten, hun diversiteit, complexiteit en dynamiek en de verschillende schaalniveaus waarop deze kunnen spelen (materieel object van studie)<br>2. Plaatsen van ruimtelijke vraagstukken in hun wederkerige relatie met de maatschappelijke context en inschatten van hun bijdrage aan dan wel hun betekenis voor het maatschappelijk welbevinden (maatschappelijk object van studie)<br>3. Instituties, hun processen van besluitvorming over en de organisatie van de aanpak van ruimtelijke vraagstukken kunnen begrijpen en beschrijven, en deze in wederkerige relatie kunnen zien met grotere bestuurlijke en sociale trends en processen (institutioneel object van studie)<br>4. Onderkennen van democratische, politieke en beleidsmatige processen van besluitvorming gericht op ruimtelijke vraagstukken en het daarmee in interactie zijnde maatschappelijk veld (beleidsobject van studie)<br>5. Doorgronden van ruimtelijke vraagstukken en de maatschappelijke betekenis van deze vraagstukken op basis van generieke en specifieke kwaliteiten, hun diversiteit, complexiteit en dynamiek en de verschillende schaalniveaus waarop deze kunnen spelen (materieel object van studie)<br>6. Plaatsen van ruimtelijke vraagstukken in hun wederkerige relatie met de maatschappelijke context en inschatten van hun bijdrage aan dan wel hun betekenis voor het maatschappelijk welbevinden (maatschappelijk object van studie)<br>7. Instituties, hun processen van besluitvorming over en de organisatie van de aanpak van ruimtelijke vraagstukken kunnen begrijpen en beschrijven, en deze in wederkerige relatie kunnen zien met grotere bestuurlijke en sociale trends en processen (institutioneel object van studie)<br>8. Onderkennen van democratische, politieke en beleidsmatige processen van besluitvorming gericht op ruimtelijke vraagstukken en het daarmee in interactie zijnde maatschappelijk veld (beleidsobject van studie)<br>9. Bekend zijn met fysieke grootheden en wetmatigheden die gelden voor ruimtelijke vraagstukken (denk aan constructiesterkte, gedrag van de ondergrond, waterstroming, verkeersproductie en -doorstroming, geluidsvoortplanting) en het kunnen hanteren van de daar aan gerelateerde basale formules en modellen (fysiek object van studie)<br>10. Oplossingsrichtingen vertalen naar en weergeven in een ruimtelijk ontwerp en een institutioneel, bestuurlijk, besliskundig of besluitvormend voorstel (technisch of ontwerpend object van studie)<br>11. Bekend zijn met en het kunnen toepassen van gangbare planologische methoden en technieken.<br>12. Gangbare theorieën over planologische processen kunnen uitleggen en |

| | |
|---|---|
| | herkennen in planningspraktijken (theoretisch object van studie)<br>13. Verklaren van historische en actuele ontwikkelingen van ruimtelijke vraagstukken, en daarmee gepaard gaande institutionele kaders en ruimtelijk beleid |
| *Toepassen kennis en inzicht* | 14. Kunnen vangen, verwoorden en motiveren van situaties op basis van ruimtelijke verbanden en omgevingskenmerken in relatie tot een maatschappelijke relevantie (situationeel)<br>15. Kunnen afleiden van ruimtelijke vraagstukken uit praktijksituaties, door onder meer de materiële werkelijkheid met de institutionele en maatschappelijke werkelijkheid te verbinden (vraagstukgericht)<br>16. Op creatieve en intelligente wijze kunnen doordenken, ontwerpen, onderbouwen en uitdragen van mogelijke oplossingen, aanpakken en strategieën voor ruimtelijke vraagstukken (oplossingsgericht)<br>17. Kunnen doordenken, ontwerpen, onderbouwen en uitdragen van een realistisch besluitvormings- en uitvoeringstraject voor mogelijke oplossingen voor ruimtelijke vraagstukken, geplaatst in een politiek-bestuurlijke context (actiegericht)<br>18. Het kunnen voorzien en uitleggen van de mogelijke consequenties van een besluitvorming- en uitvoeringstraject voor planologische vraagstukken (gevolgdenken)<br>19. Het kunnen communiceren over planologische situaties, de daaruit afgeleide vraagstukken, de daarop gerichte besluitvorming, de daarvoor voorgestelde acties en de mogelijk daaruit voortvloeiende consequenties, het kunnen delen van informatie en het kunnen optreden als mediator tussen verschillende partijen (communicatiegericht).<br>20. Zowel praktisch en pragmatisch kunnen denken en doen, als ook conceptueel kunnen denken, formuleren en communiceren (empirische en conceptuele oriëntatie)<br>21. Onder begeleiding doen van onderzoek naar ruimtelijke en/of omgevingsvraagstukken, de daarvoor ontworpen oplossingen, strategieën en plannen van aanpak, processen van besluitvorming, de daaruit voortvloeiende acties en handelingen, en mogelijke consequenties van deze acties en handelingen (onderzoeksoriëntatie).<br>22. Het kunnen toepassen van methoden van sociaal en ruimtelijk onderzoek (methodologische oriëntatie).<br>23. Met analyse, ontwerp en communicatie bijdragen aan leefbaarheid, duurzame ontwikkeling, ‘capacity building’ en ‘resilience’ (maatschappelijke relevantie) |
| *Oordeelsvorming* | 24. Kritisch reflecteren op ruimtelijke vraagstukken als abstracties van de pluriforme en multipliciete werkelijkheid (deductief en inductief)<br>25. De pluriforme en multipliciete werkelijkheid vanuit verschillende perspectieven te zien en te begrijpen, inclusief het veranderlijke en unieke perspectief dat elke actor op de werkelijkheid construeert, en daarover kritisch te reflecteren (inlevingsvermogen)<br>26. Constructief-kritische feedback kunnen geven op analyses, syntheses, ontwerpen en oplossingen van ruimtelijke vraagstukken (respons)<br>27. Toepassen van evaluatietechnieken voor vraagstukken en de daarop gerichte aanpakken, om de mogelijke (ex ante) dan wel de uiteindelijke (ex post) consequenties van alternatieve keuzes te kunnen beoordelen, in zowel kwantitatieve als kwalitatieve termen (evaluatie).<br>28. Reflectie op rationele, ethische, esthetische, normatieve en emotionele aspecten van ruimtelijke vraagstukken, oplossingen, acties en handelingen en de daaruit mogelijk voortvloeiende consequenties. |

| | |
|---|---|
| | 29. Oordelen over de relevantie en toepasbaarheid van wetenschappelijke kennis bij het begrijpen en aanpakken van planologische vraagstukken |
| *Communicatie* | 30. In interdisciplinair teamverband kunnen samenwerken voor het analyseren van, en het ontwerpen van strategieën voor de aanpak van complexe ruimtelijke vraagstukken (samenwerking)<br>31. Een duidelijk eigen visie te ontwikkelen en deze op overtuigende wijze te verwoorden (visie)<br>32. Conceptueel denken en voorstellen doen voor strategisch handelen (abstractie)<br>33. In interactie met uiteenlopende actoren (bijvoorbeeld stakeholders, bestuurders, burgers, opdrachtgevers en informanten) luisterend, assertief, tactvol, gefundeerd, gemotiveerd en met respect kunnen delen, uitnodigen, informeren, adviseren, coördineren, confronteren en verbinden (interactie)<br>34. Door argumentatief communiceren deelnemen aan wetenschappelijke en inhoudelijke discussies en debatten (argumentatie)<br>35. Door middel van o.a. beeld, geschreven teksten en mondelinge presentaties voorstellen, analyses, ontwerpen, strategieën e.d. op een overtuigende en onderbouwde wijze kunnen uitdragen (presentatie). |
| *Leervaardigheid* | 36. Is kritisch, en is in staat tot zelfreflectie.<br>37. Is in staat gericht relevante informatie af te leiden uit een grote hoeveelheid aan bronnen met een grote diversiteit aan bedoelingen.<br>38. Openstaan voor, het kunnen volgen van en het kunnen plaatsen van actuele ontwikkelingen en nieuwe informatie, en kan deze informatie vervolgens toepassen.<br>39. Innovaties hanteren en erkennen, en over disciplinegrenzen heen te kijken.<br>40. Analytisch en associatief sterk zijn, creatief / vindingrijk en resultaatgericht. |
| *Wetenschappelijke houding* | 41. Verrichten van analyse en synthese, vanuit een object-oriëntatie en een te kennen werkelijkheid (realisme)<br>42. Vormgeven van interactie en consensus, vanuit een intersubjectieve oriëntatie en een werkelijkheid gebaseerd op afspraken (relativisme)<br>43. Aanwenden van associatief vermogen en creativiteit, vanuit een situationele oriëntatie en een contingent werkelijkheidsperspectief (relationalisme)<br>44. Projectief en prospectief denken, vanuit een situatie ‘to become’ en een oriëntatie op alternatieven, op een toekomstige en/of wenselijke werkelijkheid (idealisme), in combinatie met 1, 2 en 3<br>45. Ontvouwen van argumentatieve motivatie en ‘framing’ door conceptuele en theoretische ontwikkeling, mede gebaseerd op ‘evidence based’ onderzoek |

## Bijlage 2 AESOP Core Curriculum Requirements.

Bron: Verhage, R. (2010). Quality in Planning Education: the Vision of AESOP. In: Geppert, A. & Cotella, G. (eds.) Quality Issues in a changing European Higher Education Area (pp. 61-66). AESOP Planning Education nr 2, July 2010.

**Knowledge:**

- General (disciplinary) knowledge applied to spatial planning (minimum 25% of credits in Bachelors, 15% of credits in Masters degree)
  - Disciplinary (geographical, economical, sociological, historical, …) approaches to the object of spatial planning: the natural and man-made environment.
  - Developments in the natural and man-made (economic and social) environment and knowledge of men's exploitation, i.e. possibilities for sustainable development.

- Specific knowledge of spatial planning (minimum 25% of credits in Bachelors, 15% of credits in Masters degree)
  - The nature, purposes, theory and methods of spatial planning;
  - The history of spatial planning as an institution and a profession;
  - The cultural differences of spatial planning on a European and an international level
  - The political, legal and institutional context of spatial planning practice
  - The instruments and performance of instruments for implementing planning policies
  - Specialised fields in spatial planning and the relationships across and between these fields

**Competencies:**

- Professional skills specific to spatial planning (minimum 15% of credits in Bachelor, 25% of credits in Masters degree)
  - Methods for problem definition and collaborative problem solving in interdisciplinary and multidisciplinary settings
  - Thinking in terms of concepts, instruments and measures and management of knowledge for practical application
  - Valuing and managing the built and natural environment
  - Anticipating future needs of society, including the appreciation of new trends and emerging issues in planning
  - Integrating aesthetic and design dimensions in spatial planning proposals
  - Devising plans, programmes and measures and guiding implementation policies

- Tools used in the professional field of spatial planning (minimum 10% of credits in Bachelors, 15% of credits in Masters degree)
  - Techniques for data collection and for data analyses and synthesizing
  - Techniques and tools for the graphic representation of spatial planning proposals
  - Methods for generating strategic spatial planning proposals and the advancement of implementation

**Professional attitude**
Based on an awareness of:

- Spatial planning to be basically oriented towards solving the needs of society within the framework of sustainable development
- The cultural embeddedness of the man-made environment;
- The value dimension of planning;
- The ethical implications of planning

No minimum of credits is attached to this category of learning outcomes, as they are addressed to a large extent throughout courses in the first two categories.
The remaining 25% (Bachelors degree) or 30% (Masters degree) of credits are to be used according to the particularities of each school.

## Bijlage 3 Toetsplan: onderwijsvormen, opdrachtvormen en toetsvormen per studieonderdeel; bijdragen aan de eindkwalificaties per studieonderdeel

Los bijgevoegd vanwege omvang.

# Bijlage 4 Resultaten Curriculumevaluatie Bachelor Technische Planologie, Juni 2012 – Mei 2013

| Technische Planologie | N=16 |
|---|---|
| Welk rapportcijfer geeft u uw bacheloropleiding? | 6.38 |
| | |
| Hoeveel uren per week heeft u afgelopen jaar gemiddeld aan uw studie besteed? | 24.38 |
| Hoeveel uren per week heeft u afgelopen jaar gemiddeld naast uw studie gewerkt? | 11.72 |
| | |
| Hoe heeft u de werkdruk van deze opleiding ervaren? (0=veel te licht, 1=te licht; 2=goed; 3=te zwaar; 4=veel te zwaar) | 1.69 |
| Vragen vanaf hier: Likert-schaal (1=helemaal mee eens; 2=mee eens; 3=neutraal; 4=mee oneens; 5=helemaal mee oneens) | |
| Deze opleiding sloot goed aan bij de kennis en vaardigheden die ik op de middelbare school heb verworven (3=neutraal, lager=meer mee eens, hoger=minder mee eens) | 2.27 |
| Mijn middelbare school heeft me voldoende voorbereid op de studiehouding en werkdiscipline die nodig is voor deze studie. | 2.67 |
| Ik vond mijn studie over het algemeen boeiend. | 2.25 |
| Ik had over het algemeen veel plezier in deze studie. | 2.25 |
| Ik ben tevreden over mijn studiekeuze. | 2.50 |
| Ik heb gemiddeld genomen meer dan twee derde van de hoor- en werkcolleges gevolgd. | 2.56 |
| De geboden studiestof was inhoudelijk interessant. | 2.31 |
| Het onderwijs was van goed niveau. | 2.44 |
| Er werd voldoende gebruik gemaakt van activerende onderwijsvormen waarbij je zelf met de stof aan de slag gaat. | 2.88 |
| De docenten hebben me gemotiveerd om mijn best te doen. | 2.38 |
| De docenten hebben nuttige feedback gegeven op mijn werk. | 2.88 |
| De docenten waren beschikbaar als ik ze nodig had. | 2.19 |
| De docenten zijn inhoudelijk deskundig. | 1.88 |
| De docenten zijn goed in het uitleggen en toelichten van de leerstof. | 2.13 |
| Ik had een helder idee over mijn studieroute en wat er in het studieprogramma van mij werd verwacht. | 2.31 |
| De docenten maakten vanaf het begin duidelijk wat er van studenten werd verwacht. | 2.13 |
| Het was mij duidelijk welke beoordelingscriteria bij diverse vakken werden gehanteerd. | 2.31 |
| Om deze opleiding te halen heb je meer nodig dan alleen een goed geheugen. | 2.50 |
| De wijze van toetsen en beoordelen in deze opleiding vereist een grondig begrip van de leerstof. | 2.94 |
| De tentamens werden binnen de daarvoor gestelde termijn nagekeken. | 2.63 |
| Er waren genoeg mogelijkheden om te herkansen. | 2.20 |
| Ik vond de literatuur leerzaam. | 2.44 |
| De vakken in het studieprogramma sluiten goed op elkaar aan. | 2.00 |
| Het studieprogramma bood voldoende keuzemogelijkheden. | 2.44 |
| Vakken die bestaan uit een excursie of veldwerk hebben een meerwaarde voor de studie. | 1.88 |
| De propedeuse geeft een goed beeld op de inhoud van de rest van de studie. | 2.27 |
| Ik denk dat deze bacheloropleiding een goede voorbereiding op de masteropleidingen is. | 1.93 |
| Ik denk dat deze bacheloropleiding een goede voorbereiding op de arbeidsmarkt is. | 2.94 |
| De kennis en vaardigheden die ik me in deze opleiding heb eigen gemaakt waren voldoende om zonder noemenswaardige obstakels mijn bachelorproject te kunnen schrijven. | 2.25 |
| Tijdens het bachelorproject heb ik mijn onderzoeksvaardigheden goed tot uiting kunnen laten komen. | 2.38 |
| Ik ben tevreden over de inhoudelijke ondersteuning bij mijn bachelorproject. | 1.94 |
| De opleiding stimuleerde mijn vaardigheden in het creatief denken. | 2.38 |

| | |
|---|---|
| Door deze opleiding is mijn vaardigheid in het oplossen van problemen verbeterd. | 2.13 |
| Deze opleiding heeft mijn analytische vaardigheden verbeterd. | 1.94 |
| Het studieprogramma stimuleerde een kritische instelling. | 2.06 |
| Dit studieprogramma heeft mijn vaardigheid om met anderen samen te werken verbeterd. | 2.31 |
| Het studieprogramma heeft mijn vaardigheid in het schrijven van (wetenschappelijke) teksten verbeterd. | 2.44 |
| Het studieprogramma heeft mijn vaardigheid in het geven van presentaties verbeterd. | 2.81 |
| Deze opleiding heeft mijn enthousiasme om te blijven leren gestimuleerd. | 2.50 |
| Aan de universiteit heb ik geleerd ook andere zienswijzen dan mijn eigen te waarderen. | 2.13 |
| Wat ik in deze opleiding heb geleerd, vind ik waardevol voor mjin toekomst. | 2.19 |
| In de opleiding heerst een klimaat waarin docenten en studenten samen op zoek zijn naar kennis. | 2.31 |
| In deze opleiding wordt de inbreng van studenten serieus genomen. | 2.13 |
| Vragen vanaf hier: hoe tevreden bent u over … (1=zeer tevreden; 2=tevreden; 3=neutraal; 4=ontevreden; 5=zeer ontevreden) | |
| het collegerooster. | 1.88 |
| het tentamenrooster. | 2.06 |
| de computervoorzieningen. | 2.31 |
| de collegezalen. | 1.88 |
| de tentamenzalen. | 1.75 |
| Nestor. | 1.75 |
| Progress. | 1.75 |
| Ocasys. | 1.80 |
| de bibliotheekvoorzieningen. | 1.93 |
| de wachttijden bij de Student Support Desk. | 2.36 |
| de dienstverlening van de medewerkers van de Student Support Desk. | 1.91 |
| de studieadviseur. | 1.40 |
| de communicatie over zaken die binnen de faculteit spelen. | 2.25 |
| de dienstverlening van de medewerkers internationalisering. | 2.56 |
| de mogelijkheden om een deel van de studie in het buitenland te volgen. | 2.31 |

# Bijlage 5 Resultaten cursus-evaluaties

| jaar 1 | Economische Geografie 1: Grote Theorieën & Actuele Thema's | Ruimtelijke Planning 1 Structuren en Functies | Ruimtelijk Ontwerpen 1: Regionale Strategieën | Population Dynamics | Inleiding Wetenschappelijk Onderzoek | Ruimtelijke Planning 2: The Urban Challenge | Ruimtelijk Ontwerpen 2: Bouwen (Sterkteleer) | Fysische Geografie van de Wereld | Statistiek 1 | Ruimtelijke Informatiekunde 1: Data & Cartografie | Ruimtelijk Ontwerpen 2: Bouwen (Bouwrijp maken) | Ruimtelijk Ontwerpen 3: Ontwerpatelier | Ruimtelijk Ontwerpen 4: Innovatief Denken |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Semester | 1a | 1a | 1a | 1b | 1b | 1b | 1b | 2a | 2a | 2a | 2b | 2b | 2b |
| Resultaten (zonder herkansing) | | | | | | | | | | | | | |
| N | 236 | 58 | 64 | 184 | 141 | 172 | | 131 | 193 | 111 | | | |
| Slagings-percentage | 48 | 64 | 66 | 59 | 74 | 65 | | 53 | 66 | 100 | | | |
| Gemiddeld cijfer | 6.51 | 6.81 | 6.88 | 6.54 | 7.29 | 6.45 | | 5.53 | 6.02 | 7.13 | | | |
| Standaard-deviatie cijfers | 0.97 | 0.83 | 0.85 | 0.58 | 0.79 | 0.57 | | 1.5 | 1.52 | 0.62 | | | |
| Evaluatie scores | | | | | | | | | | | | | |
| N | 196 | 52 | 55 | 149 | 91 | 148 | 42 | 125 | 177 | 117 | | | |
| Cijfer toegekend aan de cursus | 6.9 | 6.9 | 7.7 | 6.5 | 6.8 | 7.1 | 7 | 7.6 | 7.1 | 6.4 | | | |
| Zeer tevreden of tevreden over: (%) | | | | | | | | | | | | | |
| Organisatie van de cursus | 65 | 73 | 86 | 79 | 78 | 64 | 81 | 96 | 86 | 70 | | | |
| Lijn in de cursus | 64 | 71 | 67 | 77 | 78 | 48 | 81 | 83 | 91 | 60 | | | |
| Niveau van de cursus | 74 | 76 | 85 | 70 | 81 | 79 | 78 | 86 | 84 | 65 | | | |
| Hoe de cursus past in het programma | 72 | 72 | 87 | 75 | 83 | 84 | 74 | 88 | 72 | 90 | | | |
| Toetsing: representativiteit | 60 | 46 | 53 | 49 | 70 | 81 | 95 | 68 | 84 | 86 | | | |
| Toetsing: formulering van vragen en/of opdrachten | 47 | 59 | 54 | 61 | 84 | 92 | 92 | 76 | 87 | 71 | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

| jaar 2 | Economische Geografie 2: Globalisering van de Regio | Ruimtelijke Informatiekunde 2: Geografische Informatiesystemen | Mobiliteit en Verkeer | Ruimtelijke Planning 3: Governance Dynamiek | Ruimtelijk Ontwerpen 5: Stedenbouw | Watertechniek | Methoden van Wetenschappelijk Onderzoek | Ruimtelijke Planning 4: Culturen van Planning | Planning & Infrastructuur | Statistiek 2 | Bodem en Landschap van Nederland | Planning & Water | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Semester | 1a | 1a | 1a | 1b | 1b | 1b | 2a | 2a | 2a | 2b | 2b | 2b | |
| Resultaten (zonder herkansing) | | | | | | | | | | | | | |
| N | 228 | 128 | 109 | 218 | 22 | 43 | 184 | 197 | 79 | | | | |
| Slagingspercentage | 54 | 55 | 57 | 66 | 95 | 44 | 90 | 62 | 48 | | | | |
| Gemiddeld cijfer | 6.6 | 7.33 | 6.9 | 5.87 | 7.27 | 5.93 | 6.47 | 7.24 | 6.87 | | | | |
| Standaarddeviatie cijfers | 0.67 | 0.55 | 0.76 | 1.35 | 1.17 | 1.29 | 0.96 | 0.85 | 0.69 | | | | |
| Evaluatie scores | | | | | | | | | | | | | |
| N | 191 | 67 | 87 | 204 | 30 | 27 | 163 | 162 | 59 | | | | |
| Cijfer toegekend aan de cursus | 7.5 | 5.8 | 6.6 | 6.2 | 7 | 7.1 | 6.5 | 7.5 | 6.5 | | | | |
| Zeer tevreden of tevreden over: (%) | | | | | | | | | | | | | |
| Organisatie van de cursus | 85 | 28 | 75 | 65 | 83 | 66 | 62 | 92 | 75 | | | | |
| Lijn in de cursus | 75 | 27 | 68 | 56 | 56 | 78 | 68 | 89 | 75 | | | | |
| Niveau van de cursus | 83 | 63 | 69 | 64 | 63 | 78 | 60 | 84 | 73 | | | | |
| Hoe de cursus past in het programma | 80 | 79 | 72 | 75 | 86 | 85 | 75 | 92 | 86 | | | | |
| Toetsing: representativiteit | 72 | n.v.t. | 75 | 38 | n.v.t. | 71 | 52 | 45 | 83 | | | | |
| Toetsing: formulering van vragen en/of opdrachten | 74 | n.v.t. | 80 | 22 | n.v.t. | 70 | 46 | 81 | 61 | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

| jaar 3 | Philosophies of Social Science, Human Geography and Planning | Milieu & Techniek | Bachelorproject TP | Planning & Milieu | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Semester | 2a | 2a | 2a/b | 2b | | | | | | | | | |
| Resultaten (zonder herkansing) | | | | | | | | | | | | | |
| N | 180 | 23 | | | | | | | | | | | |
| Slagingspercentage | 74 | 61 | | | | | | | | | | | |
| Gemiddeld cijfer | 6.93 | 5.78 | | | | | | | | | | | |
| Standaarddeviatie cijfers | 0.51 | 1.69 | | | | | | | | | | | |
| Evaluatie scores | | | | | | | | | | | | | |
| N | 133 | 20 | | | | | | | | | | | |
| Cijfer toegekend aan de cursus | 6.1 | 6.7 | | | | | | | | | | | |
| Zeer tevreden of tevreden over: (%) | | | | | | | | | | | | | |
| Organisatie van de cursus | 45 | 45 | | | | | | | | | | | |
| Lijn in de cursus | 59 | 70 | | | | | | | | | | | |
| Niveau van de cursus | 56 | 75 | | | | | | | | | | | |
| Hoe de cursus past in het programma | 50 | 80 | | | | | | | | | | | |
| Toetsing: representativiteit | 57 | 50 | | | | | | | | | | | |
| Toetsing: formulering van vragen en/of opdrachten | 72 | 60 | | | | | | | | | | | |

## Bijlage 6 Inzet personeel in de opleiding Technische Planologie

Overzicht ingezet personeel bachelor Technische Planologie, cursusjaar 2012-2013 (exclusief docenten van keuzevakken en externe docenten)

| Naam | Graad | M/V | Functie | Aanstelling (fte); onderzoekstijd (% aanstelling) | BKO | Expertise |
|---|---|---|---|---|---|---|
| Aleid Brouwer | Dr. | V | UD | 0.8; 40% | Ja | Economische geografie |
| Chris Zuidema | Dr. | M | UD | 1.0; 50% | - | Environmental Planning |
| Clara Mulder | Prof. dr. | V | HgL | 0.8; 40% | Ja | Demografie |
| Constanza Parra | Dr. | V | UD | 1.0; 70% | + | Socio-ecological approaches to planning |
| Daniël Herbers | Msc. | M | PhD | 1.0; 85% | VS | Demografie |
| Erik Meijles | Dr. | M | UD | 0.8; 40% | Ja | Fysische geografie |
| Eva Heinen | Dr. | V | UD | 1.0; 40% | + | Mobiliteit en verkeer |
| Femke Niekerk | Dr. | V | UD | 0.7; 0% | Ja | Milieueffectrapportage; verkeer |
| Frans Sijtsma | Dr. | M | UD | 0.95; 50% | Ja | Economische geografie |
| Gerard Heins | Ir | M | D | 0.5; 0% | Vs | Stedenbouwkunde |
| Gert de Roo | Prof. dr. | M | Hgl | 1.0; 40% | - | planning theorie, complexiteit |
| Gijs van Campenhout | Msc | M | Doc | 0.8; 0% | + | Onderzoeksmethoden |
| Hans Elshof | Msc. | M | PhD | 0.5; 92.5% | VS | Demografie |
| Johan Woltjer | Prof. dr. | M | UHD / Bijz. Hgl | 1.0 ; 70% | Ja | Water Management; International Planning Practice |
| Justin Beaumont | Dr. | M | UD | 1.0; 40% | Ja | Stadsgeografie, philosophies of science |
| Louise Meijering | Dr. | V | UD | 0.8; 40% | Ja | Onderzoeksmethoden |
| Margo van de Brink | Dr. | V | UD | 0.8; 40% | Ja | Discourse analyse, framing in planning |
| Marien de Bakker | Drs. | M | D | 0.5; 0% | + | GIS |
| Paul Ike | Prof. dr. ir. | M | UHD / Bijz. Hgl. | 1.0; 0% | ++ | Milieu, Infrastructuurplanning |
| Peter Groote | Dr. | M | UHD | 0.7; 0% | Ja | Onderzoeksmethoden |
| Sierdjan Koster | Dr. | M | UD | 1.0; 70% | Ja | Economische geografie |
| Terry van Dijk | Dr. | M | UHD | 1.0; 40% | Ja | Ruimtelijk ontwerpen; burgerinitiatieven |
| Tom van der Meulen | Dr. | M | D | 0.4; 0% | Ja | Stedelijke Planning |
| Ward Rauws | MSc | M | D | 1.0; 70% | Ja | Adaptieve en zelf-organiserende processen in planning |
| Wim Meester | Dr. | M | UD | 1.0; 10% | - | Statistiek |
| | | | | | | |

HgL = Hoogleraar, UHD=– Universitair Hoofddocent, UD = Universitair docent, Doc = Docent,
PD = Postdoc, Phd = Promovendus
BKO: Ja = BKO behaald, + = Bezig in BKO traject, Nee = Niet behaald en zit niet in traject, VS = Vrijstelling (vanwege aanstaande pensionering, beperkte aanstelling, of aanstelling als PhD)

| BKO Status | Aantal | % |
|---|---|---|
| BKO behaald | 14 | 56% |
| BKO bezig | 5 | 20% |
| Geen BKO, nog niet bezig | 3 | 12% |
| Vrijstelling | 3 | 12% |

Facultaire docenten van het jaar die participeren in de bachelor technische Planologie (cursusjaar 2012-2013)
Peter Groote (2006-2007), Gert de Roo (2007-2008), Erik Meijles (2007-2008), Terry van Dijk (2009-2010), Sierdjan Koster (2010-2011), Johan Woltjer (2011-2012)

# Bijlage 7 Lijst van recente bachelor theses bachelor Technische Planologie

| Student-nummer | Afstudeer-datum | Titel | Cijfer | Begeleider |
|---|---|---|---|---|
| 1634208 | 30/09/2010 | Naar een klimaatwijzer. De spanningen bij het opnemen van klimaatbestendigheid in het ruimtelijke ordeningsinstrumentarium. | 8.5 | dr. M.A. van den Brink |
| 1700340 | 30/09/2010 | Een klimaatbestendige ruimtelijke ordening. 'In hoeverre is de ruimtelijke ordeningssector in staat zich aan klimaatverandering aan te passen?' | 7.5 | dr. M.A. van den Brink |
| 1658522 | 29/10/2010 | Biografie van de stad. Selwerd. | 7.0 | dr.ir. T. van Dijk |
| 1256300 | 30/11/2010 | Duurzame energieopwekking: Sectoraal of integraal? | 6.5 | dr. N. Karstkarel |
| 1628364 | 30/11/2010 | Invloed van marktwerking op de planning van buisleidingen. | 6.5 | prof.dr.ir. P. Ike |
| 1321897 | 31/03/2011 | Duurzame energieopwekking: sectoraal of integraal? Een analyse van voor Noord-Nederland relevante wet- en regelgeving op het gebied vanwindenergie, geothermische energie en biomassa. | 6.5 | dr. N. Karstkarel |
| 1397249 | 29/04/2011 | Marktwerking binnen Zeehavens. | 6.0 | prof.dr.ir. P. Ike |
| 1601695 | 31/05/2011 | De toepassing van de gebiedsgerichte aanpak bij de planning van windenergieprojecten. Een onderzoek naar hoe de gebiedsgerichte aanpak gestalte krijgt innen de procesarena's in de sector windparken in Europa en Nederland. | 6.0 | prof.dr.ir. P. Ike |
| 1614479 | 31/05/2011 | De invloed van het milieubeleid op de motorcross-sport. | 6.0 | dr. ir. T. van Dijk |
| 1697943 | 30/06/2011 | Public Private Partnership: Opportunities and threats for implementation in Indonesia. | 7.0 | prof.dr. J. Woltjer |
| 1727281 | 30/06/2011 | Urban climate in Lissabon: Over de bruikbaarheid van klimatologische kennis voor een nieuw ontwerp van de Avenida da Liberdade. | 7.5 | dr.ir. T. van Dijk |
| 1735179 | 30/06/2011 | Urban climate in Lissabon: Over de bruikbaarheid van klimatologische kennis voor een nieuw ontwerp van de Avenida da Liberdade. | 7.5 | dr.ir. T. van Dijk |
| 1739492 | 30/06/2011 | Klimaatadaptie in de regio: het adaptief vermogen van project Zuidplaspolder. | 7.5 | dr. M.A. van den Brink |
| 1612581 | 29/07/2011 | Waterrampen, wateroverlast en de burger. | 7.5 | dr. M.A. van den Brink |
| 1688863 | 29/07/2011 | Programmamanagement bij de Provincie Groningen. Het gebruik van leerervaringen uit eerdere programma's bij het Regionaal Specifieke Pakket Zuiderzeelijn. | 6.5 | dr. F. Niekerk |
| 1692569 | 29/07/2011 | Biografie van de stad. Beijum. | 6.0 | dr. ir. T. van Dijk |
| 1732013 | 29/07/2011 | Van Stadswal naar Stempelbouw. Een biografie van de Korrewegwijk. | 6.0 | dr.ir. T. van Dijk |
| 1765779 | 29/07/2011 | Opkomst van duurzame infrastructuur in Polen. | 6.0 | prof.dr.ir. P. Ike |
| 1767534 | 29/07/2011 | Exergieplanning en de energietransitie in Nederland. | 6.5 | dr. M.A. van den Brink |
| 1772007 | 29/07/2011 | Klimaatadaptatie in de landbouw: invloed van Klimaat en Landbouw Noord-Nederland op klimaatadaptief vermogen. | 7.0 | dr. M.A. van den Brink |
| 1779141 | 29/07/2011 | Stedelijk hitte-effect in Nederland: quickscans naar klimaatadaptatie onder Nederlandse steden. | 8.0 | dr. M.A. van den Brink |
| 1321862 | 31/08/2011 | Procedures offshore windmolenparken. | 6.0 | drs. T. van der Meulen |
| 1627627 | 31/08/2011 | De Ecologische Hoofdstructuur. Een analyse van de aanpak van de provincies Groningen en Utrecht. | 6.0 | drs. T. van der Meulen |
| 1628380 | 31/08/2011 | The Borderless city. How the European Capital of Culture can influence the borders in a borderless city. | 7.0 | drs. P.J.M. van Steen |
| 1632698 | 31/08/2011 | Woontevredenheid, bereikbaarheid en negatieve externe effecten: de effecten van veranderingen in de Zuidelijke ringweg Groningen op de bewoners van de Herewegbuurt en de Oosterpoortbuurt. | 8.0 | C. Maloir |
| 1634267 | 31/08/2011 | Zuidelijke Ringweg Groningen: participatieve planning in de praktijk. | 7.0 | N. Heeres |
| 1634909 | 31/08/2011 | Samenhang tussen Drentse projecten uit het Regiospecifiek Pakket Zuiderzeelijn (RSP-ZZL). Een analyse vanuit programmamanagement betreffende inhoud, organisatie en proces. | 6.5 | dr. F. Niekerk |

| | | | | |
|---|---|---|---|---|
| 1645129 | 31/08/2011 | Wegen naar een duurzaam proces in Vlaanderen. | 7.5 | prof. dr. ir. P. Ike |
| 1683616 | 31/08/2011 | Naar een duurzamere planning van weginfrastructuur: lessen uit Duitsland. | 7.0 | prof. dr. ir. P. Ike |
| 1780948 | 31/08/2011 | Ruimte voor dynamiek: het adaptief vermogen van de Nederlandse natuursector. | 8.0 | dr. M.A. van den Brink |
| 1789678 | 31/10/2011 | Wat is de relatie tussen de omwonenden van de ring Utrecht en de projectorganisatie? | 7.0 | N. Heeres |
| 1552376 | 30/11/2011 | Invloed van marktwerking bij de ontwikkeling van de luchthaven Schiphol. | 6.0 | prof.dr.ir. P. Ike |
| 1583735 | 23/12/2011 | Procesarena's binnen de aanleg van de tweede Maasvlakte in een gebiedsgerichte benadering. | 6.0 | prof.dr.ir. P. Ike |
| 1619209 | 31/01/2012 | Zuidelijke Ringweg Groningen: De relatie tussen projectorganisatie en omwonenden. | 7.0 | N. Heeres |
| 1847546 | 31/01/2012 | Duurzame infrastructuurplanning: richtlijnen uit Zwitserland. | 7.0 | prof.dr.ir. P. Ike |
| 1796607 | 29/02/2012 | De wet Ruimtelijke Ordening in twee provincies. Een onderzoek naar de investering van de WROen de uiteindelijke praktijk in de provincies Zeeland en Noord-Holland. | 7.0 | drs. T. van der Meulen |
| 1795783 | 30/03/2012 | De invloed van de interventie in de Zuidelijke Ring op de omwonenden. | 7.0 | C. Maloir |
| 1801325 | 27/04/2012 | Effecten van de aanpassing van de Ringweg Utrecht op de woontevredenheid van bewoners Lunetten en Voordorp. | 7.0 | C. Maloir |
| 1629638 | 29/06/2012 | Kijk, een auto. Ruimtelijke planning en de verkeersbeleving van kinderen. | 7.5 | dr. F. Niekerk |
| 1763512 | 29/06/2012 | Klimaatadaptief bouwen. | 6.5 | dr. M.A. van den Brink |
| 1358839 | 31/07/2012 | Procedures Offshore windmolenparken. | 6.0 | drs. T. van der Meulen |
| 1647369 | 31/07/2012 | Contourenbeleid Limburg vs Zuid-Holland. | 6.0 | drs. T. van der Meulen |
| 1792652 | 31/07/2012 | Naar een duurzame wegenplanning in Zweden: beleid en praktijk. | 7.0 | prof.dr.ir. P. Ike |
| 1799975 | 31/07/2012 | Naar een duurzamere planning van weginfrastructuur: lessen uit Engeland. | 6.0 | prof.dr.ir. P. Ike |
| 1811371 | 31/07/2012 | Het buitengebied tot LILA maken. Bestemmingsplan voor "de Stokte" in het buitengebied van Dalfsen. | 6.0 | ir. G.H. Heins |
| 1868322 | 31/07/2012 | Mobiliteitsmanagement en multimodialiteit: een versterkende combinatie?! | 8.5 | dr. F. Niekerk |
| 1883720 | 31/07/2012 | Multi-interpretabele multimodaliteit. | 8.0 | dr. F. Niekerk |
| 1563165 | 31/08/2012 | Provincial Ruimtelijke Verordering. Een onderzoek naar de veranderingen, effictiviteit en verschillen tussen de provincies Drenthe en Utrecht met de introductie van de WRO. | 6.0 | drs. T. van der Meulen |
| 1611534 | 31/08/2012 | Duurzame infrastructuur in Denemarken. Duurzame wegenplanning in Europa. | 6.0 | prof.dr.ir. P. Ike |
| 1747045 | 31/08/2012 | Multimodaliteit: een uitgangspunt in het vormen van beleid? Een vergelijkend onderzoek tussen studentensteden in Nederland. | 6.0 | dr. F. Niekerk |
| 1899708 | 31/08/2012 | Flexibiliteit en rechtszekerheid. Een bestemmingsplan voor het havengebied in Bad Essen | 8.5 | ir. G.H. Heins |
| 1861344 | 30/11/2012 | Bestemmingsplan Gasthuiskade- Hoornse pad | 7.0 | ir. G.H. Heins |
| 1713337 | 21/12/2012 | Effect station nabij Vinex-wijk op forensenverkeer | 6.0 | dr. ir. T. van Dijk |
| 1717057 | 31/01/2013 | De rol van subjectieve data in het plannings-proces | 6.0 | dr. F. Niekerk |
| 1945467 | 31/01/2013 | Bestemmingsplan voormalige aardappelmeelfabriek Ter Apel | 7.0 | ir. G.H. Heins |
| 1771124 | 31/01/2013 | Verkeersveiligheid rondom basisscholen en op schoolroutes | 7.0 | dr. F. Niekerk |
| 1773801 | 31/01/2013 | De technische potentiële haalbaarheid van biogas als bijdrage aan een energieneutrale stad Groningen | 7.5 | F.M.G. van Kann MSc |
| 1851071 | 31/01/2013 | Transformatiegebied in beweging. Een onderzoek naar de beweegvriendelijke inrichting van transformatiegebieden in Groningen | 8.5 | dr. F. Niekerk |
| 1874152 | 31/01/2013 | De nieuwe rol van de provincies na invoering van de WRO: de verschillen tussen Overijssel en Flevoland | 8.5 | drs. T. van der Meulen |
| 1973401 | 27/02/2013 | Bestemmingsplan voor het Suikerunie-terrein, Groningen | 7.0 | ir. G.H. Heins |

# Bijlage 8 Contacturen per vak

| Jaar | Semester | Vak | Contacturen | Totaal |
|---|---|---|---|---|
| **1** | 1A | Introductie eerstejaars | 1x 6 uur introductie | 6 uur |
| **1** | 1A | Mentorgroep | 3x 2 uur bijeenkomst | 6 uur |
| **1** | 1A | RO1: Reg. Strategieën | 8x 2 uur hoorcollege<br>1x 8 uur excursie<br>7x 4 uur excursie<br>2x3 uur tentamen | 58 uur |
| **1** | 1A | Economische Geografie | 20x 2 uur hoorcollege<br>2x 3 uur tentamen | 46 uur |
| **1** | 1A | RP1: structuren en functies | 8x 2 uur hoorcollege<br>7x 2 uur hoor/ werkcollege<br>2x 3 uur tentamen | 36 uur |
| **1** | 1B | RP2: Urban challenge | 21x 2 uur hoorcollege<br>2x 3 uur tentamen | 48 uur |
| **1** | 1B | IWO | 6x 2 uur hoorcollege<br>5x 2 uur individuele bijeenkomst<br>2x 3 uur tentamen | 28 uur |
| **1** | 1B | Population Dynamics | 18x 2 uur hoorcollege<br>1x 4 uur computerpracticum<br>2x 3 uur tentamen | 46 uur |
| **1** | 1B | RO2: Bouwen<br>(deel sterkteleer) | 13x 2 uur hoorcollege<br>2x 3 uur tentamen | 32 uur |
| **1** | 2A | Statistiek 1 | 7x 2 uur hoorcollege<br>4x 2 uur werkcollege<br>3x 4 uur computerpracticum<br>2x 3 uur tentamen | 40 uur |
| **1** | 2A | Fysische Geografie | 21x 2 uur hoorcollege<br>2x 3 uur tentamen | 48 uur |
| **1** | 2A | Ruimtelijke Infokunde 1 | 7x2 uur hoorcollege<br>3x 4 uur werkcollege<br>2 x 3 uur tentamen | 32 uur |
| **1** | 2B | RO3: Ontwerpatelier | 14x 8 uur practicum | 112 uur |
| **1** | 2B | RO4: Innovatief denken | 8x 2 uur hoorcollege<br>2x 3 uur tentamen | 22 uur |
| **1** | 2B | RO2: Bouwen<br>(deel bouwrijp maken) | 7x 2 uur hoorcollege<br>2x 3 uur tentamen | 20 uur |
| | | | **Inclusief tentamens:** | **580 uur** |
| | | | **Exclusief tentamens:** | **508 uur** |

# Critical Reflection Master's degree programme in Cultural Geography (CG)

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# 1 Standard I: Intended learning outcomes

*Standard 1*

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

## 1.1 Programme profile

It is our objective in the Master's degree programme in Cultural Geography (CG) to train students to become professionally competent in the field of cultural geography so that, with the enhanced understanding of relationships between people and places that come from the programme, they can make a useful contribution to improving place-related wellbeing in society. The starting point of cultural geography and consequently of the degree programme is that place can be an important factor in wellbeing as humans are always localized in geographical places. Birthplaces, the neighbourhood of one's youth, residential and working locations, tourist destinations, heritage sites, or for example one's home country may all have special meanings for the people who have experienced them. Feelings of rootedness and belonging, but also curiosity and excitement about new places, positively influence the liveability of places at local, regional, national and global levels. It may support social cohesion, community resilience and the adaptive potential of people and communities to innovate. Such meanings can be attached to both the physical and social characteristics of a location.

We train students in this field, as we are convinced that graduates can help to improve societal awareness of such processes of place-related wellbeing, and can be involved in interventions to help increase the feelings of wellbeing, especially in relation to place. Students learn the theories, methods and skills to understand why and how places matter to people, and how these can be employed in policymaking by governments or NGOs. Consequently, our aim is to train students with the necessary critical, analytical, methodological and theoretical tools to contribute to society in government, NGOs and corporate roles. Through our programme, they will have developed a profound understanding of the importance of place to people and the significance of this for planning and management, as well as an appreciation of the diversity of views, the contestation and social construction of place meanings, and the need for effective community engagement in improving places.

The CG Master's degree programme is the only Master's degree programme in the field of cultural geography in the Netherlands. The term 'cultural' in the programme title refers to its key term, which is meaning. Consequently, the programme deals with place meanings as allocated by laypeople, and not with 'Culture with a capital C' or the arts, as defined by the elite. With a focus on 'everyday geographies' and the perspectives of ordinary people, the Groningen programme in cultural geography is strongly rooted in society. From an international perspective, an important characteristic of the Groningen cultural geography group is our focus on the empirical aspects of cultural geography. In line with the general Dutch tradition in academic geography, we try not to stop at the point of conceptual discussions in cultural geography, but attempt to link it directly to its prevalence and meaning in the real world. While this may seem obvious, it contrasts strongly with cultural geography as practised and taught in the Anglo-Saxon world and in particular at UK universities.

These specific characteristics of the Master's degree programme are evident in the learning outcomes (see Appendix 1). The development of knowledge of cultural geographical theories, field-specific methods for research and analysis, and skills such as written and oral presentation of results are formulated in outcomes 1b, 1d, 2k and 4a. How these are employed in the field is formulated in outcomes 2a and 2g. Outcomes 1a, 1c, 2a, 2g, 3 (all) and 6 (all) relate to our degree programme's critical, analytical, methodological and theoretical approach to the diverse, contested meanings and constructions of places, allowing them to make a significant contribution to society.
The programme's teaching philosophy is in line with the University and Faculty philosophies: research-based, interactive teaching in a relatively small learning community. This gives students responsibility for their own learning, mutual support through in-class discussions between students, and intensive and open interaction between students and staff.

## 1.2 Frames of reference

The learning outcomes are in line with the Dutch disciplinary frame of reference for spatial sciences (see the general introduction to the Faculty reflections). The profile and learning outcomes of our Master's degree programme correspond in general to the academic level and orientation in predominantly UK-based Master's degree programmes in the discipline of Cultural Geography (e.g. the Master's in Cultural Geography at the University of London, Royal Holloway and the Master's in Social and Cultural Geography at the Faculty of Environment, University of Leeds), but there are notable differences. Already mentioned in the previous section is our decision to pay explicit attention to bridging the gap between theory and empiricism in cultural geography. This means that our programme has a greater emphasis on local and community-based everyday geographies, whereas the UK programmes pay more attention to postcolonial and political geographies, transnationalism, refugee/asylum issues and geographies of embodiment. These are deliberate choices in order to make the programme more relevant for society and public policy.

## 1.3 Intended learning outcomes

The learning outcomes are given in detail in Appendix 1. Here we will summarize the general focus and discuss some specific elements. In general, the Master's degree programme in Cultural Geography seeks to train students to develop high-level knowledge and understanding of cultural geographical theories, methods and applications. The Master's graduates know how to perceive, describe and analyse the people-place relations in situ and are able to frame them in relevant theoretical terms. They can also investigate changes in people-place relations and their consequences for people's wellbeing, and position them within relevant social, economic and cultural contexts. They know how to apply this knowledge in an independent research project and can report and present the results in a meaningful way.

More specifically, students in the CG Master's degree programme at Groningen are trained to understand and practise the communication of different place meanings and identities, and they have an understanding of how others communicate this. They know how to analyse the ways in which people experience and negotiate everyday life on different geographical scales (local, regional, national and supra-national). The focus is always on pluralisms and poly-vocality. Differences in place meanings for different people – e.g. young, old, residents, policymakers, laypeople, specialists, tourists – provide insights into power negotiations about which place meanings are dominant, how they become dominant and who decides this. Students are aware of and understand the different views, perspectives and interpretations of different relevant disciplines. Our degree programme has a multidisciplinary focus, which encourages thinking 'outside the box'. We believe that this can be strengthened through experiential learning, in particular through fieldwork in places or environments that are less familiar to students. Graduates can then use the knowledge and skills they have learned to transfer information about places (journalism, tourism, education); to influence place-people relationships in order

to increase people's wellbeing, the liveability of a place or to protect a certain landscape or heritage object (spatial policy and management, spatial planning); and to explain spatial behaviour.

The Master's degree programme in Cultural Geography allows and encourages students to interactively engage with other Master's degree programmes in the Faculty or University depending on their interests. For example, students could take course units in planning to gain a more direct link to planning, or in economic geography if they are interested in regional studies or in demography or population studies if they are interested in life-event related demographic behaviour.

In the learning outcomes we pay explicit attention to the role of research in the teaching programme. It is important to make this explicit to students, as it may not always appear obvious in a programme in which culture is a pivotal element. Consequently, the Master's degree programme reflects the major themes of the Department's research focus on issues of place, identity and wellbeing. Our research statement indicates that we explore the relations between people and place, and the social experience of transformations in rural and regional communities. Our research is integrative, interdisciplinary and transdisciplinary, spanning social and cultural geography, landscape studies, rural studies, social impact assessment, tourism studies and connecting with kindred disciplines such as rural sociology, environmental psychology and gender studies. We use qualitative and quantitative methodologies, with a particular interest in innovative methods including visual methodologies and location-based applications (social GIS). We study the lived experiences of local peoples all over the world.

Different elements of our research are addressed and used as examples or cases within the various course units. Because our staff are highly active in research, there is a strong connection between research and teaching. The staff research interests are communicated to the students during an introduction meeting, and various options are offered for student projects. Students are also at liberty to consider their own research topics.

Many field trips have the Northern Netherlands as their destination and focus. This is partly because it ties in with the University of Groningen's focus on civic engagement in the North of the Netherlands via the KKNN (Knowledge Network Population Decline in the Northern Netherlands) and Healthy Ageing research networks, in which the lecturers participate as researchers. This focus on the region also functions as a suitable preparation for the labour market. We know from our 2009 alumni survey and from the LinkedIn group of Groningen Cultural Geography Alumni that a significant share of our students find work in the North of the Netherlands (for the Master's alumni 63% (N=51) in the Groningen area; for all cultural geography alumni – including the *doctoraal* graduates that preceded today's Master's – 55% of 197 members; see also standard 3).

# 2 Standard II: Teaching-learning environment

*Standard 2*

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

## 2.1 Contents of programme

### *2.1.1 Curriculum*

Place meanings are the central concept in the CG Master's curriculum (see below). On the one hand, theoretical insights into place attachment, place identities and feelings of home and belonging are discussed. 'Place & Identities' is the main theoretical course unit, but 'Landscape & Heritage Identities' and 'Social Impact Assessment' also pay attention to theoretical aspects of place meanings. On the other hand, more practical and methodological aspects of how to determine, research and communicate place meanings are addressed in 'Cultural Geography Fieldwork', 'Qualitative Research Methods' and 'Landscape & Heritage Identities'.

Curriculum CG Master's degree programme 2012-2013 – *September starters*

| 1A | 1B | 2A | 2B |
|---|---|---|---|
| Place & Identities | Qualitative Research Methods | Landscape & Heritage Identities | Professional Skills |
| Optional Course Unit | Thesis | Thesis | Thesis |
| Cultural Geography Fieldwork | Optional Course Unit | Social Impact Assessment | Thesis |

Curriculum CG Master's degree programme 2012-2013 – *February starters*

| 2A | 2B | 1A | 1B |
|---|---|---|---|
| Landscape & Heritage Identities | Professional Skills | Place & Identities | Qualitative Research Methods |
| Optional Course Unit | Thesis | Thesis | Thesis |
| Social Impact Assessment | Optional Course Unit | Cultural Geography Fieldwork | Thesis |

In order to understand how place meanings develop and change, the curriculum also pays attention to the role of different spatial contexts and the physical and social environment in place meanings. In 'Cultural Geography Fieldwork' and 'Qualitative Research Methods', students learn how to empirically research place meanings and discover how these interrelate with physical and human aspects of urban, rural and natural places. 'Landscape & Heritage Identities' focuses on the value of landscapes and buildings. It discusses different meanings of landscapes and buildings for different actors. It provides insight into the question of why some physical landscapes have more value than others, and who decides this. The central topic of the relatively new course unit 'Social Impact Assessment' is the analysis, monitoring and management of deliberate and accidental social consequences of planned interventions and unplanned transformations in the physical space.

Research methods, writing academic and policy reports and other forms of communication on place meanings are addressed in several course units, in several ways. In 'Fieldwork' and 'Qualitative Research Methods', students learn the elementary quantitative and qualitative

cultural geographical research methods and techniques. Students undertake an individual research project in the Master's thesis course unit, where they present and discuss several stages of the research project with peers during meetings about the research proposal, theory and conceptual model, methods, analysis and conclusions. Several forms of communication skills are also included in assignments in the other course units. Examples are the writing of an academic paper for 'Social Impact Assessment' and the actor discussion on different perspectives of the major landscape change in the Drentse Onlanden in 'Landscape & Heritage Identities'. In 'Professional Skills for Geographers', students work with specific 'real-world' cases for which they have to write a policy text, a grant application and devise a communication plan for the media. This course unit includes training in writing CVs and becoming aware of one's own competences.

In line with the internationalization aims of the University of Groningen as a whole, all course units are in principle taught in English. This also facilitates the participation of Research Master's and other international Master's students in the Faculty of Spatial Sciences.

Since the previous accreditation in 2007, we have made a series of changes to the degree programme, resulting directly from the accreditation report or subsequent monitoring of the programme's quality. These changes can be grouped under three headings: (1) making the research profile of the CG Master's degree programme more explicit, (2) improving the link with the labour market, and (3) improving pass rates still further.

The 'Tourism' and 'Global Village' course units did not relate closely to staff research and were replaced by a second course unit on place representations. Consequently, two methodological course units (worth 5 ECTS credit points) on how to analyse and produce place representations were taught. Gradually, these two aspects (analysis and production of place representations) were separated more clearly. The first one focused on methods such as content analysis of visual or written material, while the second looked at critical reflection and learning-by-doing for creative methods of research valorization, e.g. through an intensive video documentary workshop. In 2011 this course unit was renamed 'Professional Skills' in order to make its relationship with the labour market more explicit. This met with unexpected criticism from students, however, who now had the impression that it just involved professional training instead of being a methodological course unit. So from 2013-2014 the professional skills element will be included in the regular course units, and a new course unit on wellbeing and liveability will be included in the programme, to refine and replace the professional skills course unit. The aim here is to achieve a more substantive preparation for the labour market and a clear link between theory and practice that ties in more closely with the heightened profile of the Master's degree programme (see standard 1). Alumni surveys show that a substantial number of graduates deals with the themes of liveability and wellbeing in their professional work. An additional benefit is that this has given rise to four content-based profile course units, which ties in with the request for more content and less practice (2012 curriculum evaluation). It is our express intention to address professional skills (and label them as such) in every content-based course unit, including a presentation by someone in the professional field (not necessarily an alumnus).

The fieldwork course unit has gradually been transformed from being more excursion-like to a focus on intensive research-oriented experiential learning. Students now work on the empirical measurement and analysis of regional identities or place meanings. The destination was therefore changed from Catalonia, in the first instance, to Brighton and the South Downs National Park in the UK. The 'new' fieldwork has been designed in such a way to make it applicable to different locations, and the plan is to change the destination approximately every five years.

The formerly optional 'Landscape', which linked physical geography to human geography, was first included in the programme as a compulsory course unit, before merging with the existing 'Heritage Identities' to make it more research-oriented. Both course units concentrated on the valuation of places by different actors, and its contestation. This also made it possible to give the landscape course unit a more explicit cultural geographical perspective, as suggested by students in the mid-term curriculum evaluation (see Appendix 8 for mid-term evaluations 2010 and 2012).

The inclusion of a course unit on social impact assessment is also research-related. This became possible once the Faculty was able to tenure Professor Frank Vanclay to strengthen the research orientation of the Department of Cultural Geography. Vanclay is a leading scholar in the field of social impact assessment. The analysis of the impact of spatial transformations on place meanings, community life and wellbeing could therefore be included in the Master's degree programme. As this is a major issue for local governments, especially in areas of population decline, it is also relevant for the link between the degree programme and the labour market for graduates.

In response to suggestions by the former accreditation committee, the Master's thesis course unit now pays more attention to conceptual models and diversity in research methods. Almost all the theses now have a separate methods chapter, and pay attention to validation and the role of the researcher in the research process. The course unit starts with a list of available research topics suggested by the teaching staff and resulting from research activities. This has improved the analytical character of the topics. Students are encouraged to choose a topic from the list, although they may also suggest their own topic. Currently, we are experimenting with having students write an academic paper instead of a 50-page Master's thesis.

### *2.1.2 Teaching arrangements*

The teaching methods relate to the teaching philosophy of the programme, as explained in standard 1. Teaching methods provide the basis for both research-based teaching and intensive interaction among students and between students and staff. Appendix 5.3 (Assessment Plan) gives an overview of the teaching methods and the assessment for each course unit. Discussions in lectures and seminars in 'Place & Identities', 'Landscape & Heritage Identities' and 'Social Impact Assessment' combine theory and concrete issues, and students learn to reflect on and debate diversity and complexity (learning outcomes 2g, 2j, 2k). This helps to develop an investigative and critical attitude (learning outcomes 6a and 6b). The independent development and execution of research is mainly addressed in the individual Master's thesis research (learning outcomes 1d, 1e, 2e), but also in the individual assignments in 'Social Impact Assessment' and 'Qualitative Research Methods'. Group assignments during 'Fieldwork', 'Qualitative Research Methods' and 'Landscape & Heritage Identities' serve as preparation for individual research, as well as teaching students to work together using different perspectives and disciplines, made possible by the mix of students from diverse backgrounds. The actor discussion in 'Landscape & Heritage Identities' is an example of an exercise in interdisciplinary cooperation (learning outcome 2h). Assignments for 'Fieldwork', 'Social Impact Assessment', 'Professional Skills' and 'Landscape & Heritage Identities' are formulated in such a way that students learn to apply their knowledge and understanding to new or unfamiliar circumstances (learning outcome 2a). This combination of different kinds of written and oral presentations helps students to develop communication skills (learning outcome 4a).

### *2.1.3 Study load and contact hours*

The CG Master's degree programme takes one year (60 ECTS credit points). One ECTS is 28 hours, which means that the study load for the programme comes to 1680 hours in total. Appendix 4 presents a detailed listing of contact hours per course unit.

Table 1 Contact hours per week for CG Master's degree programme in academic year 2011-2012

| Academic year | 1 |
|---|---|
| Contact hours | 8.4 hours per week (including exam weeks) |

### *2.1.4 Research in education*

Research has always been the guiding principle for teaching in our Master's degree programme, as outlined in Section 2.1.1. It is clear from the description of the changes to the programme since the previous accreditation that research has been given an even higher and more visible profile in the degree programme. The Master's thesis topics are strongly integrated into the Cultural Geography research programme, thus enabling students to be guided by experts in the field.

### *2.1.5 Excellence policy*

CG Master's students who display excellence are informed about the option to switch to the two-year Research Master's at our Faculty. One such student now holds a PhD at our department through the competitive Ubbo Emmius PhD funding programme.

The Master's Honours programme was launched in September 2012. This is an extra programme of 15 ECTS credit points focusing on knowledge about leadership and how to put leadership skills into practice. At present, none of the CG Master's students are following this additional programme.

### *2.1.6 Study guidance*

The Master's degree programme in Cultural Geography is a small-scale programme, which means strong, short lines of communication among students, and between lecturers and students. This student group traditionally has a close bond because they get to know one another well during the fieldwork in Catalonia or Brighton. This also means that they frequently discuss the degree programme and how it is organized. Students are supervised by the relevant lecturers during the course units as they work on their assignments. Supervision is of course rather more intensive during the Master's thesis.

The meetings for the Master's thesis course unit, every 4-5 weeks in the semester 1b, serve as tutor times. These meetings always start off with a brief discussion of how students are coping with the programme, issues with current course units, and whether the students will be able to pass them.

The curriculum is presented twice a year at 'Master Your Talent', the Faculty information day. In 2011 the programme was selected as one of the University's Master's degree programmes for additional profiling. This has resulted in a promotional film for our website. The programme is promoted on several websites for secondary school students (www.kiesjestudie.nl, http://www.tkmst.nl/opleidingen/opleiding/21035/culturele-geografie.html, studiekeuze informatie.nl).

### *2.1.7 International arrangements*

Although the programme is registered as a Dutch-language programme, all course units are taught in English (some are taught in Dutch if no international students are participating). Obviously, international literature is used in the programme. All course units are available as optional course units for Research Master's students and most are also open to other Master's students within the Faculty. Although thus far no international students have enrolled in the Master's programme itself, most course units do have enrolments from international students from another Master's degree programme within the Faculty or University. This adds a welcome international and multidisciplinary context to the discussions.

We encourage our students to do part of their degree programme abroad, as an exchange student or for their Master's thesis project, by taking advantage of our international contacts and the Faculty's international office. Countries recently visited for Master's thesis projects include Indonesia, Uganda, Israel, Mexico, Palestine, Scotland and Turkey. Unfortunately, only two students participated in a formal exchange programme through the international office in 2011-2012, a total of 25 ECTS credit points (Uganda and Indonesia).

#### *2.1.8 Preparation for the labour market*

The degree programme pays attention in different ways to preparing our students for a future career. The different course units teach several types of professional skills. We also pay fieldwork visits to potential workplaces and organize guest lectures with professionals in the field. In terms of content, 'Landscape & Heritage Identities' and 'Social Impact Assessment' relate most closely to the labour market. Some students in the Master's thesis course unit opt for a placement or answer a concrete research question from the field. Other students learn about their experiences through the obligatory thesis presentations.

As students do not always recognize the links to the labour market that we try to make, we are working on improving this through better communication, as part of the University's NEXT programme (see general introduction).

Since the previous accreditation, we are running a LinkedIn community for Groningen Cultural Geography alumni. We point out to our Master's students the benefits of becoming a member and using LinkedIn to exchange ideas about the discipline, the programme and the labour market with cultural geography graduates of different generations. If possible, we also communicate job ads and potentially interesting events through the LinkedIn site, and use it to inform alumni of the thesis and fieldwork projects that current students are engaged in. In this way we seek to stimulate the continuous development of past and present participants in the programme as a learning community.

## 2.2 Staff involvement

#### *2.2.1 Staff quality*

In total nine lecturers in the Department of Cultural Geography are involved in teaching the compulsory course units in the programme and supervising Master's thesis projects. Teachers from other departments may be involved in optional course units, and on an incidental basis in supervising thesis projects.

All regular staff members have a PhD. Four already have a University Teaching Qualification (*BKO: basiskwalificatie onderwijs*), and four others are working on their portfolios. One will retire in spring 2014 and has been exempted from the UTQ requirement. All teaching staff are involved in research and the majority in PhD supervision as well. Two teachers in the Department have been elected as Lecturer of the Year in the Faculty of Spatial Sciences (Groote in the first election in 2007, Meijles in 2009).

A recurring theme in students' curriculum evaluations (internal evaluations, mid-term roundtable evaluation and, for example, the NSE) is that staff members are regarded as open, accessible and flexible.

Table 2 Staff involved in the CG Master's degree programme

| Name | Title/ Degree | M/F | Position | Appointment(fte); % research time | UTQ | Expertise/specialization |
|---|---|---|---|---|---|---|
| Druijven, P.C.J. | Dr | M | Associate Professor | 1.0; 10% | Ex | Development issues |
| Groote, P.D. | Dr | M | Associate Professor | 0.7; 0% | Yes | Heritage, GIS |
| Haartsen, T. | Dr | F | Assistant Professor | 0.8; 40% | Yes | Population decline, rural areas, liveability |
| Hoven, B. van | Dr | F | Associate Professor | 0.8; 40% | Yes | Qualitative methods |
| Huigen, P.P.P. | Prof. | M | Professor | 0.63; 20% | ++ | Cultural geographies |
| Meijles, E.W. | Dr | M | Assistant Professor | 0.8; 40% | Yes | Landscape |
| Strijker, D. | Prof. | M | Associate Professor /Prof. by special appointment | 1.0; 40% | ++ | Rural economics, liveability |
| Vanclay, F.M.D. | Prof. | M | Professor | 1.0; 40% | ++ | Social impact assessment |
| Weitkamp, S.G. | Dr | M | Assistant Professor | 1.0; 20% | + | GIS, landscape, social media |

Source: Education Office, Faculty of Spatial Sciences.
UTQ: Yes = completed, + = in UTQ programme, ++ = in fast-track UTQ programme, Ex = exemption.

Table 3 Lecturer quality: in summary

| Degree | MA | PhD | UTQ |
|---|---|---|---|
| Percentage | 100% | 100% | 44.4% |

### *2.2.2 Staff numbers and involvement*

All teaching is shown in the table below, including by members of other departments through optional course units chosen by students in our programme, and through Master's thesis supervision.

Table 4 Staff involvement in CG Master's degree programme per position 2011-2012

| Category | M | | F | | Total | | PhD |
|---|---|---|---|---|---|---|---|
| | Number | fte's | Number | fte's | Number | fte's | |
| Full Professor | 5 | 0.33 | 0 | 0.00 | 5 | 0.33 | 100% |
| Associate Professor | 2 | 0.21 | 0 | 0.00 | 2 | 0.21 | 100% |
| Assistant Professor | 7 | 0.29 | 4 | 0.30 | 11 | 0.59 | 91% |
| PhD candidate | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | *NA* |
| Lecturer | 2 | 0.02 | 0 | 0.00 | 2 | 0.02 | 0% |
| Researcher | 0 | 0.00 | 2 | 0.05 | 2 | 0.05 | 0% |
| | | | | | | | |
| Total | 16 | 0.85 | 6 | 0.35 | 22 | 1.20 | 90% |

Source: Education Office, Faculty of Spatial Sciences, task load model 2011-2012

The student-staff ratio is calculated using the NVAO formula (September 2012), i.e. the total number of enrolments divided by the number of ftes (full-time equivalents) involved in teaching activities within the programme. In academic year 2011-2012, a total of 22 students were enrolled in the CG Master's degree programme. Based on the above data, this gives a student-staff ratio of 18.3.

Table 5 Student-staff ratio

| Ratio | 18.3 |
|---|---|

## 2.3 Students

### *2.3.1 Enrolments*

Our target group is primarily Dutch and European students with a Bachelor's degree in human geography and planning, social sciences, international organizations, area studies or landscape studies. Some may need a bridging programme in order to meet the entry requirements, in particular those holding a Bachelor's degree from a university of applied sciences (HBO).78

The annual intake into the Master's programme (see Table 6) is usually between 16 and 25 students. Exceptions are 2008-2009 (13) and 2010-2011 (28). As a rule, about half of the group is made up of students from our own Bachelor's degree programme in Human Geography and Spatial Planning. The other half are students who come to us from various HBO (university of applied sciences) degree programmes via a bridging programme. There is a high degree of diversity among those from the pre-Master's group. Common prior qualifications are Applied Geography, Real Estate Management, Grade Two Teaching Qualification in Geography, Journalism and Architecture & Construction Engineering. Students come from research universities with a Bachelor's degree in Human Geography and Spatial Planning (Utrecht and Nijmegen), Landscape Architecture, Architectural History, Sociology, Psychology, History and Religious Studies. In 2012-2013 two teachers working in higher professional education (HBO) started the bridging programme in order to be able to obtain a Master's degree. There are also two HBO teachers among the provisional pre-enrolments for the 2013-2014 bridging programme.

The previous visitation mentioned the quality of the Master's thesis as a point for improvement. A closer analysis showed that quality could partly be improved by boosting the analytical and research skills of students enrolling via the bridging programme. As a result, greater attention is now being paid to statistics and research methods in the bridging programmes (see Appendix 5.2 for Admission Protocol).

Table 6 Enrolments in CG Master's degree programme according to VSNU

| Year | Enrolments (absolute) | Preliminary education (absolute) | | | | Enrolment by gender (%) | |
|---|---|---|---|---|---|---|---|
| | | Groningen | Other Dutch universities | HBO | Outside higher education | M | F |
| 04-05 | 15 | 15 | 0 | 0 | 0 | 40% | 60% |
| 05-06 | 22 | 20 | 0 | 1 | 1 | 32% | 68% |
| 06-07 | 16 | 14 | 0 | 2 | 0 | 75% | 25% |
| 07-08 | 25 | 22 | 1 | 1 | 1 | 64% | 36% |
| 08-09 | 13 | 13 | 0 | 0 | 0 | 38% | 62% |
| 09-10 | 21 | 21 | 0 | 0 | 0 | 71% | 29% |
| 10-11 | 28 | 27 | 0 | 0 | 1 | 64% | 36% |
| 11-12 | 22 | 21 | 0 | 1 | 0 | 50% | 50% |
| average | 20.3 | | | | | 56% | 44% |

Source: VSNU (Association of Dutch Universities), 1cHO file, Tables M 1.1 and M 1.4.

In September 2012-2013, eight students embarked on the Master's degree programme in Cultural Geography. The bridging programme intake (5 students) and the intake from our Bachelor's degree programme in Human Geography and Spatial Planning (3 students) were both extremely low. The introduction of the Bachelor-before-Master rule (*harde knip*) at the University of Groningen may have played a role here, although in that case we would have expected a higher enrolment of delayed Bachelor's students in February 2013. This number remained at two, however, and they have not come from the Bachelor's degree programme in Human Geography and Spatial Planning.

Eight students started a bridging programme in September 2012-2013. Since then, one student has quit, and one has said that he needs more time to pass the Statistics course units (he has

opted to start the Master's degree programme in February 2014). Four more students started the bridging programme in February 2013. The expected bridging programme intake for 2013-2014 is nine students in September 2013 and four in February.

### *2.3.2 Pass rates*

The pass rates are in line with or slightly higher than for comparable one-year Master's degree programmes. In our opinion, however, they are too low, especially after one year. As the pass rates for individual courses are high, it is clear that the thesis project is the main problem. From the start of the programme we have organized the Master's thesis as a course unit that begins in November (for those enrolling in September). The main aim is to give students a head start and to have them begin their project plan in time. While this is having some effect, it seems we need to do more.

Our most important strategy is therefore to link the topics that students choose for their Master's thesis even more closely to the research projects that staff are working on. This should prevent a situation in which students work in solitary fashion on a topic and run the risk of getting stuck.

Table 7 Study progress Master's cohort, pass rate (excluding late intake)

| Year | 1 October cohort (absolute) | % of total cohort | Graduated after (%): | | | | Graduated at institution after (%): | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1 year | 2 years | 3 years | 4 years | 1 year | 2 years | 3 years | 4 years |
| 05-06 | 6 | 27 | 67 | 100 | 100 | 100 | 67 | 100 | 100 | 100 |
| 06-07 | 8 | 50 | 25 | 63 | 75 | 75 | 25 | 63 | 75 | 75 |
| 07-08 | 6 | 24 | 33 | 83 | 83 | 83 | 33 | 83 | 100 | 100 |
| 08-09 | 8 | 62 | 38 | 88 | 100 | 100 | 38 | 88 | 100 | 100 |
| 09-10 | 12 | 57 | 33 | 75 | 83 | | 33 | 75 | 83 | |
| 10-11 | 12 | 43 | 42 | 92 | | | 42 | 92 | | |
| 11/12 | 16 | 73 | 38 | | | | 38 | | | |

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 2.1.

Table 8 Number of CG Master's degrees per academic year and average length of study in months, broken down into student origins

| Year | Groningen | | Other university | | HBO | | Abroad | |
|---|---|---|---|---|---|---|---|---|
| Year | No. of degrees | Average length of study * | No. of degrees | Average length of study * | No. of degrees | Average length of study * | No. of degrees | Average length of study * |
| 04-05 | 4 | 10 | | | | | | |
| 05-06 | 14 | 12 | | | | | 1 | 12 |
| 06-07 | 12 | 15 | | | | | | |
| 07-08 | 21 | 15 | | | 1 | 15 | | |
| 08-09 | 18 | 16 | 1 | 14 | 1 | 23 | | |
| 09-10 | 16 | 14 | | | | | | |
| 10-11 | 25 | 16 | | | | | | |
| 11-12 | 19 | 15 | | | 1 | 12 | 1 | 22 |

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 3.1. *) in months

### *2.3.3 Student evaluations (regarding standard 2)*

The evaluation of course units within the CG Master's degree programme is part of the PDCA (Plan Do Check Act) cycle and operates in accordance with the Faculty standard (see Introduction). The evaluation is discussed by the Programme Committees for the CG Master's and Educational Master's degree programmes. If students or lecturers wish to supplement the standard evaluation, a panel evaluation is conducted; this is an oral course unit evaluation. Past examples are panel evaluations of 'Analysing Place Identities' 2011-2012 and 'Fieldwork Brighton and the South Downs' 2011-2012.

The curriculum of the CG Master's degree programme is also regularly evaluated at the request of students or lecturers during mid-term curriculum evaluations organized in conjunction with Pro Geo (see Appendix 9). We also have access to the standard evaluations which students are

required to complete via Nestor when uploading their thesis into the University Data Archive (see Appendix 5). The most recent data shows that students rate the programme a 7.2.

Because statements are formulated positively in the evaluation, low scores (i.e. 'agree' or 'strongly agree') indicate satisfaction, and high scores dissatisfaction. Points regarded as above average (score < 1.75 on a Likert scale of 1-5, with 1=strongly agree, 3=neutral, 5=strongly disagree); indicate general satisfaction with the degree programme ('In my opinion, the degree programme was generally interesting', 'I learned to appreciate perspectives other than my own', and 'In general I enjoyed studying this degree programme'), with the competences acquired ('This degree programme has improved my analytical skills', 'The degree programme encouraged a critical attitude'), and with the quality and commitment of staff ('The teaching staff motivated me to do my best', 'I received useful feedback from the teaching staff', 'The teaching staff were available when I needed them', 'The teaching staff are experts in their discipline'). The Faculty facilities are also well-appreciated.

The only point regarded as unsatisfactory (score 3.40 on the same Likert scale) relates to the preparation of graduates for the labour market. This is a general point of consideration for the University of Groningen (see general introduction) and obviously applies even more to a degree programme that is not intrinsically labour-market-related, such as Cultural Geography. We have already discussed measures taken on this point in Section 2.1. All other questions in the evaluation score less than 3 (=neutral).

# 3 Standard III: Assessment and achieved learning outcomes

*Standard 3*

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

## 3.1 Assessment

### *3.1.1 Principles of assessment*

Student progress is assessed in accordance with the programme-specific Assessment Plan (see Appendix 3), which is based on the 'Assessment Policy' Faculty Memorandum (2012). The Board of Examiners monitors the assessment quality.
The key principle is that lecturers should employ reasoned and appropriate assessment modes based on the learning outcomes of the degree programme, the position of the course unit within the programme and the learning objectives of the course unit itself. This argumentation is part of the course unit description drawn up for each course unit within the degree programme.
The attainment and testing of the learning objectives of a course unit and the learning outcomes of the degree programme are inherent in the type of assessment and its validity. However, the attainment of learning objectives is just as dependent on student study behaviour, which is why the monitoring and encouragement of active study behaviour is also an integral part of the vision of assessment within the programme.

### *3.1.2 Assessment procedures*

For all course units, the way they are assessed and the assessment criteria are clearly communicated to students through the study guide, the more detailed course information on Nestor, and through announcements during lectures.

The quality of the assessment instrument is assessed in advance through peer review of the instrument by another lecturer. The mark must be made known to students within 10 working days of sitting an exam. A single resit is scheduled for exams. For other assessment formats, the lecturer announces at the beginning of the course whether and which remedial options will be offered. Taking part in an assessment activity in a course unit will always result in a final mark. Partial marks expire at the end of the course unit; students who do not pass the course unit are required to do the entire course unit again.

Following written exams, the Board of Examiners will make the exam scripts available for students to review.
Assessment is also part of the course unit and degree programme evaluations that are conducted retrospectively. In the course unit evaluations, students can indicate the extent to which the assessment ties in with the learning objectives of a course unit.
All assessment results and student evaluations are discussed by the Programme Committee. This involves the Programme Coordinator and the Director of Undergraduate and Postgraduate Studies looking at all results and evaluations. If these are disappointing, the Programme Director contacts the lecturer in question and a plan is drawn up to find a solution. Evaluations are public and are made available to students via the electronic learning environment.
During the academic year, the Master's coordinator keeps track of student progress, and if necessary discusses progress and planning with the students.

### *3.1.3 Assessment modes*

Appendix 3 (Assessment Plan) gives a detailed overview of the types and timing of assessment for all course units, and the relationship to learning objectives. Course units that focus on theory and knowledge are assessed by a written exam (e.g. 'Place & Identities'). Course units focusing on academic methods and skills (e.g. 'Cultural Geography Fieldwork') are assessed by paper assignments and presentations. Most course units are a combination of both theoretical knowledge and academic skills and are therefore assessed by a combination of paper assignments, exercises and/or an exam in which both practice and knowledge are tested.
Assessment procedures and criteria are communicated via course unit descriptions and on Nestor and are explained during lectures or meetings. The plan is to add clear descriptions of assessment procedures to the course unit rationale that we will develop for each course unit before the start of academic year 2013-2014. In response to the previous accreditation, we now explicitly inform students that group assignments are useful for learning how to critically discuss and work together with others. These are academic skills that will be needed in their working career.

### *3.1.4 Thesis assessment*

The final part of the CG Master's degree programme is the Master's thesis. Its assessment is explained in the Faculty's Master's thesis protocol, which students can view on the Master's thesis Nestor site. The protocol is also discussed with students during the first meeting of the Master's thesis course unit at the beginning of semester 1b (2b for February enrolments).
The Master's thesis is evaluated by the supervisor and an additional supervisor using the Faculty assessment form. The supervisor and additional assessor go through the thesis independently and make an initial judgement. They then discuss their individual assessments together and decide on the final marks per aspect and the resulting final mark. This sometimes leads to a modification to the final mark. The comments of both assessors are included in a final assessment report which is communicated to the student in a final face-to-face meeting. This also serves as a time for reflection on the Master's thesis research process and on the Master's degree programme as a whole.

## 3.2 Level achieved

The level achieved is demonstrated by student evaluations, student performance (especially the individual Master's thesis), the jobs that graduates obtain and their performance in actual practice or in post-graduate programmes.

### *3.2.1 Student evaluations (with regard to assessment)*

The CG Master's degree programme was ranked 5 out of 17 in the Ranking of all Geography and Planning-related Master's degree programmes in the Netherlands (see Appendix 10). This ranking is an annual publication by the *Centrum Hoger Onderwijs Informatie* (Higher Education Information Centre) and reflects a critical comparison of degree programmes, partly based on student evaluations in the years 2010 and 2011. We are satisfied with this result, although we are aware that the average mark of 6.5 needs further improvement.
In the course unit evaluations we explicitly monitor whether the course-unit-specific learning outcomes are achieved. An analysis of the evaluations for 2011-2012 shows that almost all course units score 100% (agree/completely agree) on the question of whether the course-unit-specific learning outcomes had been achieved. The only exceptions are 'Analysing Place Identities' (76%) and 'Landscape' (94%).

### *3.2.2 Student performance*

The performance of individual students can best be judged by the individual Master's theses.
See Appendix 7 for the list of Master's thesis titles over the past two years and their marks. The marks range between 5.5 and 8.5, with an average of 6.9. The Master's theses show the diversity of research themes, methods and techniques that are used, which reflects the diversity of our staff, their research themes and the multiple methods and techniques that students learn during the degree programme.

Master's students from the programme have achieved other successes within the University, with Ellen van Holstein winning the Groningen University Fund award for the best student in the Faculty in 2009. The Herta Macht thesis award was won twice by students from the CG

program. Vincent Breen in 2007 for his thesis on 'Roadside memorials, places to reflect on', and Renske van der Wal in 2013 for her thesis 'Place meanings in hospices, a case study in the Groningen hospice'.

### *3.2.3 Performance of graduates: labour market position*

We conducted an alumni survey in 2009 to mark the first five-yearly anniversary of the Master's degree programme in Cultural Geography. The survey asked students to reflect on the Master's curriculum and state which course units they made most use of in their current work. It emerged retrospectively that students made considerable use of the knowledge and skills acquired in 'Making Places' (now 'Place & Identities'), 'Representing Places', 'Heritage Identities', 'Landscape' and the Master's thesis. 'Tourism' and 'Global Village' tied in rather poorly with their work at the time. Another alumni survey will be conducted in 2014.

The alumni survey and the data from the LinkedIn community show that – like 'other' geographers and planners – cultural geographers find jobs with government agencies, research and consultancy bureaus, or in academic research. Some Cultural Geography graduates also go on to do the Educational Master's degree programme and then work as geography teachers. The sectors in which cultural geographers find work are spatial development, cultural heritage, rural development, nature and landscape, recreation and tourism, living, urban regeneration, resident participation, wellbeing, the conservation of monuments and listed buildings, urban issues and regional development. Analysis of the LinkedIn Cultural Geography site reveals the same picture for 2013.

In 2009, the alumni were also asked to perform a self-assessment by defining the specific competences that a Master's degree in Cultural Geography brings to the labour market, over and above academic knowledge and skills, and a geographer's broad view. In their opinion, these are: (1) an awareness that places are social constructs to which several meanings can be assigned, and the role that power and communications play in this, (2) a sensitivity to and understanding of different perspectives and points of view, and (3) a creative, different way of looking that allows other concerns to be introduced. As a result, in their research studies and planning processes, cultural geographers 'are more readily or better able to take account of different viewpoints of the actors involved [...]. In addition, a good cultural geographer can argue various points of view about the significance of a place.' Alumni felt that this awareness of the relationship between people and places supplements the approach of social scientists, who view phenomena as more 'separate from place', and of spatial planners, who tend in practice to place greater emphasis on the physical side of a place.

Graduates reported that the name 'Cultural Geography' is an obstacle when it comes to looking for work. Many employers don't know what it entails, as reported in both the 2009 alumni survey and more recent contacts with alumni. Within the Department, this has already prompted several discussions about the pros and cons of a different name for the Master's degree programme. So far, the outcome has always been that 'Cultural Geography' best covers the meaning of the discipline.

# 4 Analysis of and reflection on all three standards

Since the previous accreditation, the profile of the CG Master's degree programme has been monitored continuously, in both staff meetings and round-table and written evaluations by students. During the most recent staff meeting, in December 2012, staff stated a need for a Master's Degree Programme Rationale clarifying and strengthening the profile of the CG Master's degree programme and its relationship to the learning outcomes, as well as how this is communicated to students. At present, this is work in progress, which may involve reformulating the learning outcomes.

It was suggested at the previous visitation (2007) that more attention should be paid in the curriculum to specific cultural geographical research methods. This has been accomplished by developing more research-based fieldwork, including experiential learning, and a stronger course unit on qualitative research methods. The link between staff research and teaching has also been improved.

The enrolment of students with diverse backgrounds from both our own Bachelor's degree programme and universities, and of HBO students who have followed a bridging programme elsewhere, is still regarded as a valuable asset for the degree programme as it strengthens the multidisciplinary character of the programme. The Master's thesis presents the main difficulty for students who enrol through a bridging programme. We have refined the bridging programmes to ensure that these students are qualified to conduct research at the required academic level. We have also aligned the 'Fieldwork' and 'Qualitative Data Methods' course units more closely with the Master's thesis, with a greater focus on quality, methodology, validity and variety of research methods.

The low number of enrolments in academic year 2012-2013 (9 students) is a concern. Enrolments are expected to rise in 2013-2014 because 13 students can potentially come via the bridging programme. Added to this is the regular intake from the Bachelor's degree programme in Social Geography and Spatial Planning.

It was suggested in the previous accreditation that exit meetings be organized with our graduates, and placements for our students. The assessment interviews for the Master's thesis now serve as exit interviews. These could be strengthened by instructing lecturers more rigorously and by drawing up a concrete list of discussion points. We are still of the opinion that placements cannot be formally organized in a one-year academic Master's degree programme. However, we increasingly support the participation of students in small research projects in our networks. These are not formal placements, but concern research questions that companies, NGOs or governments would like to have answered. They will give students direct, concrete contact with practice.

It is clear from the student evaluations and alumni survey that students are aware of and embody the competences expected of cultural geographers. However, employers are less aware of the meaning of 'cultural geography'. This means that graduates must make a difficult sales pitch, in that they need to convince employers that cultural geography is relevant to the advertised position. Although staff members insist that 'cultural geography' is the most appropriate label for the academic discipline, it may be necessary to reconsider what the appropriate label is from a labour market perspective. Following the examples of the Bachelor's degree programmes in Human Geography & Spatial Planning and Environmental and Infrastructure Planning, we also intend to have more explicit course unit rationales that relate the learning objectives of the individual course units more clearly to the learning outcomes of the programme and to how this connects with the labour market.

Our mission for the coming year is:

- To improve the appeal of our Master's degree programme for Dutch and foreign students. We have not yet reached our target audience of European students. We aim to become an international Master's degree programme.
- To reconsider the name of the programme (cultural geography) and its impact on the employability of our graduates.
- To demonstrate the integration of professional skills in all the course units in the Master's degree programme.
- To work out how to integrate ethics procedures into the Master's thesis course unit.
- To investigate more ways to ensure timely completion of the programme.

# Appendices

## Appendix 1 Intended learning outcomes for the CG Master's degree programme

### 1. Knowledge and understanding

The degree programme is designed to teach

a) such that students acquire sufficient knowledge and understanding in the field of cultural geography so that they can make a substantial and original contribution to the development and/or implementation of ideas, particularly with regard to research.
b) such that students have knowledge at the level of international academic publications of the theories, methodologies and techniques, and ethical foundations of the field of cultural geography, and that they develop the capacity to interpret this knowledge in context.
c) such that students are able to form a critical assessment of the relationships between theoretical concepts, research methods and empirical findings in international academic publications in the field of cultural geography.
d) such that students are independently able to employ specific research and analysis methods within the field of cultural geography.
e) such that students are able to make an independent contribution to increasing knowledge for the benefit of the field of cultural geography.
f) such that students are able to recognize paradigms within the discipline as well as the conditions in which these are considered applicable.

### 2. Application of knowledge and understanding

Graduates

a) are able to apply the knowledge and understanding and problem-solving abilities they have gained in new or unknown situations within wider contexts related to the field of cultural geography.
b) are able to integrate knowledge and understanding and apply them to complex problems.
c) are able to integrate ethical, normative and expressive ways of thinking in cultural geography into their academic approach.
d) have an understanding and a view of the application possibilities and limitations of the discipline in general and cultural geography in particular.
e) are able independently to direct and perform research, whether or not in an interdisciplinary context.
f) are able to initiate pioneering research.
g) are able to apply theoretical insights within the field to the analysis of concrete issues in the field of cultural geography.
h) are able to work across disciplines and thereby translate the contribution of their own discipline to other disciplines.
i) are able to reason logically and independently formulate and analyse a problem and create a solution-driven synthesis.
j) are able to reflect on the diversity and complexity of social structures and processes, as well as on interactions with environmental structures and processes.
k) are able to debate the latest developments within the field and the consequences thereof for society.

### 3. Judgement

Graduates

a) are able to make judgements based on incomplete or limited information, bearing in mind social and ethical responsibilities.

b) demonstrate originality when critically reflecting on their personal academic conduct.
c) are able to critically reflect on ways of reasoning, arguments and points of view.
d) have learned to evaluate and critically assess the scope of spatial impacts from planning intervention.
e) have developed an open and critical attitude to new ideas and developments within the field of cultural geography.

**4. Communication**

Graduates
a) are able to clearly and straightforwardly present conclusions as well as the knowledge and motives behind them to specialist and non-specialist audiences, both in oral and written form.

**5. Learning skills**

Graduates
a) have developed the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.
b) have learned to independently and critically continue to follow the relevant developments within their field after graduation.

**6. Attitudes**

Graduates
a) have developed an investigative and critical attitude to content and to new ideas and developments within the field of cultural geography, i.e. students will be able to take a stand.
b) have developed an academic attitude in order to be able to work professionally in relevant social and academic positions.
c) have acquired an attitude that allows them to continue to develop in the field of cultural geography.

## Appendix 2 Admission protocol

As applied since 2011-2012.

1. Holders of a Bachelor's degree in Human Geography & Spatial Planning from the University of Groningen or a comparable Bachelor's degree from another university in the Netherlands will be granted direct admission to the Master's degree programme. Holders of a Bachelor's degree in Environmental and Infrastructure Planning from the University of Groningen will also be admitted to the programme, but it is recommended that they follow the Cultural Geography Minor within the Bachelor's degree programme.
2. For students with other previous qualifications (Master's degree, research university/university of applied sciences (HBO) Bachelor's degree):
    a. admission is considered on a case-by-case basis to check whether the previous qualifications meet the entry-level requirements of the Master's degree programme. This will ensure that the student is indeed able, following admission, to complete the Master's degree programme according to plan.
    b. if the student does not meet the entry-level requirements, an individual bridging programme will be drawn up. There is no minimum scope for this programme. A bridging programme will not be drawn up if the prerequisites amount to more than 60 ECTS credit points. Instead, the student will be advised to enrol in the full Bachelor's degree programme in Human Geography and Spatial Planning.
    c. the entry-level requirements for the Master's degree programme are of a content-related, methodological and technical nature. The requisite levels are gauged by referring to corresponding course units from the Bachelor's degree programme in Human Geography and Spatial Planning. In the event of any deficiencies, these will also serve as part of the transition programme. The Admissions Board will evaluate the student's prior qualifications, and may call on advice from experts within the Faculty of Spatial Sciences (e.g. the Statistics lecturer).
        i. Content
            1. Field of cultural geography. Level: 'Cultural Geography' (propaedeutic phase), 'People and Place' (2nd year) and 'Cultural Geography' workshops (3rd year)
        ii. Methodology
            1. Conducting academic research under supervision and reporting on this orally and in writing. Level: 'Introduction to Academic Research'/IWO (propaedeutic phase) and Bachelor's project (3rd year)
        iii. Technical
            1. Methods of data collection and analysis. Level: 'Academic Research Methods'/ MWO (2nd year)
            2. Statistics: level 1 & 2 Statistics (or specific parts thereof: linear regression, logistical regressions, ANOVA or dummies in regression, chi-square test, t-test)

## Appendix 3 Assessment Plan: teaching methods, assignment types and assessment modes per course unit; their contribution to learning outcomes per course unit

Separately attached due to size

# Appendix 4 Contact hours per course unit

| Year | Semester | Course unit | Contact hours | Total |
|---|---|---|---|---|
| 1 | 1A | Cultural geography fieldwork | 5 x 8 hours of fieldwork<br>7 x 2 hours of lectures | 54 hours |
| 1 | 1A | Place and identities | 16 x 2 hours of lectures<br>2 x 3 hours of exams | 38 hours |
| 1 | 1B | Qualitative data collection methods | 14 x 2 hours of lectures/seminars | 28 hours |
| 1 | 2A | Landscape and heritage identities | 7 x 2 hours of lectures<br>7 x 4 hours of lectures<br>2 x 3 hours of exams | 48 hours |
| 1 | 2A | Social impact assessment | 7 x 2 hours of lectures | 14 hours |
| 1 | 2B | Professional skills for geographers | 16 x 3 hours of lectures/seminars | 48 hours |
| | Variable | 10 ECTS optional course units | See calculation* | 77 hours |
| 1 | 1A+1B<br>Or<br>2A+2B | Master's thesis | Meeting start of semester A = 1<br>Meeting end of semester A = 5<br>Meeting supervisor semester A =2<br>Meeting end of semester B = 5<br>Meeting supervisor semester B =6 | 19 hours |
| | | | Including exams: | 336 hours |

* The number of contact hours for optional course units depends on the student's chosen combination. The calculation of the number of contact hours is based on the average number of hours per compulsory course unit. Given that they are all worth 5 ECTS credit points, this is multiplied by two course units of 10 ECTS.

# Appendix 5 Results of curriculum evaluation for CG Master's degree programme, June 2012 - May 2013

| Cultural Geography | N=15 |
|---|---|
| What grade do you give your Master's programme? Grade between 1 (extremely bad) and 10 (extremely good). | 7.17 |
| | |
| How many hours per week did you spend on your study on average last year? | 25.07 |
| How many hours per week did you spend on work on average last year next to your study? | 9.97 |
| | |
| How did you experience the workload of this programme? (0= way too light; 1=too light; 2=just right; 3=too heavy; 4=way too heavy) | 2.00 |
| Next questions: all Likert scales: 1=completely agree; 2=agree; 3=neutral; 4=disagree; 5=completely disagree | |
| This programme fits well with the knowledge and skills I've acquired in my bachelor programme. | 2.09 |
| My bachelor programme has adequately prepared me to the attitude and work discipline required for this study. | 2.20 |
| According to me the programme was generally interesting. | 1.40 |
| In general I enjoyed studying this programme. | 1.40 |
| I am satisfied I chose this programme. | 1.80 |
| On average I attended more than two third of the classes. | 1.00 |
| The study subjects were interesting. | 1.67 |
| The education was of a good standard. | 1.87 |
| There was sufficient use of active teaching methods involving yourself with the courses. | 1.87 |
| The teaching staff members motivated me to do my best. | 1.73 |
| I received useful feedback from the members of the teaching staff. | 1.73 |
| The teaching staff was available when I needed them. | 1.60 |
| The teaching staff members are experts in their discipline. | 1.60 |
| The teaching staff is good at explaining and clarifying the course matter. | 1.80 |
| I had a clear idea of my study route and what was expected from me. | 2.07 |
| From the beginning the teaching staff made clear what was expected of the students. | 2.20 |
| It was clear to me which criteria were used in various courses. | 2.00 |
| To finalize this programme you need more than a good memory. | 2.27 |
| The method of assessing and grading in this course requires a thorough understanding of the study material. | 2.07 |
| The examinations were revised within the specified period. | 1.87 |
| There were enough opportunities to retake exams. | 2.08 |
| The courses in the programme fit well together. | 2.07 |
| The curriculum offered enough optional courses. | 2.00 |
| I think this master programme is a good preparation for the labour market. | 3.40 |
| The literature was instructive. | 1.79 |
| The knowledge and skills that I have learned in the bachelor programme were sufficient to write my master thesis without significant obstacles. | 2.62 |
| When writing my master thesis I could fully use my research skills. | 1.93 |
| I am satisfied with the substantive support in writing my thesis. | 1.67 |
| The programme stimulated my skills in creative thinking. | 1.80 |
| Thanks to the programme, my skills in solving problems have improved. | 1.93 |
| This programme has improved my analytical skills. | 1.53 |
| The study encouraged a critical attitude. | 1.60 |
| This study improved my ability to cooperate with others. | 2.13 |

| | |
|---|---|
| The curriculum has improved my skills in writing (scientific) papers. | 1.80 |
| The curriculum has improved my ability to give presentations. | 2.33 |
| This program has encouraged my enthusiasm to continue studying. | 2.00 |
| At the university I learned to appreciate other perspectives than my own. | 1.73 |
| What I have learned in this programme, I find valuable for my future. | 1.87 |
| In this programme the contribution of students is taken seriously. | 1.93 |
| Next questions: How satisfied are you with … (1=very satisfied; 2=satisfied; 3=neutral; 4=not satisfied; 5-not satisfied at all) | |
| the course schedule. | 1.73 |
| the exam schedule. | 1.73 |
| the computer facilities. | 2.20 |
| the lecture rooms. | 2.13 |
| the exam rooms. | 2.07 |
| Nestor. | 1.87 |
| Progress. | 1.93 |
| Ocasys. | 2.14 |
| the library facilities. | 1.73 |
| the time you need to wait for the Student Support Desk. | 1.70 |
| the assistance of the staff of the Student Support Desk. | 1.70 |
| the study advisor. | 1.75 |
| the communication about faculty news. | 2.15 |
| the service of the international office staff. | 1.57 |
| the possibilities to study abroad during the programme. | 1.70 |

# Appendix 6 Results of course unit evaluations

| | Place & Identities | Fieldwork Cultural Geography | Masterthesis Culturele Geografie | Qualitative Data Analysis | Landscape and Heritage Identities | Social Impact Assessment |
|---|---|---|---|---|---|---|
| Semester | 1a | 1a | 1&2 | 1b | 2a | 2b |
| Results (without resits) | | | | | | |
| N | 12 | 12 | | 18 | 22 | 20 |
| Pass rate (%) | 75 | 100 | | 100 | 100 | 95 |
| Average mark | 6.67 | 8 | | 8.17 | 7.14 | 6.85 |
| Standard deviation mark | 1.18 | 0 | | 0.37 | 0.62 | 0.79 |
| Evaluation scores | | | | | | |
| N | 11 | 11 | | 5 | 21 | 13 |
| Mark awarded to the course | 7.7 | 8.2 | | 7.8 | 7.4 | 7 |
| Very satisfied or very satisfied with (%) | | | | | | |
| Organisation of the course | 72 | 100 | | 100 | 81 | 77 |
| Line in the course | 91 | 100 | | 100 | 62 | 61 |
| Level of the course | 63 | 100 | | 100 | 95 | 85 |
| How course fits in programme | 80 | 100 | | 100 | 100 | 83 |
| Assessment: representativity | 36 | n.v.t. | | 100 | 81 | n.v.t. |
| Assessment: formulation of questions/assignments | 63 | n.v.t. | | 100 | 79 | n.v.t. |

# Appendix 7 List of the most recent Master's theses in Cultural Geography

| student number | title | mark | supervisor | date of graduation |
|---|---|---|---|---|
| 1534106 | Het Schokkerbloed wordt dun. Een onderzoek naar de band van Schokkernazaten met het voormalig eiland Schokland. | 8.0 | T. Haartsen | 30/09/2010 |
| 1560085 | Religie als sociaal bindmiddel. Een onderzoek naar de invloed van religie op de samenleving in ruraal Groningen. | 6.5 | H.C. Diederiks | 29/10/2010 |
| 1822136 | Voorzien van voorzieningen; een onderzoek naar "nieuwe" voorzieningen en hun initiatiefnemers op het Noord-Nederlandse platteland. | 6.5 | T. Haartsen | 24/12/2010 |
| 1534483 | Cultuurhistorie: een bruikbaar en waardevol element in de herstructurering in de Noordoostpolder? | 6.5 | T. Haartsen | 24/12/2010 |
| 1533665 | Participatie, burgercultuur en place attachment:; geïllustreerd aan de hand van vijf stedelijke projecten in Bogotá en Medellín. | 8.5 | B. van Hoven | 31/01/2011 |
| 1275208 | Plekbinding bij poppodia. | 7.0 | D. Strijker | 31/01/2011 |
| 1539892 | Borger Hunebedhoofdstad; prehistorie in citymarketing. | 7.0 | P.D. Groote | 31/01/2011 |
| 1337505 | Natuurbeelden binnen de natuurbescherming; een onderzoek naar natuurbeelden binnen de natuurbeschermingsorganisaties. | 7.0 | P.P.P. Huigen | 31/01/2011 |
| 1632590 | Rust, ruimte en boeren; zee, verpaupering en communisme. Representaties van minder populaire plattelandsgebieden van nieuwe inwoners en in kranten. | 6.5 | T. Haartsen | 31/01/2011 |
| 1840134 | Flexbinden. Flexibele plekbindingen in een nieuwbouwproject. | 7.5 | B. van Hoven | 29/04/2011 |
| 1809709 | Gewoon Chill- De betekenis van ontmoetingsplekken voor jongeren. | 7.0 | B. van Hoven | 31/05/2011 |
| 1392034 | De waardering van naoorlogse monumenten. | 7.5 | P.D. Groote | 31/05/2011 |
| 1585436 | Representaties van de Zwitserse Alpen. | 6.5 | P.P.P. Huigen | 31/05/2011 |
| 1738097 | Het leven in een luchtbel. Plekbeleving van expat-kinderen in Bamako. | 7.0 | P.P.P. Huigen | 31/05/2011 |
| 391999 | Landschappelijk bouwen. | 6.5 | D. Strijker | 30/06/2011 |
| 1920839 | In de Maneschijn; een onderzoek naar de culturele dynamiek van levende veldnamen in de omgeving van Sleen. | 7.5 | E.W. Meijles | 29/07/2011 |
| 1481525 | Erfgoedbeleid en identiteit in Hallands Län (Zweden). | 5.5 | H.C. Diederiks | 29/07/2011 |
| 1839551 | Het Groene Goud en haar gebreken. Een onderzoek hoe het ecotoerisme door de belanghebbende stakeholders in Suriname wordt gemanaged. | 6.0 | P.C.J. Druijven | 29/07/2011 |
| 1948172 | We cannot wait for Karamoja to develop. Women's Groups in Duurzame Rurale Ontwikkeling. Een Casestudy naar Duurzame Rurale Ontwikkeling in Moroto, Oeganda. | 7.5 | B. van Hoven | 31/08/2011 |
| 1509306 | GRONINGEN zonder zicht. Een onderzoek naar de sense of place van visueel gehandicapten in Groningen. | 7.5 | B. van Hoven | 31/08/2011 |
| 1385305 | Representations of paradise. A closer look at tourism on Zanzibar and its cultural consequences. | 8.5 | D. Strijker | 31/08/2011 |
| 1918842 | Cultuurhistorisch toerisme in Groningen. De wensen van de doelgroep. | 6.0 | P.D. Groote | 31/08/2011 |
| 1976680 | Hier kan ik zijn wie ik ben. Onderzoek naar het maken van een thuis door students met autistisch spectrum stoornis. | 7.0 | P.P.P. Huigen | 31/08/2011 |
| 1682326 | De Groninger zeedijk: een landschapselement op de grens van water en land. Een onderzoek naar de plaatsbetekenissen van de Groninger zeedijk. | 8.0 | T. Haartsen | 31/08/2011 |
| 1347683 | Identiteiten van de lopende band? Onderzoek naar identiteit en verbondenheid in Volkswagen-stad Wolfsburg. | 6.0 | T. Haartsen | 31/08/2011 |
| 1924257 | Stadsimago 2.0: een onderzoek naar sociale media om het imago van de stad te beschrijven ten bate van citymarketing. | 7.5 | G. Weitkamp | 30/09/2011 |
| 1666231 | Plaatsbetekenis in hospices. Een casestudy in de hospice van Groningen. | 8.5 | P.D. Groote | 30/09/2011 |
| 1547674 | Oude Namen in een Nieuwe Wijk: Veldnamen in Het | 7.5 | E.W. Meijles | 30/11/2011 |

| | | | | |
|---|---|---|---|---|
| | Onderdijks. | | | |
| 1582828 | Mental maps & GIS. | 6.0 | E.W. Meijles | 31/01/2012 |
| 1606581 | Groningen en zijn historische helden. Nieuwe ideeën voor cultuurhistorisch toerisme in de provincie Groningen. | 7.5 | P.D. Groote | 31/01/2012 |
| 1708295 | Waar ga je? Een onderzoek naar openbare toiletten in de Groninger binnenstad. | 6.0 | B. van Hoven | 29/02/2012 |
| 1653466 | Invloed van de beleefde mobiliteit op de levenskwaliteit van ouderen Onderzoek in Verzorgingstehuis De Lijte te Ureterp. | 7.5 | B. van Hoven | 29/02/2012 |
| 1716999 | Jongeren en plaatsbinding. Plaatsbinding van scholieren in Moroto, Oeganda. | 7.5 | B. van Hoven | 31/05/2012 |
| 1465902 | Wel of geen bermmonument? De betekenis van de plek van een dodelijk ongeluk. | 6.0 | P.D. Groote | 31/05/2012 |
| 2049619 | Mijn grootouders waren uitverkoren. Een onderzoek naar het historisch besef onder jongeren in de Noordoostpolder en de invloed daarvan op de binding die zij met het gebied ervaren. | 7.0 | T. Haartsen | 29/06/2012 |
| 2067269 | Het creëren van een thuis na herhuisvesting in een krimpgebied. | 7.5 | T. Haartsen | 31/07/2012 |
| 1631780 | Op Urk. Een kwalitatief onderzoek naar de plaatsidentiteit van een bijzonder dorp. | 6.5 | T. Haartsen | 31/07/2012 |
| 1606921 | Leefbaarheid in vier Noord-Nederlandse dorpen: Echten, Exloo, Hoogersmilde en Meeden. | 6.5 | D. Strijker | 31/08/2012 |
| 1687867 | Family, friends, acquaintances, colleagues, incomers and strangers: The role of social capital in building resilience in rural communities. Case study of 2 villages in Dumfries and Galloway, Scotland. | 6.5 | D. Strijker | 31/08/2012 |
| 1702025 | Regionale identiteit rond De Hondsrug. Een onderzoek naar het verhaal en de locatie van het Hondsruggebied. | 6.0 | E.W. Meijles | 31/08/2012 |
| 2074222 | Holiday in a conflicted area. A qualitative analysis about changes in tourist perceptions about the Israel-Palestine conflict. | 8.0 | F. Vanclay | 31/08/2012 |
| 1684191 | Tourist Place San Cristóbal, Mexico. A place of international tourists, expats, ladinos, and indígenas. | 7.0 | P.C.J. Druijven | 31/08/2012 |
| 1453424 | International students and Dutch urban heritage. A study on university marketing and the effect it has on student image. | 5.5 | P.D. Groote | 31/08/2012 |
| 1699652 | De plaats van eeuwenoude menselijke resten. 'Inzichten in de discussie over Aduard'. | 7.5 | P.D. Groote | 31/08/2012 |
| 2110350 | Onderwijskeuzes in een krimpgebied. Een onderzoek naar de schoolcarrière van drie generaties jongeren uit de tweede helft van de twintigste eeuw. | 7.0 | P.D. Groote | 31/08/2012 |
| 1634887 | De betekenissen van Jelsum als een thuis voor de inwoners van Jelsum. | 7.0 | T. Haartsen | 31/08/2012 |
| 2079429 | The diverse heritage meanings of colonial infrastructure in postcolonial cities. A case study in Bandung, Indonesia. | 7.5 | F. Vanclay | 28/09/2012 |
| 1541994 | "Alsof je omarmd wordt door alles om je heen"; een cultureelgeografisch onderzoek naar de beleving van de natuurlijke tuin. | 8.0 | B. van Hoven | 30/11/2012 |
| 2052539 | Place attachment versus Resilience. A research in rural communities about the influence of place attachment on resilience building. | 8.0 | D. Strijker | 30/11/2012 |
| 1458361 | Leefbaarheid en gedeelde voorzieningen op het platteland. | 7.0 | D. Strijker | 21/12/2012 |
| 2072939 | Future expectations on Texel: Migration choices of young Texelians. | 6.5 | T. Haartsen | 31/01/2013 |
| 2069652 | Platteland: blijvers en vertrekkers. Waarom jongvolwassenen hebben gekozen te blijven of te vertrekken. | 7.5 | T. Haartsen | 31/01/2013 |

## Appendix 8 Minutes of curriculum evaluation meeting for CG Master's degree programme 2010 and 2012

Evaluation meeting for Master's degree programme in Cultural Geography

15 February 2010, 11:30 a.m. – 1 p.m.

Present: Students and lecturers in Master's degree programme in Cultural Geography and Pro Geo

1. Opening

2. Programme structure

- Is there a clear progression in the course units?

The students could perceive a clear line. 'Making Places' is offered at the right time; it's helpful to have it at the start of the year.

It might be better to offer 'Landscape' a little later in the year because the weather wasn't always fine during the field trips. 'Landscape' and 'Heritage' could perhaps be swapped around. Peter Groote thought this was a good suggestion but it must be done in consultation with Spatial Planning. For content reasons too, it might also be beneficial to swap the two course units around.

Many students felt that 'Landscape' could have a greater focus on Cultural Geography. 'Heritage' already has this focus.

3. Overlap between course units

- What's missing? Do the course units tie in well with one another?

…

4. Level

…

5. Study load

…

6. Communication

…

7. Master's thesis

…

8. Teaching methods and types of assessment

…

9. Other comments/questions

…

10. Closure

# Appendix 9 Two examples of assessment

## I. Copy of Nestor Announcement about CG Fieldwork 2012-2013:

Please find below the 'template' for the different assignments. You can also see which elements we will focus on when marking the assignments. The Groningen presentations are scheduled for 18 October, from 11.00-12.30. I would like to decide on a deadline for the paper tomorrow.

- *30%: presentation of the research project and initial results (in Brighton), 15 minutes (that is max. of 12 slides!)*

Focus in this presentation on the results. Briefly explain research question and chosen method (2 points), explain how the interview/questionnaire questions relate to the research question (3 points) and then focus on the results (also explaining the analysis) (20 points). Add a (preliminary) conclusion (5 points).

- *40%: paper of the research project, results and reflection (in Groningen), max. 4,000 words*

The paper should contain an introduction with the reasons for doing the research (*aanleiding*) and its relevance (5 points); a short section on theory, defining the concepts used (5 points); a section on methodology, on methods, data-gathering, operationalization (10 points); the results (10 points); a reflection (5 points) and a conclusion (5 points).

- *30%: presentation in Groningen, 10 minutes*

This presentation focuses on the question of whether the chosen research method was indeed suitable for answering the research question (15 points). It also includes a reflection on the research project: are you satisfied with the results, are they what you thought they would be? (15 points)

## II. Landscape & heritage identities (GEMLHERID) schedule 2012-2013

**Assessments:**

*Assignment 1 – landscape biography (20%)*

Creation of landscape biography, in which the following aspects are addressed:

- Origins and development of a given (rural or urban) landscape
- Physical landscape elements, representing several development stages
- Interpretation of possible (physical or mental) cultural, natural or geoheritage aspects

The assignment is peer-reviewed and marked (1-10) during an oral presentation

Students can independently choose a landscape in the Netherlands, or from a list provided by the lecturers. A self-organized field trip to the study area is compulsory. Students work in groups of 3-4. As this course unit is part of the Educational Masters' physical geography learning line, students need to focus on physical landscape characteristics. Other Master's students are encouraged to pay more attention to heritage aspects. Research Master's students can also choose an international National Park.

Pres. 15 mins, 5 mins discussion. See also PowerPoint on Nestor for more information

*Assignment 2 – Heritage & landscape policies (20%)*

Choice between

a. 'Onland' - Landscape perception / SIA

A recent nature development and calamity polder project has been carried out in the Peizermaden, changing the landscape dramatically. Students will visit the Onland themselves to experience the area. They will also interview one actor involved in the nature restoration project. After viewing the film 'Onland' (PeerGrouP), they will conduct an actor discussion meeting on the issue of the project itself and the process, including SIA and landscape perceptions, which will be marked based on their contribution to the discussion and a short report.

b. Middag Humsterland – Physical landscape development (LIOs?)

The area north of the city of Groningen is often called an 'expert landscape'. To the layperson's eye, the area seems flat, open and unattractive. Knowledge on the characteristics of the area often increases the appreciation of this landscape. Between Groningen and Garnwerd/Ezinge, student groups prepare a field trip, in which they show the main characteristics of the area from a set list of options. In a scheduled field trip, each student group gives a presentation in the field, followed by a discussion which will be marked. This assignment has more of a physical geography orientation, and it is recommended that LIOs choose this option.

*Facts exam (20%)*

In the first half of the course, the main aim is to obtain factual knowledge. An exam will test this knowledge halfway through the course unit. The exam is scheduled within the regular lecture schedule.

*Final exam (40%)*

Students will be given a number of quotes, of which they choose one/two. They must then reflect on the quote in the form of an essay (xx words). The exam will be computer-based and takes a maximum of two hours.

## Appendix 10 Ranking of Geography and Planning-related Master's degree programmes in the Netherlands

See: http://www.rug.nl/prc/KeuzegidsUniversiteiten2012?lang=en

WO AARDWETENSCHAPPEN, MILIEU EN GEOGRAFIE

RANGLIJST MASTERS

| | | | STUDENTENOORDEEL | | | | | | | | | | EXPERTOORDEEL | | | | | SCORE | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Instelling | Opleiding | Noot | Programma | Toetsing | Docenten | Onderzoek | Vaardigheden | Voorber. Loopbaan | Studielast | Informatie | Contact | Faciliteiten | Ambitie | Niveau programma | Personeel niveau | Personeel kwaliteit | Niveau afgestudeerden | TOTAALSCORE | EINDOORDEEL |
| **GEOGRAFIE EN PLANOLOGIE** | | | | | | | | | | | | | | | | | | | |
| Wageningen WUR | Geo-information Science | | + | ++ | ++ | + | + | ++ | + | ++ | ++ | ++ | 0 | 0 | 0 | 0 | 0 | 81 | ++ |
| Groningen RUG | Population Studies | 1 | + | ++ | + | + | + | + | 0 | + | + | + | 0 | + | 0 | 0 | 0 | 75 | + |
| Groningen RUG | Reg. Studies: Spaces & Places | (R), 1 | + | + | + | + | + | 0 | 0 | - | + | + | 0 | 0 | 0 | 0 | 0 | 68 | + |
| Utrecht UU | Geog. Sciences | (R), 1 | 0 | 0 | 0 | 0 | 0 | + | + | 0 | 0 | + | 0 | + | + | 0 | 0 | 67 | + |
| Groningen RUG | Culturele Geografie | 1 | 0 | 0 | + | 0 | 0 | - | 0 | + | ++ | + | 0 | 0 | 0 | 0 | 0 | 65 | 0 |
| Utrecht UU | Planologie | 1 | 0 | 0 | 0 | 0 | 0 | 0 | + | 0 | 0 | - | 0 | + | + | 0 | 0 | 63 | 0 |
| Delft TU | Geomatics | 1 | 0 | 0 | 0 | 0 | - | 0 | - - | - | 0 | 0 | + | + | + | + | + | 61 | 0 |
| Utrecht UU | Human Geog and Planning | (R), 1 | 0 | 0 | 0 | + | 0 | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 | 0 |
| Wageningen WUR | Landsc, Architect. & Planning | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 | 0 |
| Nijmegen RU | Planologie | 1 | 0 | 0 | 0 | 0 | 0 | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 | 0 |
| Utrecht UU | Sociale Geografie | 1 | 0 | 0 | 0 | 0 | - | - | 0 | 0 | 0 | - | 0 | 0 | + | 0 | 0 | 57 | 0 |
| Nijmegen RU | Sociale Geografie | 1 | 0 | 0 | 0 | 0 | - | 0 | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 | 0 |
| Groningen RUG | Economische Geografie | 1 | - | - | 0 | 0 | - | - - | + | + | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 | 0 |
| Amsterdam UvA | Sociale Geografie | 1 | 0 | - | 0 | + | - | - - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 | - |
| Amsterdam UvA | Planologie | 1 | 0 | 0 | 0 | 0 | - | 0 | - | 0 | 0 | - - | 0 | 0 | 0 | 0 | 0 | 55 | - |
| Amsterdam UvA | Metropolitan Studies | (R) | 0 | - | - | 0 | 0 | - | 0 | - | - | - | 0 | 0 | 0 | 0 | 0 | 52 | - |
| Groningen RUG | Planologie | 1 | - | - | - | - | - | - | 0 | + | - | 0 | 0 | 0 | 0 | 0 | 0 | 52 | - |
| **AARDWETENSCHAPPEN EN BODEMKUNDE** | | | | | | | | | | | | | | | | | | | |
| Wageningen WUR | Meteorology & Air Quality | 1,2 | + | 0 | + | + | + | + | + | + | ++ | + | + | 0 | + | 0 | + | 77 | ++ |
| Wageningen WUR | Hydrology & Water Quality | 1,2 | + | + | + | + | + | + | + | + | + | + | 0 | 0 | + | 0 | + | 76 | ++ |
| Wageningen WUR | Soil Science | 1,2 | + | + | + | + | + | 0 | + | + | + | + | + | 0 | + | 0 | + | 76 | ++ |
| Amsterdam VU | Hydrology | 1 | + | + | + | + | 0 | + | + | 0 | + | 0 | + | + | + | + | + | 76 | ++ |
| Wageningen WUR | Int. Land- & Water Mngmnt | 1 | 0 | + | + | + | + | + | + | + | + | ++ | 0 | 0 | 0 | 0 | 0 | 73 | + |
| Wageningen WUR | Climate Studies | 1 | + | + | + | 0 | + | + | + | 0 | + | + | 0 | 0 | + | 0 | + | 73 | + |
| Amsterdam UvA | Earth Sciences | 1 | + | + | + | + | 0 | 0 | 0 | - | + | 0 | + | + | 0 | 0 | 0 | 68 | + |
| Delft TU | Applied Earth Sciences | 1 | 0 | 0 | 0 | 0 | 0 | + | 0 | 0 | + | + | 0 | + | + | 0 | + | 68 | + |
| Amsterdam VU | Earth Sciences | 1 | 0 | + | + | + | 0 | 0 | 0 | - - | 0 | - | + | + | + | + | + | 67 | + |
| Amsterdam VU | Geosciences | (R),1 | 0 | 0 | 0 | + | 0 | + | 0 | - | 0 | - | 0 | + | ++ | 0 | 0 | 64 | 0 |
| Utrecht UU | Earth Sciences | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - | 0 | - | + | + | + | + | 0 | 63 | 0 |
| **MILIEUKUNDE, LANDSCHAP EN NATUUR** | | | | | | | | | | | | | | | | | | | |
| Wageningen WUR | Environmental Science | | + | + | + | + | + | + | + | + | + | + | 0 | + | + | 0 | 0 | 76 | ++ |
| Wageningen WUR | Forest and Nature | 1 | + | + | ++ | + | + | + | + | + | ++ | + | 0 | 0 | 0 | 0 | 0 | 76 | ++ |
| Nijmegen RU | Milieu-maatsch.wetensch. | 1 | 0 | 0 | + | 0 | 0 | 0 | 0 | 0 | + | + | + | + | 0 | + | + | 69 | + |
| Wageningen WUR | Urban Environm.l Mngmnt | 1 | 0 | 0 | 0 | 0 | 0 | 0 | + | + | + | + | 0 | 0 | 0 | 0 | 0 | 65 | 0 |
| Open Universiteit | Environmental Sciences | 1 | 0 | + | 0 | 0 | 0 | - | 0 | + | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 0 |
| Groningen RUG | Energy and Environment | 1 | - | 0 | - - | 0 | 0 | 0 | 0 | 0 | - | + | 0 | 0 | + | 0 | 0 | 57 | 0 |
| Utrecht UU | Environmental Science | | - | - | - | 0 | - | - | 0 | 0 | - | - | + | + | + | + | + | 57 | 0 |
| Groningen RUG | Environm. & Resource Mngmnt | 1 | - | 0 | 0 | - | - | - | 0 | + | 0 | + | 0 | 0 | 0 | 0 | 0 | 57 | 0 |
| Amsterdam VU | Environm. & Resource Mngmnt | 1 | 0 | 0 | - | 0 | - | 0 | - | - | 0 | - | 0 | + | + | 0 | 0 | 56 | 0 |
| **HBO-MASTERS** | | | | | | | | | | | | | | | | | | | |
| Amsterdam AHK | Landschapsarchitectuur | 1 | + | + | 0 | + | + | ++ | - | 0 | + | + | + | ++ | ++ | ++ | ++ | 81 | ++ |

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(1) Gebundelde studentenoordelen voor 2010 en 2011. (2) Deze opleidingen zijn inmiddels opgegaan in het brede masterprogramma *Earth & Environment*. Voor uitleg van begrippen en symbolen: zie de boekenlegger of de verantwoording op pagina 214.
Voor meer informatie, zie ook **www.keuzegids.nl.**

# Critical reflection Master's degree programme in Economic Geography (EG)

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# 1 Standard I: Intended learning outcomes

*Standard 1*

*The intended learning outcomes of the degree programme have been made concrete with regard to content, level and orientation; they meet international requirements*

## 1.1 Profile of the degree programme

The Master's degree programme in Economic Geography (EG) intends to provide students with an entire state-of-the-art overview of the field of Economic Geography, in order to enable them to actively engage in the current scientific debate. Students are introduced to the various possibilities for analysing both theoretical and practical economic-geographical subjects. Graduates must be able to give their own views based on scientific argumentation. The four core values of academic activity (state-of-the-art knowledge, analytical ability, evidence-based reasoning and vision-building) are also used to assess the performance of students.

Graduates must be able to independently and actively engage in empirical scientific research and also be able to translate the consequences for policy of the insights gained into useful spatial-economic advice for businesses and government. They must also be able to do the opposite: translating spatial-economic problems into questions that can be addressed by scientific research and generating hypothetical answers.

According to the educational philosophy, Master's students in Economic Geography are prepared both for an academic career and for practising a profession where economic-geographical insights are applied in practice-oriented research and policy. The intended learning outcomes of the degree programme have this as focus.

## 1.2 Frames of reference

The learning outcomes for the Master's degree programme in Economic Geography were drawn up in line with the disciplinary reference framework for Spatial Sciences that was reformulated in 2012 by the *Disciplineoverleg Sociale Geografie en Planologie* (Discipline platform for Human Geography and Spatial Planning), where all Geography degree programmes in the Netherlands are represented. The general learning outcomes were formulated by the discipline platform on the basis of the Dublin Descriptors and in comparison with international benchmark programmes in the Spatial Sciences. As all degree programmes in Human Geography and Spatial Planning in the Netherlands are represented in the discipline platform, the reference framework is automatically a Dutch benchmark for all programmes.

## 1.3 Intended learning outcomes

The learning outcomes of the EG Master's degree programme have been set out as the 'aims and learning outcomes of the degree programme' in Article 1.3 of the Teaching and Examination regulations (OER) of this programme (see Appendix 1). The four core values mentioned above – state-of-the-art knowledge, analytical ability, evidence-based reasoning and vision-building – can be found there.

In a general sense the degree programme aims to provide students with scientific knowledge, understanding and research skills at a level where they are able to conduct independent research

in economic geography, can translate the findings of economic-geographical research into advice regarding spatial-economic policy, and are able to translate policy issues in this area into economic-geographical research.

The intended learning outcomes pay special attention to attitude. In addition to the academic attitude mentioned in the discipline's frame of reference, the intended learning outcomes explicitly mention the critical attitude required towards the field and any new developments taking place in it, as well as the need to remain engaged with the field and continue to develop there.

# 2 Standard II: Teaching-learning environment

*Standard 2*

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

## 2.1 Contents of programme

### *2.1.1 Curriculum*

The programme comprises the required course units (the compulsory course units), support course units, optional course units and the Master's thesis (Table 1).

The basic concepts and theories of Economic Geography are addressed in the first part of the degree programme in a number of compulsory course units. These give students the theoretical basic knowledge that they will need for the rest of the Master's degree programme. These course units are 'Economic geography: theory and application', 'Spatial economics' and 'Demography of firms and entrepreneurship'. The course unit 'Economic geography: theory and application' gives a complete and up-to-date- overview of the themes that the field of Economic Geography focuses on. Many aspects unknown to the students are also dealt with there, and themes are introduced in relationship to spatial development such as social capital, technological change, agglomeration and ethnicity. The compulsory course unit 'Spatial economics' focuses on the relationship between economies and geography: the influence the economy has on spatial behaviour and the influence of geography on economic behaviour. The compulsory course unit 'Demography of firms and entrepreneurship' is a multidisciplinary one, dealing with subjects such as founding and dissolving companies and their growth, shrinkage and migration, as well as the role that entrepreneurship has to play in this regard.

There are three support course units and students must include at least two in their degree programme, i.e. 'City and regional marketing', 'Regional labour market analysis' and 'Infrastructure, economics and space'. As in the course unit 'Demography of firms and entrepreneurship', these address areas of specialization and application important to Economic Geography which are the focus of lecturers' research programmes, and that simultaneously correspond to the professional fields where many economic geographers work in science, business and government. Together, the compulsory and support course units form a comprehensive overview of the areas where economic geographers in the Netherlands and across the globe conduct their research.

Table 1 EG Master's degree programme curriculum

| Semester | | | |
|---|---|---|---|
| 1a | 1b | 2a | 2b |
| Economic geography: theory and application (5 ECTS credit points) | Spatial Economics (5 ECTS) | Demography of firms & entrepreneurship (5 ECTS) | Infrastructure economy & space (5 ECTS)* |
| City & regional marketing (5 ECTS)* | Regional labour market analysis (5 ECTS)* | Optional course unit (5 ECTS) | Master's thesis (5 ECTS) |
| Optional course unit (5 ECTS) | Master's thesis (5 ECTS) | Master's thesis (5 ECTS) | Master's thesis (5 ECTS) |

* support course unit (only one of the three support course units can be replaced by an optional course unit)

And finally, course units worth a total of 10 ECTS (or 15 ECTS if one of the support course units is not taken) must be chosen from the course units on offer at other Faculty degree programmes, or in consultation with the coordinator, from the Master's course units at another faculty.

The Master's thesis (20 ECTS) should address a subject that ties in with the research programme and expertise of a member or members of staff. Students who are aiming for a job outside academia can choose a research question that ties in with an issue in society that has economic-geographical relevance, and may be conducted in conjunction with a research or consultancy bureau, or with a government institution that would like the subject to be addressed.

One of the degree programme lecturers will coordinate each Master's thesis. The general coordinator will outline a schedule beginning with a number of meetings at the beginning of the first semester, where students can present their research ideas and a research concept. The students are then coupled to an individual supervisor and the thesis research can commence. And finally, the students present their Master's theses at a concluding meeting.

Table 2 specifies the various parts of the EG Master's degree programme further. The number of ECTS credit points, the teaching and assessment modes are given for each course unit.

The Dublin Descriptors are addressed in all parts of the degree programme, although their implementation does differ from course unit to course unit. Table 2 describes how they can be traced back to the various parts of the programme (see also the degree programme assessment plan, Appendix 2).

Table 2 The relationship between the Dublin Descriptors and the EG Master's degree programme

| **Dublin descriptors**<br><br>**Topic** | **Knowledge and understanding** | **Applying knowledge and understanding** | **Making judgements** | **Communication** | **Learning skills** | **Attitude** |
|---|---|---|---|---|---|---|
| Economic geography: theory & application | Old & new theories and approaches in the own field of study | Applications of these approaches in policy questions | Evaluating approaches and critical reflection | Presenting state-of-the -art overviews | Keeping abreast of authors and schools of thought in economic geography | Taking academically informed standpoints |
| Spatial economics | Economic-theoretical basis of spatial theories | Solving problems using modelling techniques | Judging the results of models | Interaction in tutorial groups | Following the discourse on models of societal issues | Relationship with a related field (economics) |

| | | | | | | |
|---|---|---|---|---|---|---|
| Demography of firms & entrepreneurship | Theories on the emergence and development of economic activities | Demography Applying M&T to analysis of the structure of entrepreneurship | Evaluating the relationships between theory and empirical practice | Presenting the results of work assignments | Following the dynamics (spatial and economic) in business | Interdisciplinary connection between economics, sociology, geography and demography |
| City & regional marketing | Theories on marketing, place marketing and city branding | Writing a marketing plan for a place or municipality | Judging place marketing strategies | Presenting a marketing plan | Following the discourse on place marketing strategies | Making academically informed choices in a marketing plan |
| Regional labour market analysis | Theoretical understanding of on the functioning of regional labour markets | Applying understanding and models in work assignments | Judging labour market developments | Interaction in tutorial groups | Following structural developments in the labour market | Taking academically informed standpoints |
| Infrastructure of economy & space | Theories on the spatial and economic impact of infrastructure | Applying this understanding to an infrastructure case study | Judging the positive and negative effects of infrastructure on various stakeholder groups | Defending statements related to the spatial and economic impact of infrastructure | Following the discourse on the utility of and need for physical infrastructure | Taking informed standpoints on the effects of infrastructure for the local or regional economy (and for stakeholder groups) |
| Master's thesis | Increasing knowledge and understanding of a chosen research topic | Independently designing and conducting a study, using the theoretical knowledge and methodological skills acquired | Judging the quality and relevance of collected data and the accuracy of analyses | Consulting with any principals, informers or supervisors Presenting results | Following and judging research findings related to economics and the spatial issues | Taking informed standpoints based on own research |

Table 3 EG Master's degree programme curriculum

| Course units etc. | ECTS | Semester block | Teaching methods | Type of examination |
|---|---|---|---|---|
| Economic geography: theory & application | 5 | 1a | Lectures + discussion meetings | Written assignments |
| Spatial Economics | 5 | 1b | Lectures + computer practical | Examination + written assignments |
| Demography of firms & entrepreneurship | 5 | 2a | Lectures + computer practical | Examination + written assignment |
| At least two of the following three course units: | 10/15 | | | |
| a) City & regional marketing | | 1a | Lectures + presentations | Examination + written assignment |

| | | | | |
|---|---|---|---|---|
| b) Regional labour market analysis | | 1b | Lectures | Examination + written assignment |
| c) Infrastructure economy & space | | 2b: | Lectures + presentations | Written assignment + presentation |
| Master's thesis | 20 | 1 & 2 | Thesis | Thesis assessment |
| Optional course units | 15/10 | | * | * |
| Total | 60 | | | |

* depending on which and how many optional course units are taken

The Master's degree programme has two enrolment rounds: at the beginning of September and at the beginning of February. Students beginning in February can concentrate their optional course units in semester 2, i.e. in the first six months of their degree programme, in order to create more space for their Master's thesis in the subsequent six months (semester 1).

In order to increase the feasibility of the programme for students who begin in February, in academic year 2014-2015 the 'Regional labour market analysis' course unit will move to block 2a. This should lead to a more even distribution of course units across the semesters.

### *2.1.2 Teaching arrangements and learning process*

One of the mainstays of teaching in the Master's degree programme is that more attention is paid to individual students than in the Bachelor's phase. As a consequence, teaching in the Master's phase must be small-scale. The group of students is often split up into smaller groups for assignments and receive the coaching required from the lecturer. This is the general model, which is adapted to the various course units of the degree programme. The small-scale teaching model, with many opportunities for direct interaction between lecturer and student, should ensure that students can convince lecturers that they have gained knowledge and understanding from the degree programme, have the capacity for analysis and making judgements, have developed a vision of complex issues, have mastered evidence-based reasoning and are able to communicate effectively – these are of course the core qualities outlined in the degree programme aims.

### *2.1.3 Study load and contact hours*

The Master's degree programme in Economic Geography takes one year. An academic year is divided into two semesters. It comprises 60 European Credit Transfer and Accumulation System (ECTS) credit points per year. One ECTS credit point equals 28 hours of studying, which brings the total degree programme investment to 1680 hours.

The total number of contact hours per week depends on the support course units and optional course units chosen by the student and differs per semester. Three of the Master's course units have 4 contact hours per week per course unit, while the other three have 2 contact hours per week per course unit (see Appendix 4). The Master's thesis involves some 32 contact hours: 22 for collective meetings and about 10 contact hours with the supervisor. This results in an average of 7.1 contact hours per week over the year, including exam periods.

Table 4 Contact hours per week EG Master's academic year 2011-2012

| Academic year | 1 |
|---|---|
| Contact hours | 6.8 hours per week (including exam weeks) |

### *2.1.4 Research in education*

The Faculty of Spatial Sciences regards academic teaching being closely interwoven with the scientific research of its staff as part of its mission. The EG Master's degree programme is a clear example. Four of the course units in the programme are directly derived from the research fields of the academic staff.

The development of an academic attitude and skills in analysing, judging, describing, presenting and communicating are encouraged by working in small groups as often as possible, and having students write papers, give presentations and conduct discussions. In parts of the degree programme, new research skills are taught and practised which are directly related to that part of the field. The Master's thesis, which is supervised by one of the permanent staff, is intended to focus on a subject that relates to the research programme and research expertise of the permanent staff.

### *2.1.5 Excellence policy*

Since academic year 2011-2012, excellent Master's students have been offered the opportunity to follow a Master's Honours programme, alongside the regular Master's degree programme. In academic year 2011-2012 no EG Master's students did so.

### *2.1.6 Study guidance*

The relatively small number of EG Master's students means that there is little distance between lecturers and students. Thesis supervision is provided early on by the EG Master's theses coordinator. The aim is for the choice of subject and work to begin on time.

Information is provided about the EG Master's degree programme twice a year at the Faculty information day 'Master your Talent'. The day is intended for Bachelor's students from the Faculty itself, as well as students of other faculties or at universities of applied sciences (HBO).

There are no formal regulations for the EG Master's degree programme as to the order in which parts of the programme are followed. The guideline for the Master's thesis is that the student must have made sufficient progress in the degree programme before starting work on the thesis. This mainly concerns the student finding a supervisor and completing a research project design that can be implemented in the short term. The Master's theses coordinator is responsible for this guideline being adhered to.

### *2.1.7 International arrangements*

Students at the Faculty of Spatial Sciences are actively encouraged to spend part of their degree programme studying abroad in exchange programmes such as Erasmus, Neurus etc. This can concern course units that can be taken at a foreign partner university or research conducted abroad supported by a local partner university. The period spent abroad is usually three months but a longer period of up to six months is possible.

Because there are no compulsory course units in semester block 2b, the EG Master's degree programme provides the opportunity to go abroad in that period. The degree programme thus creates favourable conditions for conducting part or all of the Master's research abroad. In the period between 2005-2006 and 2011-2012, 18 EG Master's students (some 15%) went abroad for this purpose. Some of these students also followed course units at the partner university in question.

More and more of the course units are taught in English. At the moment only one course unit is still being taught in Dutch. The Master's thesis may be written in Dutch or English. The latter is usually the case if the student conducted the Master's project abroad.

### *2.1.8 Preparation for the labour market and professional orientation*

Many of the course units invited guest lecturers (often alumni) who are active in the wide professional field of economic geographers and spatial economists and are able to show the relationship between the subject matter and the professional field.

Students who so desire may choose to conduct their thesis research in collaboration with a third party, such as a research bureau, consultancy or government institution, in order to come into contact with the professional field.

## 2.2 Staff involvement

### *2.2.1 Staff quality*

A total of eight lecturers are involved in teaching and supervising students on the EG Master's degree programme (Table 5), all of whom, with one exception, have PhDs. Four of the lecturers have also received their University Teaching Qualification (UTQ). In keeping with Faculty policy, lecturers incorporate their own research experience into their teaching during the Master's phase in particular; as far as possible they try to involve students in their research when students are writing their Master's thesis.

The academic qualities of the staff lecturing in the EG Master's degree programme may be considered good to excellent. Both of the professors involved in the teaching are very active in their field at national and international levels, conducting research, publishing work and in consultancy. Two of the compulsory course units, including the introductory block, are given by the professor holding the Endowed Chair at the Faculty of Spatial Sciences. The other lecturers who are involved in teaching also publish regularly, both in academic journals and in specialist journals. The teaching evaluations of the course units in the EG master's degree programme are generally good. In the course unit evaluations for blocks 1a through 2a of academic year 2012-2013, the average mark given by students was 7.4 on a scale of 1 to 10. The department has a mix of experienced older and qualified younger lecturers.

The lecturer quality is also summarized in Table 6.

Table 5 Overview of EG Master's degree programme staff

| Name | Title/Degree | M/F | Position | Appointment (fte); % research time | UTQ | Expertise |
|---|---|---|---|---|---|---|
| Brouwer, A.E. | Dr | F | Assistant professor | 0.65; 40% | Yes | Economic geography, Business demography |
| Dijk, J. van | Prof. | M | Professor | 1.0; 40% | ++ | Regional Labour Market Analysis |
| Koster, S. ** | Dr | M | Assistant professor; tenure Track | 1.0; 70% | Yes | Economic geography, Starters and innovation |
| McCann, P. * | Prof. | M | Professor | 1.0; 50% | ++ | Economic geography, regional geography |
| Meester, W.J. | Dr | M | Assistant professor | 1.0; 10% | | Economic geography, Location preferences |
| Sijtsma, F.J. | Dr | M | Assistant professor | 0.9; 40% | Yes | Regional economy, ecology vs. economy |
| Steen, P.J.M. van | | M | Assistant professor | 1.0; 10% | | Economic geography |
| Lecturers from outside the Faculty | | | | | | |
| Stelder, T.M. | Dr | M | Assistant professor | Faculty of Economics & Business | Yes | Regional economics |

Source: Education Office, Faculty of Spatial Sciences, University of Groningen UTQ: Yes = qualified, + = in UTQ process, ++ = in UTQ fast-lane process, Ex = exemption
*Endowed Chair; ** Faculty Lecturer of the Year 2011

Table 6 EG Master's degree programme lecturer quality

| Degree | MA | PhD | UTQ |
|---|---|---|---|
| Percentage | 100% | 88% | 50% |

### *2.2.2 Staff numbers and involvement*

The ratio of students to staff has been calculated according to the NVAO definition (September 2012): the total number of students registered divided by the number of fte of teaching staff for the degree programme. Table 7 shows how regular staff were used in academic year 2011-2012. The figures in Table 7 are exclusive of any freelance lecturers and lecturers hired from outside. If these lecturers were also included, the total number of teaching staff would be 1.21 fte (source: *taakbelastingsmodel 2011-2012* [task workload model 2011-2012], under the tab '*medewerkers en studiejaren*' [staff and academic years]).

In academic year 2011-2012, a total of 20 students were registered on the EG Master's degree programme. Based on these figures, the student-staff ratio was 16.5 (see Table 8).

Table 7 Teaching staff numbers for EG Master's degree programme students, per position 2011-2012

| Category | M | | F | | Total | | Dr |
|---|---|---|---|---|---|---|---|
| | Number | fte | Number | fte | Number | fte | |
| Prof. | 4 | 0.41 | 0 | 0.00 | 4 | 0.41 | 100% |
| associate professor (UHD) | 1 | 0.01 | 0 | 0.00 | 1 | 0.01 | 100% |
| Assistant professor (UD) | 6 | 0.57 | 2 | 0.11 | 8 | 0.68 | 88% |
| PhD students | 1 | 0.02 | 0 | 0.00 | 1 | 0.02 | 0% |
| Lecturer (docent) | 2 | 0.01 | 0 | 0.00 | 2 | 0.01 | 50% |
| Researcher | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0% |
| | | | | | | | |
| Total | 14 | 1.02 | 2 | 0.11 | 16 | 1.13 | 91% |

Source: Education Office, Faculty of Spatial Sciences, University of Groningen, task workload model

Table 8 Student-staff ratio at EG Master's degree programme

| Ratio | 16.5 |
|---|---|

## 2.3 Students

### *2.3.1 Enrolments*

Table 9 shows the intake figures for the EG Master's degree programme.

Table 9 VSNU enrolment figures for EG Master's degree programme

| Year | Intake (absolute) | Intake by prior education (absolute) | | | | Enrolment by gender | |
|---|---|---|---|---|---|---|---|
| | | University of Groningen | Other universities NL | HBO | Outside higher education | M | F |
| 04-05 | 9 | 9 | 0 | 0 | 0 | 6 (67%) | 3 (33%) |
| 05-06 | 18 | 15 | 2 | 1 | 0 | 15 (83%) | 3 (17%) |
| 06-07 | 25 | 25 | 0 | 0 | 0 | 22 (88%) | 3 (12%) |
| 07-08 | 15 | 15 | 0 | 0 | 0 | 12 (80%) | 3 (20%) |
| 08-09 | 12 | 12 | 0 | 0 | 0 | 10 (83%) | 2 (17%) |
| 09-10 | 34 | 32 | 0 | 2 | 0 | 32 (94%) | 2 (6%) |
| 10-11 | 21 | 21 | 0 | 0 | 0 | 19 (90%) | 2 (10%) |
| 11-12 | 20 | 20 | 0 | 0 | 0 | 13 (65%) | 7 (35%) |

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 1.1 and M 4.1

The intake fluctuates at around 20 students per year. Of those represented in the table, about 65% began the degree programme in September and 35% in February.

Most students come from the Bachelor's degree programme in *Sociale Geografie en Planologie* (Human Geography and Spatial Planning). A limited number come from universities of applied

sciences (HBO) and are admitted via a bridging programme (2 to 3 students on an annual basis, who are classified as University of Groningen intake because they were registered as University students for the bridging programme).

The majority of the students in the cohorts in the table began the Master's degree programme under provisional admission. The 'harde knip', i.e. the Bachelor-before-Master rule introduced in academic year 2011-2012, brought an end to this practice.

The provisional admission, which entailed that students could begin the Master's degree programme while still needing to earn up to 15 ECTS credit points in their Bachelor's or bridging programme, lapsed after a year. Students under provisional admission were not allowed to begin work on their Master's thesis.

The EG Master's degree programme is a follow-on Master's degree programme for students of the Faculty's Bachelor's degree programme in *Sociale Geografie en Planologie* (SG&P). These Bachelor's graduates, as well as Bachelor's graduates in *Technische Planologie* (Environmental & Infrastructure Planning), are admitted immediately, as are SG&P students from sister faculties in Utrecht, Amsterdam and Nijmegen. Bachelor's graduates in Economics, Business Administration (*bedrijfskunde)*, Political Sciences and Sociology are admitted after completing the 30 ECTS Minor programme in *Ruimtelijke Economische Ontwikkeling* (Spatial-economic Development). Students from universities of applied sciences (HBO) are admitted if their degree programme has demonstrable connections with geography and/or economics. In practice these are degree programmes such as *Ruimtelijke Ordening en Planologie* (Spatial Planning and Planning), *Commerciële Economie* (Business Economics) or *Leraar Aardrijkskunde* (Teacher-training for Geography). HBO students must follow a bridging programme in line with their academic background, which will usually have a student workload of 60 ECTS. The bridging programme comprises course units from the SG&P Bachelor's degree programme, generally including the EG course units and a number of course units in the field of methods and techniques, and academic skills. The completed bridging programme gains admission to the Master's degree programme.

Admission to the EG Master is the responsibility of the Admissions Board of the degree programme. The Programme coordinator is on this committee, with the chair one of the professors who is involved in teaching. The formal admissions regulations are found in Article 4 of the Teaching and Examinations Regulations (OER).

### *2.3.2 Pass rates*

The study progress per cohort and the pass rates for the EG Master's degree programme are given in Table 10. The average time Master's graduates have taken to complete their degrees each year is given in Table 11.

Few EG Master's students fail to complete their degree. However, the number of students graduating after 1 year or after 2 years is an issue. The Bachelor-before-Master's rule (*harde knip*) should improve matters, since it means that Master's students will no longer have obligations relating to their Bachelor's degree programme or bridging programme.

Table 10 Study progress per cohort in the EG Master's degree programme, pass rates (excluding later intake)

| Year | 1 October cohort (absolute) | % of total cohort | Graduated (%) in degree programme after: | | | | Graduated (%) at institution after: | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1 year | 2 years | 3 years | 4 years | 1 year | 2 years | 3 years | 4 years |
| 05-06 | 5 | 28 | 20 | 80 | 100 | 100 | 20 | 80 | 100 | 100 |
| 06-07 | 17 | 68 | 35 | 76 | 82 | 82 | 35 | 76 | 82 | 88 |
| 07-08 | 5 | 33 | 40 | 40 | 60 | 80 | 40 | 40 | 60 | 80 |
| 08-09 | 1 | 08 | - | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| 09-10 | 13 | 38 | 15 | 69 | 85 | | 15 | 69 | 85 | |
| 10-11 | 8 | 38 | 50 | 88 | | | 63 | 88 | | |
| 11-12 | 12 | 60 | 17 | | | | 17 | | | |

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 2.1.

Table 10 Number of Master's graduates per academic year and average duration in months of the EG Master's degree programme, classified by origin

| | **University of Groningen** | | **Other university** | |
|---|---|---|---|---|
| **Year** | **Number of degree certificates** | **Average duration of degree programme** | **Number of degree certificates** | **Average duration of degree programme** |
| 05-06 | 9 | 13 | - | |
| 06-07 | 15 | 15 | - | |
| 07-08 | 22 | 18 | 1 | 24 |
| 08-09 | 7 | 22 | - | |
| 09-10 | 12 | 18 | - | |
| 10-11 | 30 | 22 | - | |
| 11-12 | 16 | 20 | | |

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 3.1

Other factors that influence how long it takes to complete the degree programme can also be mentioned. The curriculum evaluation of the Master's degree programmes for academic year 2011-2012 showed that, in any case in the response group, some 80% of the Master's students at the Faculty spent no more than 30 hours a week studying. The number of respondents from the EG Master's degree programme was too small to be able to draw any conclusions, but there is no real reason to believe that the figures for it are any different. Study delay often arises because the Master's thesis is not completed within the allotted time. Since academic year 2009-2010, the planning for the Master's thesis has been tightened under the auspices of the EG Master's theses coordinator. The aim is to keep more students on schedule.

### *2.3.3 Student evaluations (regarding standard 2)*

The evaluation of the course units of the EG Master's degree programme are part of the PDCA cycle (Plan Do Check Act) and follows Faculty standards (see the FRW general introduction). In addition, the curriculum is evaluated at the end of the academic year. The EG Master's degree programme and the Master's in Vastgoedkunde share a Programme committee where the evaluations of both degree programmes are discussed.

On the level of course units, students seem generally satisfied, with the exception of regional labour market analysis. We must explain better to students how this course unit fits in the general programme. Improvements in the organisation and level of the course are necessary as well.

Twelve students from the EG Master's degree programme have participated in the curriculum evaluation since the faculty started this. Due to this low number one should be careful in drawing conclusions. Still, the results are in line with other programmes of FRW. Students are satisfied about the quality of staff, and regard the programme and subjects of study as interesting. They are neutral to critical about their preparation for the labour market. They are very positive about the International Office of FRW and the possibilities to study abroad.

# 3 Standard III: Assessment and achieved learning outcomes

*Standard 3*

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

## 3.1 Assessment

### *3.1.1 Principles of assessment*

Student progress is assessed in accordance with the degree programme-specific Assessment Plan (see Appendix 3), which is based on the Assessment Memorandum published by the Faculty in 2012. Assessment quality is safeguarded by the Board of Examiners. The key principle is that lecturers should use reasoned and appropriate assessment modes in keeping with the learning outcomes of the degree programme, the position of the course unit within the programme and the learning objectives of the course unit itself. This argumentation is a fixed part of the course unit description drawn up for each course unit within the programme.

The attainment and testing of the learning objectives of a course unit and the learning outcomes of the degree programme are inherent in the mode of assessment and its validity. However, the attainment of learning objectives is just as dependent on student study behaviour, which is why the monitoring and encouragement of active study behaviour is also an integral part of the vision of assessment within the degree programme.

### *3.1.2 Assessment procedures*

Students are aware at the outset of the way that a course unit will be assessed and the assessment criteria involved. The quality of the assessment instrument is assessed in advance through peer review of the instrument by another member of staff. The person responsible for peer review is explicitly stated in the instrument description. Assessment is also covered in the course unit and degree programme evaluations. In the course unit evaluations, students can indicate how closely the assessments align with the learning objectives of the course unit.

The mark must be made known to students within 10 working days of sitting an exam. The final mark for a course unit must be established within 10 working days of the end of the teaching period. A single resit is scheduled for exams. For other assessment modes, the lecturer announces at the beginning of the course unit whether and which remedial options will be offered. Participation in an assessment activity for a course unit always produces a final mark. As established in Article 3.9 of the Teaching and Examination Regulations (OER) of the EG Master's degree programme, for six weeks students have the right of inspection of written examinations that they have taken. They may also take the opportunity to learn the correct answers and how the mark was calculated.

All examination results and student evaluations are discussed in the Programme committee. As part of this procedure, all results and evaluations are inspected by the Degree Programme coordinator and the Director of Undergraduate and Postgraduate Studies. In the event of poor results or evaluations, the Programme Director will contact the lecturer in question and a plan

will be drawn up to rectify the situation. Evaluations are public information and are made available to students via Nestor, the electronic learning environment.

#### *3.1.3 Assessment modes*

Table 3 shows for each course unit in the EG Master's degree programme how it is assessed. The important role that work assignments have to play is clear. These are part of the assessment in all compulsory and support course units. The assignment itself forms the basis for this assessment, and in many cases the presentation of the assignment is also included in the assessment. In the support course unit 'Infrastructure, Economy and Space', the statements that the students must draw up and their defence of them are also part of the assessment. Four out of the six compulsory and support course units are concluded with a written exam.

#### *3.1.4 Thesis assessment*

The final part of the degree programme is the thesis. The Master's thesis is assessed according to twelve criteria listed on a specific assessment form which the students are informed of in advance. One of these criteria is the quality of the final presentation of the thesis. In addition to the thesis supervisor, a second lecturer also assesses the quality of the Master's thesis.

### 3.2 Level achieved

The level achieved is demonstrated by student evaluations, student performance (especially the individual Master's thesis), the jobs that graduates obtain and their performance in actual practice or in post-graduate programmes.

#### *3.2.1 Student evaluations (with regard to assessment)*

Although generally content with the assessment on the level of course units, in 2011-2012 students were critical about the representativity of the assessment of both 1A courses (theory & application, and city & regiomarketing) (see appendix 6).

#### *3.2.2 Student performance*

The performance of individual students can best be judged by the individual Master's theses.

Appendix 7 shows the list of Master's thesis titles over the past two years and their marks. The marks range between 5.5 and 9.0, with an average of 7.3. This is relatively high in comparison with other master programmes of FRW.

#### *3.2.3 Performance of graduates: labour market position*

Economic geography is a specialization which is often explicitly mentioned in employment advertisements, as the policy departments for economic affairs of large municipalities, provinces and ministries often employ economic geographers. Economic geography graduates can end up being employed in a wide range of jobs, distributed fairly equally across business and government.

EG Master's graduates have always found work relatively quickly in the past. The economic crisis and the government cutbacks will undoubtedly have a negative influence in this regard.

# 4 Analysis of and reflection on all three standards

Strengths:

- The aims and intended learning outcomes described in detail in the OER have been grouped according to the Dublin descriptors, with 'attitude' in an extra category.
- The four core values of any academic activity (state-of-the-art knowledge, analytical ability, evidence-based reasoning and vision-building) take centre stage in assessing student performance.
- The degree programme orientation is recognizably twofold: focusing both on an academic career and on practising professions in general society, with a number of important fields being explicitly reconnoitred in the degree programme's course units.
- The degree programme is a good follow-on for the SG&P Bachelor's degree programmes. Students from other social and behavioural sciences can take a fixed Minor in Spatial Economic Development, while students from universities of applied sciences (HBO) can take a bridging programme in line with their HBO background.
- The programme is a mix of compulsory, support and optional course units; students are therefore able to give their programme a personal touch within certain limits.
- The individual course units in the Master's degree programme are together a good reflection of the most important subspecializations in the field of Economic Geography.
- The design of the degree programme offers good conditions for conducting a Master's research project abroad.
- Half of the compulsory and support course units are given by professors.
- Two of the compulsory course units, including the introductory block, are given by the professor holding the Endowed Chair at the Faculty of Spatial Sciences.
- The members of staff contributing to the teaching programme have a widespread range of expertise in various subfields of Economic Geography.
- The teaching staff is a mix of older and younger lecturers.
- All lecturers (with a single exception) have PhDs and publish regularly on their subjects in their field.
- The student drop-out rate is small.
- Work assignments play an important role in assessment

Points for improvement:

- The number of lecturers with a UTQ is at the moment still relatively low. As most other lecturers are working on their portfolios, however, no specific measures seem necessary
- For students who begin in February, the order of the course units is not ideal, and the same applies to the distribution of the course units across the semesters. Although it may be possible to strengthen the modular character of the programme as opposed to a traditional linear character, for the moment we decided to wait until more information is available on enrolment numbers in Septembre, respectively February. The effects of the introduction of the 'harde knip' on enrolments are not yet clear. One measure that we will take to distribute courses better over the year is to schedule the course 'regional labour market analysis' in semester 2a instead of 1b, starting in 2014-2015.
- The percentage of students completing the degree programme after one year is low. This is mainly due to delays in the Master's thesis projects. This is dealt with in the next point.
- The Master's thesis is still not completed within the given time by a considerable proportion of the students. Although this problem is partly inherent to one-year master programmes, we hope to raise the pass rates further by continuing our policy of organising the thesis project as a regular course unit. We have laid down our ideas in paragraph 2.3.2. of this critical reflection.
- We have had a discussion on whether there should be specific course units devoted to M&T. In the end we concluded, however, that on the master's level methodological-technical expertise is best passed on in the individual course units. In this way, students learn methods and techniques by using them. Learning-by-doing is more effective than learning-by-hearing-about-it.

# Appendices

## Appendix 1 Learning outcomes of the EG Master's degree programme

### 1. Knowledge and understanding

The programme aims to

a) impart to students the necessary knowledge and understanding in their field so that they can
make substantial and original contributions to the development of and/or application of ideas, in particular in connection with research
b) ensure that students acquire knowledge at the level of international academic handbooks and publications on the theories, methods and techniques and ethical foundations of the field of Economic Geography. Also that they develop the ability to interpret this knowledge in context ensure that students are able to form a critical opinion of the relationships between theoretical concepts, research methods and empirical findings in
international academic handbooks and publications concerning Economic Geography
c) ensure that students are able to independently apply specific research and analytical methods within the field of Economic Geography
d) ensure that students can make an independent contribution to increasing knowledge in the field of Economic Geography
e) ensure that students recognize the paradigms operating within the field, and also the conditions under which these are understood to apply.

### 2. Applying knowledge and understanding

Graduates

a) are able to apply the knowledge and understanding gained and their problem-solving acumen to new or unknown circumstances within broader contexts related to the field of Economic Geography
b) are able to integrate knowledge and understanding and apply them to complex problems
c) can integrate ethical, normative and expressive modes of thought in Economic Geography in their academic thought process
d) have an understanding and a vision of the possibilities of application and of the limitations of science in general and Economic Geography in particular
e) are able independently to direct and perform research, whether or not in an interdisciplinary context
f) are able to initiate innovative research
g) are able to apply their theoretical understanding within the field in analysing concrete problems concerning Economic Geography
h) are able to participate interdisciplinary collaboration and translate the contribution of the discipline to other disciplines
i) can reason logically and independently formulate a problem and analyse it to arrive at a problem-solving synthesis.
j) are able to reflect on the diversity and complexity of social structures and processes, and on the interactions with environmental structures and processes
k) are able to debate the newest developments within the field and the consequences for society.

**3. Forming a vision**

Graduates

a) are able to form opinions based on incomplete or limited information, while considering social and ethical responsibilities
b) demonstrate originality when critically reflecting on their personal academic conduct
c) are able to critically reflect on ways of reasoning, arguments and points of view
d) are able to evaluate and critically assess the value of spatial effects on interventions
e) have an open and critical attitude towards new ideas and developments in the field of Economic Geography.

**4. Communication**

Graduates

a) are able to take the conclusions, as well as the knowledge and motivation on which they are based, and clearly and unequivocally present them to an audience of specialists and non-specialists, both in oral and written form.

**5. Learning skills**

Graduates

a) have the learning skills that enable them to continue their education where this is largely self-directed or autonomous in character
b) are able to independently follow relevant developments in their field with a critical eye after graduation.

**6. Attitude**

Graduates

a) have an inquisitive and critical attitude towards the content of new ideas and developments within the field of Economic Geography so that they are able to hold a point of view in this regard
b) develop an academic attitude in order to be able to work in a professional manner in relevant social and academic positions
c) develop their own attitude to the field in order to continue to develop in the field of Economic Geography.

## Appendix 2 Admissions protocol

1. Holders of a Bachelor's degree in either Human Geography & Spatial Planning or Environmental and Infrastructure Planning from the University of Groningen or a comparable Bachelor's degree from another university in the Netherlands will be granted direct admission to the Master's degree programme. Holders of a Bachelor's degree in Economics, Business Administration, Political Science or Sociology will be admitted to the programme if they have followed the Minor Spatial Economic Development within the Bachelor's degree programme.
2. For students with other previous qualifications (Master's degree, research university/university of applied sciences (HBO) Bachelor's degree):
    a. admission is considered on a case-by-case basis to check whether the previous qualifications meet the entry-level requirements of the Master's degree programme. This will ensure that the student is indeed able, following admission, to complete the Master's degree programme according to plan.
    b. if the student does not meet the entry-level requirements, an individual bridging programme will be drawn up. There is no minimum scope for this programme. A bridging programme will not be drawn up if the prerequisites amount to more than 60 ECTS credit points. Instead, the student will be advised to enrol in the full Bachelor's degree programme in Human Geography and Spatial Planning.
    c. the entry-level requirements for the Master's degree programme are of a content-related, methodological and technical nature. The requisite levels are gauged by referring to corresponding course units from the Bachelor's degree programme in Human Geography and Spatial Planning. In the event of any deficiencies, these will also serve as part of the transition programme. The Admissions Board will evaluate the student's prior qualifications, and may call on advice from experts within the Faculty of Spatial Sciences (e.g. the Statistics lecturer).
        i. Content
            1. Field of economic geography. Level: 'Economic Geography 1' (propaedeutic phase), 'Economic Geography 2' (2nd year) and 'Economic Geography 3' (2nd year)
        ii. Methodology
            1. Conducting academic research under supervision and reporting on this orally and in writing
        iii. Technical
            1. Methods of data collection and analysis. Level: 'Academic Research Methods'/ MWO (2nd year)
            2. Statistics: level 1 & 2 Statistics

## Appendix 3 Assessment plan: types of teaching, assignments and assessment per course unit; aims and contributions towards the intended learning outcomes

Separately attached due to size

# Appendix 4 Contact hours per course unit

| Year | Block | Course unit | Contact hours | Total |
|---|---|---|---|---|
| 1 | 1A | Economic geography: theory & application | Lectures: 16 x 2 hours | 32 hours |
| 1 | 1A | City & regional marketing* | Lectures: 8 x 2 hours<br>Presentations: 4 hours<br>Examination: 2 x 3 hours | 26 hours |
| 1 | 1B | Spatial economics | Lectures: 14 x 2 hours<br>Examination: 2 x 3 hours | 34 hours |
| 1 | 1B | Regional labour market analysis* | Lectures: 14 x 2 hours | 28 hours |
| 1 | 2A | Demography of firms & entrepreneurship | Lectures: 8 x 2 hours<br>Practical: 8 x 2 hours<br>Examination: 2 x 3 hours | 38 hours |
| 1 | 2B | Infrastructure of economy & space* | Lectures: 6 x 2 hours<br>Presentations: 1 x 8 hours<br>Presentations: 1 x 6 hours | 26 hours |
| | Variable | 15 ECTS in optional course units | See calculation | 94 hours |
| 1 | 1A+1B<br>Or<br>2A+2B | Master's thesis | Group meetings: 14 hours<br>Individual supervision: 10 hours<br>Presentations: 8 hours | 22 hours |
| | | | Including exams: | 272-274 hours |
| | | | Excluding exams: | 254-256 hours |

**Calculation:**

The number of contact hours for the optional course units depends on which course units the student decides to take. In order to calculate the number of contact hours, the average number of hours per compulsory course unit was taken. Average number of contact hours for a 5 ECTS optional course unit including exam = 41.4 hours.

* Taking two of these three course units is compulsory. This means that the total number of contact hours can differ between students.

# Appendix 5 Results of the curriculum evaluation for EG Master's degree programme, June 2012-May 2013

| | N=12 |
|---|---|
| What mark do you give your Master's degree programme? Mark between 1 (extremely poor) and 10 (extremely good). | 6.67 |
| | |
| How many hours a week did you spend studying on average last year? | 25.83 |
| How many hours a week did you spend on work on average last year alongside your degree programme? | 8.88 |
| | |
| How did you experience the workload of this degree programme? (0= way too light; 1=too light; 2=just right; 3=too heavy; 4=way too heavy) | 1.92 |
| Next questions: all Likert scales: 1=completely agree; 2=agree; 3=neutral; 4=disagree; 5=completely disagree | |
| This degree programme ties in well with the knowledge and skills acquired in my Bachelor's degree programme. | 2.17 |
| My Bachelor's degree programme has adequately prepared me for the attitude and work discipline required for this degree programme. | 2.42 |
| In my opinion, the degree programme was generally interesting. | 1.83 |
| In general I enjoyed this degree programme. | 1.92 |
| I am pleased I chose this degree programme. | 2.58 |
| On average I attended more than two thirds of the classes. | 1.33 |
| The subjects were interesting. | 1.92 |
| The teaching was of a good standard. | 2.08 |
| There was sufficient use of active teaching methods involving students in the course units. | 2.25 |
| The teaching staff members motivated me to do my best. | 2.00 |
| I received useful feedback from the teaching staff. | 2.42 |
| The teaching staff were available when I needed them. | 2:33 |
| The teaching staff are experts in their discipline. | 1.83 |
| The teaching staff are good at explaining and clarifying the subject matter. | 2.33 |
| I had a clear idea of my study route and what was expected of me. | 2.00 |
| The teaching staff made clear what was expected of students right from the beginning. | 2.08 |
| It was clear to me which criteria were used in various course units. | 2.25 |
| You need more than a good memory to complete this degree programme. | 2.17 |
| The modes of assessment and marking in this degree programme requires a thorough understanding of the study material. | 2.75 |
| The examinations were marked within the specified period. | 2.00 |
| There were enough opportunities to resit exams. | 2.00 |
| The course units in the degree programme fit together well. | 2.17 |
| The curriculum offered enough optional course units. | 1.92 |
| I think this Master's degree programme is a good preparation for the labour market. | 3.08 |
| The literature was instructive. | 2.08 |
| The knowledge and skills that I learned in the Bachelor's degree programme were sufficient to write my Master's thesis without significant obstacles. | 2.17 |
| When writing my Master's thesis I was able to make full use of my research skills. | 1.83 |
| I am satisfied with the substantive support when writing my thesis. | 1.92 |
| The programme stimulated my skills in creative thinking. | 2.25 |
| Thanks to the degree programme, my problem-solving skills have improved. | 2.25 |
| This degree programme has improved my analytical skills. | 1.83 |
| This degree programme encouraged a critical attitude. | 2.25 |

| | |
|---|---|
| This degree programme improved my ability to cooperate with others. | 2.50 |
| The curriculum improved my skills in writing (academic) papers. | 2.08 |
| The curriculum improved my ability to give presentations. | 2.36 |
| This degree programme has made me want to continue studying. | 2.17 |
| At the University I learned to appreciate perspectives other than my own. | 2.25 |
| What I have learned in this degree programme, I find valuable for my future. | 2.17 |
| This degree programme takes student contributions seriously. | 2.25 |
| Following questions: How satisfied are you with … (1=very satisfied; 2=satisfied; 3=neutral; 4=not satisfied; 5-not satisfied at all) | |
| the course unit schedule | 2.00 |
| the exam schedule | 1.83 |
| the computer facilities | 2.33 |
| the lecture rooms | 2.25 |
| the exam rooms | 2.08 |
| Nestor | 2.18 |
| Progress | 1.83 |
| Ocasys | 2.36 |
| the library facilities | 2.17 |
| the time you have to wait for the Student Support Desk | 2.00 |
| the assistance given by the staff at the Student Support Desk | 2.00 |
| the study advisor | 1.73 |
| the communication about Faculty news | 2.25 |
| the service provided by the International Office staff | 1.67 |
| the options for studying abroad during the degree programme | 1.56 |

# Appendix 6 Results of course unit evaluations

| | Economic Geography: Theory and Application | City- & Regiomarketing | Master thesis Economische Geografie | Spatial Economics | Regional Labour Market Analysis | Demography of Firms & Entrepreneurship |
|---|---|---|---|---|---|---|
| Semester | 1a | 1a | 1&2 | 1b | 1b | 2a |
| Results (without resits) | | | | | | |
| N | 39 | 12 | | 37 | 21 | 18 |
| Pass rate (%) | 95 | 100 | | 84 | 67 | 83 |
| Average mark | 7.33 | 7 | | 7 | 5.9 | 6.73 |
| Standard deviation mark | 1.02 | 0.82 | | 1.26 | 1.31 | 0.68 |
| Evaluation scores | | | | | | |
| N | 31 | 12 | | 34 | 20 | 15 |
| Mark awarded to the course | 8 | 7.2 | | 8.3 | 6 | 7.7 |
| Very satisfied or very satisfied with (%) | | | | | | |
| Organisation of the course | 84 | 50 | | 82 | 60 | 94 |
| Line in the course | 80 | 50 | | 82 | 80 | 87 |
| Level of the course | 87 | 83 | | 97 | 50 | 93 |
| How course fits in programme | 84 | 83 | | 93 | 45 | 87 |
| Assessment: representativity | 43 | 42 | | 88 | 60 | 86 |
| Assessment: formulation of questions/ assignments | no response | 92 | | 76 | 70 | 80 |

# Appendix 7 List of the most recent Master's theses in Economic Geography

| student number | title | mark | supervisor | date of graduation |
|---|---|---|---|---|
| 1571982 | Life sciences cluster in de stad Groningen? | 7.0 | P.A. de Jong | 30/09/2010 |
| 1379615 | Contingentie in de innovatiegeografie. Toevallig face-to-face contact als dynamisch agglomeratievoordeel. | 7.0 | S. Koster | 30/11/2010 |
| 1479741 | Het aantrekken van foreign direct investment door de overheid: Noord-Nederland. | 6.5 | P.J.M. van Steen | 24/12/2010 |
| 1555405 | Cottage Industries; een kans voor het platteland? | 8.0 | P.A. de Jong | 31/01/2011 |
| 1368524 | De beste maatregelen voor reductie van ammoniakemissie door melkveehouders in de provincie Drenthe. Onderzoek naar kosten, baten en draagvlak. | 8.0 | F.J. Sijtsma | 28/02/2011 |
| 1580876 | Economische ontwikkeling in Africa. | 7.5 | J. van Dijk | 28/02/2011 |
| 1511211 | Werkgelegenheid in de uitvaartbrache. | 7.0 | P.J.M. van Steen | 28/02/2011 |
| 1754327 | Specifieke woonmilieus in Drenthe: Een marktverkenning. Een inventariserend onderzoek naar de locatiepreferentie van inwoners ten aanzien van specifieke woonmilieuconcepten in de provincie Drenthe. | 7.5 | P.J.M. van Steen | 28/02/2011 |
| 1608266 | Potentiële effecten van HSL in Lissabon. De effecten van de lijn Madrid-Lissabon op de omgeving van Oriente station. | 8.0 | P.J.M. van Steen | 31/03/2011 |
| 1476238 | Verslepende gevolg(d)en. Een studie naar de bruikbaarheid van kadastrale gegevens in bedrijfsverplaatsingsonderzoek. | 7.5 | P.J.M. van Steen | 31/03/2011 |
| 1656171 | Wat zijn de kritische succesfactoren voor het Science Park Amsterdam om duurzaam te kunnen groeien? | 5.5 | J.H.J. van Dinteren | 28/04/2011 |
| 1484796 | Concurreren is migreren?! Of de afwezigheid van een baan aansluitend aan de studierichting voor Brabantse hbo-afgestudeerden migratie tot gevolg heeft. | 7.0 | V.A. Venhorst | 29/04/2011 |
| 1605968 | Miljonairs, woonlocaties en natuur. Een verkenning van onze toekomstige groene woonwensen. | 9.0 | F.J. Sijtsma | 31/05/2011 |
| 1348574 | Een alternatieve besteding van de Zuiderzeelijngelden. Het maximaliseren van de economische effecten van het Regiospecifiek Pakket Zuiderzeelijn. | 7.0 | J. van Dijk | 31/05/2011 |
| 1619233 | Preventief bewegen in de regio Emmen. | 7.0 | P.J.M. van Steen | 31/05/2011 |
| 1565966 | Voorzieningenapparaten in Noord-Nederlandse gemeente; een voorspelling van het aantal voorzieningen op basis van demografie | 6.0 | A.E. Brouwer | 31/08/2011 |
| 1478397 | Het gebruik van zonne-energie op bedrijventerreinen in Groningen; een illusie of de toekomst? | 7.5 | A.E. Brouwer | 31/08/2011 |
| 1493965 | Maatschappelijk verantwoord ondernemn bij een ruimtelijk-ecologisch adviesbureau; op zoek naar focus, resultaat en draagvlak | 7.5 | F.J. Sijtsma | 31/08/2011 |
| 1480766 | Een nieuwe vaarroute Lemmer-Tjeukemeer; analyse van de kosten en baten van de heropening van de Lemsterrien | 8.0 | F.J. Sijtsma | 31/08/2011 |
| 1614983 | Een toekomstige regionale indeling van Noord-Nederland | 7.5 | J. van Dijk | 31/08/2011 |
| 1628291 | A future for the past: the economic value of historic preservation | 7.5 | P.J.M. van Steen | 31/08/2011 |
| 1396706 | Foreign office-based firm location dynamics in Budapest | 7.5 | P.J.M. van Steen | 31/08/2011 |
| 1562797 | Market strategies for a multinational enterprise; a Duch marine construction company operating in the Russian oil and gas industry | 6.5 | P.J.M. van Steen | 31/08/2011 |
| 1454013 | The effects of investment promotion agencies to attract and preserve multinationals to their country | 8.0 | P.J.M. van Steen | 31/08/2011 |
| 1833332 | Een militaire basis, versterking voor de regio? | 7.5 | S. Koster | 31/08/2011 |
| 1842439 | Een militaire basis, versterking voor de regio? | 7.5 | S. Koster | 31/08/2011 |
| 1500376 | De internationale student: effect en opbrengst | 8.0 | V.A. Venhorst | 31/08/2011 |
| 1481975 | Start van wielerrondes als instrument van ciy marketing | 7.0 | W.J. Meester | 31/08/2011 |

| | | | | |
|---|---|---|---|---|
| 1452444 | Grensoverschrijdende bedrijfsverplaatsing en de rol van de grens in de Achterhoek | 7.0 | W.J. Meester | 31/08/2011 |
| 1541064 | Citybrandingsbeleid in Nederland; een kwalitatieve beleidsanalyse aan de hand van drie case study voorbeelden | 8.0 | W.J. Meester | 31/08/2011 |
| 1528912 | The changing spatial economic structure of the state of Michigan, through 1970-2008. | 7.5 | P.J.M. van Steen | 31/10/2011 |
| 1620053 | Het belang van economische kernzones voor Noord-Nederland met betrekking tot bedrijvendynamiek. | 7.5 | S. Koster | 31/10/2011 |
| 1397001 | Citymarketing door vestingsteden in Nederland. | 6.0 | W.J. Meester | 31/10/2011 |
| 1624466 | De economische betekenis en gevoeligheid van de Noord-Nederlandse transportsector. Onderzoek naar kenmerken van transportbedrijven in Noord-Nederland en de afhankelijkheid van externe factoren. | 6.5 | W.J. Meester | 23/12/2011 |
| 1560085 | Korean tidal flats: unique places where nature meets economy. A comparative study in the use, approach and management of tidal flats between the Netherlands and Korea. | 8.0 | J. van Dijk | 31/01/2012 |
| 1532774 | Portugal as an entry point for foreign firms on the European market. | 7.0 | P.J.M. van Steen | 31/01/2012 |
| 1576925 | Regionaal beleid in Noord-Nederland. Aanknopingspunten voor de periode 2014-2020 bezien vanuit een nieuwe Europese invalshoek voor regionaal beleid. | 6.0 | A.J.E. Edzes | 30/03/2012 |
| 1550292 | Duurzame Bedrijventerreinen'. Een analyse van kansen en (on)mogelijkheden. | 8.0 | P.H. Pellenbarg | 27/04/2012 |
| 1677284 | Problemen in Nederland, oplossingen in Duitsland? Een vergelijkend onderzoek naar de omgang van betrokken actoren met de problematiek van bedrijventerreinen in Nederland en Duitsland. | 7.5 | P.H. Pellenbarg | 29/06/2012 |
| 1479830 | Harlinger Horizon. Onderzoek naar de randvoorwaarden voor ruimtelijke kwaliteit in het Waterfront van Harlingen. | 7.0 | P.J.M. van Steen | 31/07/2012 |
| 1687948 | Local spatial-economic impacts of sustainable urban regeneration. A case study about the Cheonggyecheon Restoration Project. | 8.0 | P.J.M. van Steen | 31/07/2012 |
| 1923668 | Tijdelijke bedrijfsgebouwen op bedrijventerreinen. | 6.0 | A.E. Brouwer | 31/08/2012 |
| 1774107 | Where did the future go? Unemploymet of higher educated in Lisbon. | 7.5 | P.J.M. van Steen | 31/08/2012 |
| 1776487 | (Return-) migration to Castelo Branco: Options for economic growth through small-scale agriculture. | 7.5 | P.J.M. van Steen | 31/08/2012 |
| 1699725 | Het kerkgebouw als bedrijfspand. | 7.0 | S. Koster | 31/08/2012 |
| 1462032 | Brain Drain: push of pull? Onderzoek naar het belang van een op de studie aansluitende arbeidsmarkt voor pas-afgestudeerde hogeropgeleiden. | 9.0 | V.A. Venhorst | 31/08/2012 |
| 1663143 | The economic impact of the University of Zaragoza | 7.0 | P.J.M. van Steen | 31/10/2012 |
| 1465821 | Captive offshoring en industriële bedrijven in Noord-Nederland. | 6.0 | P.H. Pellenbarg | 30/11/2012 |
| 1546201 | Havelte: Een casestudie naar Economische en Neveneffecten van een militaire basis. | 7.0 | S. Koster | 31/01/2013 |
| 1554131 | Stimuleren van innovatie. Een evaluatie van het Innovatief Actieprogramma Groningen 1 en 2. | 8.0 | P.J.M. van Steen | 28/02/2013 |
| 1800906 | Bedrijven en waterveiligheid | 7.0 | P.H. Pellenbarg | 29/04/2013 |
| 1482858 | Luchthavens in de regio: een goede bestemming voor bedrijven | 7.0 | P.H. Pellenbarg | 29/04/2013 |

# Critical reflection Master's degree programme in Environmental and Infrastructure Planning (EIP)

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# 1 Standard I: Intended learning outcomes

*Standard 1*

*The intended learning outcomes of the degree programme have been mad concrete with regard to content, level and orientation; they meet international requirements*

## 1.1 Programme objective and profile

The Master's degree programme in Environmental and Infrastructure Planning (EIP), established in 2002, aims to deliver university graduates with the knowledge and skills to design policy solutions and land-use management strategies for issues in the field of environment (e.g. climate change), water (e.g. flooding) and infrastructure (e.g. mobility growth). The programme emphasizes the integration of these fields, as well as internationally comparative learning. Central to the programme is an ability to identify, review and suggest useful strategies from a variety of places by comparing cities, regions and countries worldwide.

The programme has been set up to accommodate internationally acknowledged driving forces in the fields of environment, infrastructure, water and spatial planning in general. These driving forces include (e.g. Frank, 2006; Verhage, 2010; Klosterman, 2011; Teitz, 2011; Vigar, 2012; Fischler, 2012; Balassiano, 2011; Schoenwandt et al., 2012):

- Global pressures including urbanization and the potential impacts of climate change. Worldwide, there is a recognized need (for future planners) to develop spatial strategies and measures to cope with the overall impacts of these pressures.
- The increasing need to maintain and create sustainable and resilient regions and cities. Capacities in planning practice to establish appropriate governance arrangements can be seen as a useful response to a society that is in a perpetual state of flux.
- Increasingly pertinent international exposure and scope in the field of spatial planning. The profile of professional planners has changed through on-going processes such as globalization and European integration. In addition, planner activities increasingly occur in international academic settings and in comparative and cross-boundary planning practice.
- Demand for professionals with theoretically grounded skills to address complex problems in planning practice. Planners require sensitivities to diversity and the skills to argue policy dilemmas, politically contentious situations or planning issues with conflicting interests.
- Intensifying significance of context and place: planners face an increasing need to acknowledge contextual factors (both physical and institutional) for developing policies. The growing importance of context also implies that policy initiatives should be tailor-made (i.e. area-oriented, place-based) and follow thoughtful processes of institutional design.

The EIP Master's degree programme anticipates these developments in society and planning theory by offering a programme built around four main objectives: institutional design, comparative learning, linking theory and practice, and place-based understanding.

### *1.1.1 Innovation trajectory*

The last educational assessment of the programme took place in 2008 (QANU, 2008). The accreditation committee then made evaluative remarks with regard to learning objectives and the teaching environment. For learning objectives, the main suggestions were to establish further alignment with AESOP educational frameworks, to reflect international objectives more strongly and to focus more prominently on the role of research in the programme overall. The committee was positive about many aspects of the programme, specifically the stated linkages to planning practice. For the teaching environment, some key points included the need for further contact with practice, attention to students' workload, and some tentative suggestions on using tutor groups. The assessment pointed to the need to strengthen the role of Faculty research themes, conceptual models and methodology in Master's thesis work.

An innovation trajectory for the programme was initiated in 2009 and followed up in 2010 and 2011. Initial innovations emerged directly from suggestions made by the QANU. These innovations have included:

- A much stronger programme profile for the EIP. This profile specifically highlights learning objectives about developing a comparative view and about making strategies for issues on water, environment and infrastructure development.
- A stronger focus on methodology. This focus would involve setting up a new methodology course unit for planning methods ('Planning Methods and Evaluation'), but also a more structured organization of students' Master's thesis work. Master's thesis research would now involve separate meetings on issues of methodology.
- Profiling of staff research themes for Master's thesis work. Staff research is now presented as an agenda for students to define their own thesis proposals. Several supervision groups have been set up around these themes to allow for group-based reflection and supervision.
- Renewal of existing courses (such as 'Environmental Planning' and 'Infrastructure Planning') in line with renewed objectives and to make them both inherently international and conceptually strong.
- Strengthening the 'Interactive Workshop' course as a platform for community building and writing. - Setting up a series of course units, mostly taught by planning practitioners, to teach students about experiences in building institutions and making satisfactory policy design for policy practice.

## 1.2 Frames of reference and benchmarking

The intended learning outcomes are in line with general requirements in the international professional planning field and the academic planning discipline. These requirements are reflected in the following frameworks:

- AESOP. The Department of Spatial Planning and Environment is a full member of the Association of the European Schools of Planning (AESOP). In the past, the main international reference framework was the 1995 AESOP statement on planning education. Since then, AESOP has established a clearer definition of the qualities required of planning schools. The report 'Quality issues in a changing European higher education' presents a draft checklist of these qualities (Verhage, 2010; p. 64). The checklist serves as a guide for intended learning outcomes and the organization of the EIP Master's degree programme (see Appendix 5.2).
- ACSP and JPER. For further international benchmarking, the Department uses, among other things, the standards for planning schools of the Association of Collegiate Schools of Planning (USA and Canada) and leading research work from the Journal of Planning Education and Research (JPER, see references under 'Programme objective and profile').

- VSNU. The intended learning outcomes for the EIP programme are also underpinned by the frames of reference set up by the 'Disciplineoverleg sociale geografie en planologie' (Discipline Platform for Human Geography and Spatial Planning, VSNU 2012).

Benchmarking and valorization have also played a pivotal role through collaboration with the Ministry of Infrastructure and Environment ('Sustainable Roads' programme). Research agendas and policies at the Ministry have served, and continue to serve, as input to the 'Dilemmas in Infrastructure' course unit. Staff members from the Ministry and researchers funded by the Sustainable Roads programme are involved in teaching and thesis supervision.

Another key set of references are the Double Degree Master's arrangements employed by the programme. There are three arrangements: two with the Institut Teknologi Bandung (Indonesia), and one with the Carl von Ossietzky Universität, Oldenburg (Germany). These arrangements imply that two one-year Master's degree programmes are attuned and are based on a common understanding of developments in the field. They are based on both educational and research cooperation (including NWO and KNAW-based research projects). The frames of reference are as follows:

- Double Degree (DD) Master's Degree Programme in Development Planning and Infrastructure Management (with School of Architecture, Planning and Policy Development; Institut Teknologi Bandung). This programme was established in 2003, mainly to ensure international exposure and comparative learning for planning students and policy practitioners in the field of development and infrastructure management. A Memorandum of Understanding (MOU) for this arrangement was established between both universities and the Indonesian Ministry of Planning in 2003. An updated MOU was signed in 2012.
- Double Degree Master's Degree Programme in Transportation Planning and Management (with School of Architecture, Planning and Policy Development; Institut Teknologi Bandung). This programme extends the initial programme on development planning into the field of transportation planning. There is an agreement from 2010 and an MOU from 2012.
- Master's degree programme in Water and Coastal Management (cooperation with the University of Oldenburg). The framework for this programme has been established to combine a focus on sustainability research (an emphasis on environment, ecology and sustainable management) with one on planning and policymaking (EIP Master's degree programme), for a shared coastal zone (northern Netherlands – northern Germany). The complete two-year programme is accredited by ASIIN Germany.

International benchmarking suggests that the EIP Master's degree programme stands out in three specific ways when compared with other planning education programmes in Europe. First, it offers a completely English-taught programme, giving students the option to write their assignment work and Master's thesis work in English, which is not the standard worldwide. Second, the programme emphasizes three focal areas (environment, infrastructure and water). With only a few exceptions (typically in the UK and Scandinavian countries), other European planning programmes tend to focus more on general urban and regional planning issues. The EIP Master's degree programme also follows a comprehensive spatial planning tradition (with its emphasis on public investment and establishing integrated spatial strategies). In this sense it differs substantively from programmes offering planning education on architecture and urban design (as many programmes in central and southern Europe do), land-use management (typical of Britain and the US), or with a focus on regional economics (as in France or various programmes in Germany) or civil engineering (a more technical approach to planning found worldwide).

## 1.3 Intended learning outcomes

The main driving forces listed in Section 1.2 are translated into concrete learning outcomes for the EIP Master's degree programme. The overall, domain-specific learning outcomes include*:*

- Students will be able to contribute to society through their ability to design policy solutions for spatial issues in the field of environment, water and infrastructure. EIP highlights the institutional design of policies and processes, or policy solutions, for example through the 'Institutional and Policy Design' course units (IPD course units). The focus on institutional design implies that students design institutions – regulations, procedures and routines – with the aim of performing typical planning tasks such as organizing and implementing plans or projects, or establishing strategies to influence behaviour. For students entering from the preceding Bachelor's degree programme in Environmental and Infrastructure Planning ('Technische Planologie' in Dutch), the emphasis on institutional design marks a shift away from matters of physical design during their Bachelor's period, thus making EIP an independent Master's degree programme.
- International comparative learning. This learning outcome implies that students develop the ability to identify and convincingly suggest useful strategies from various places internationally as the basis for institutional design. The practice of comparing cities, regions and countries is a central element in defining course units such as 'Comparative Research and Planning Practice'. An additional consideration is that students understand global drivers behind planning problems, including environmental pressures. Within the programme, comparative learning implies that students understand international diversity, assess the possibilities for learning from international planning practice work and conduct comparative inquiry into environmental, infrastructure and water issues.
- Creating associations between theory and practice. The idea behind this outcome is that student excellence will result from their ability to link generic and specific insights. The programme therefore offers theoretical course units through both overview lectures ('Planning Theory') and interactive arrangements ('Interactive Workshop'), thereby establishing theoretically grounded skills to address complex problems in planning practice issues during other course work. The balance between theory and practice is inherent in the programme as all course units are underpinned by both theoretical concepts and practical application. The 'Transitions in Water Management' course unit, for example, combines the theoretical notion of transitions with identifying current changes in water management and discussing dilemmas in the attempts to manage these water transitions.
- Students will be contextually sensitive in their actions. The programme emphasizes planning and policymaking as processes of place-dependent choices. The international focus of the programme adds to the importance of designing context-sensitive spatial interventions. This implies student sensitivity to the physical, institutional, geographical and societal context. The programme provides students with different insights to deal with complex environments, including in the course units on water, environment and infrastructure.
- To achieve the four main learning outcomes of the EIP Master's degree programme, students receive training in research skills and competences by conducting and presenting research and by writing academic papers. After completing the programme, students will have developed an academic and professional attitude appropriate to working effectively in relevant social and academic positions (see general academic learning outcomes).

A full description of the learning outcomes of the EIP Master's degree programme is presented in Appendix 1. The learning outcomes are categorized following the 'Dublin' descriptors. Appendix 2 classifies the programme's intended learning outcomes into domain-specific and general academic learning outcomes.

# 2 Standard II: Teaching-learning environment

*Standard 2*

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

## 2.1 Content of programme

### *2.1.1 Curriculum*

The EIP Master's degree programme is a one-year programme of 60 ECTS points. It consists of three thematic course units, two theoretical course units, a principal course unit on comparative research, and more applied course units on policy design and optional course units. Figure 2 gives the structure of the programme, and shows that EIP is linked to the Dutch Master's degree programme in 'Sociale Planologie' ('Socio-Spatial Planning' in English). Interfaces are in place, specifically through the 'Planning theory' course unit, but also through the 'Institutional and Policy Design', or IPD, course units.

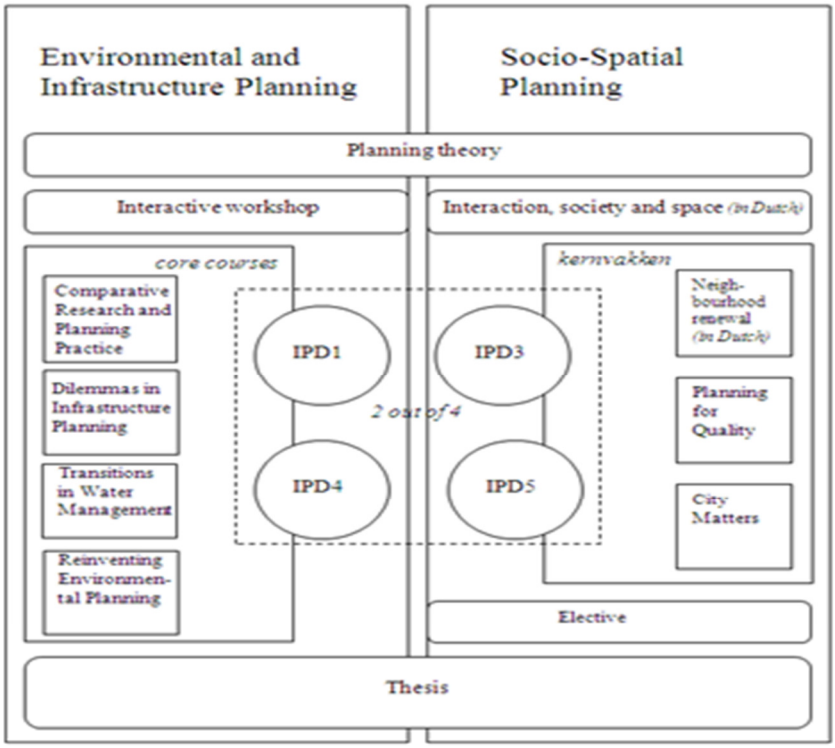


Figure 1 Structure of the programme (please note: situation for 2012-2013)

A major change in the 2012-2013 programme from that of 2011-2012 is the introduction of a second admission opportunity for students in February. As a consequence, key courses are concentrated in blocks 1a and 1b, and the Master's research project is carried out in blocks 1b and 2b. The programme structure in the first and second part of the academic year is the same. With this restructuring, the programme fulfils the legal requirement to add a realistic second admission opportunity for students.

Table 1 shows a more detailed overview of the study programme. The field of EIP is introduced in its international setting during the opening course unit entitled 'Dilemmas in infrastructure planning', and through the 'EIP interactive workshop' and 'Planning theory' course units. These educational activities together provide the student with a comprehensive overview of EIP in its academic context. The 'Interactive Workshop' also serves as a meeting and exchange platform for all participants. In addition, these course units constitute a theoretical orientation to the field of EIP and its potential areas of research and application.

Table 1 Overview of the study programme 2012-2013

| | |
|---|---|
| Block 1a | |
| Dilemmas in Infrastructure Planning (5 ECTS credit points) | Introduction to EIP, general perspectives on infrastructure and transportation issues |
| Planning Theory (5 ECTS) | Decision-making models, planning paradigms and their history |
| EIP Interactive Workshop (5 ECTS) | Tutorial discussing influential classic texts and relevant examples on urban-rural relationships, institutional design, environmental politics, mobility, megaprojects and ecology |
| | |
| Block 1b | |
| Choice between two course units on institutional and policy design (IPD): | |
| IPD 1: Planning Methods and Evaluation (5 ECTS) | Insight and application of planning methods at different stages of policymaking, including problem structuring, policy design, evaluation and implementation |
| IPD 3: *Programmamanagement in theorie en praktijk* (5 ECTS, in Dutch) | Planning and programme management for Dutch cities, project management |
| Other optional course unit | Other optional course units may be selected, such as GIS, social impact assessment, or spatial economics. |
| Master's thesis (10 ECTS) | Establishing a relevant angle of research, in relation to ongoing research, completing a research proposal and methodology |
| | |
| Block 2a | |
| Comparative Research and Planning Practice (5 ECTS) | International planning practice work, case studies, policy comparison and transfer |
| Transitions in Water Management (5 ECTS) | Transitions and strategies in various aspects of water and coastal management, and implementation strategies (including resilience) in planning practice |
| Reinventing Environmental Planning (5 ECTS) | Expose linkages between environmental planning (such as energy, water, nature, health, urban development) and their geographies |
| | |
| Block 2b | |
| Choice between two course units on institutional and policy design (IPD): | |
| IPD 4: Coalition Planning (5 ECTS) | Coordination, coalition building, collaboration in spatial planning |
| IPD 5: Adaptive Governance (5 ECTS) | Risk management, societal hazards (food, disease, climate, social cohesion), adaptive policy-making |
| Other optional course unit | Other optional course units may be selected, including infrastructure, economy and space or population policies |
| | |
| Master's thesis (10 ECTS) | Completing an individual research project |

This structure focuses attention on an essential element of both the EIP and the Dutch '*Sociale planologie*' programme: their focus on the skill of establishing relevant policy designs. Students will be asked to select course units on institutional and policy design (IPD). The focus on institutional design implies that students design institutions – regulations, procedures and

routines – with the aim of performing typical planning tasks such as organizing and implementing plans or projects, or establishing strategies to influence behaviour.

Fundamental planning and design skills are embedded in all IPD course units, while also confronting students with issues of planning practice. Each substantive course unit will revisit these planning skills in a variety of ways. The four course units emphasize different institutional design aspects: planning and evaluation methods, programme management skills, adaptive governance and coalition planning. Students with a particular interest in other skills may also choose other optional course units inside or outside the faculty, such as 'Spatial Analysis' with GIS.

A series of substantive courses are again offered at the beginning of the second semester. 'Comparative Research and Planning Practice' is a fundamental course unit that offers both a methodological (comparative research) and a substantive angle (international planning practice). Further theoretical and policy insights are established in 'Reinventing Environmental Planning' and 'Transitions in Water Management'.

The Master's thesis approach consists of two steps, each of 10 ECTS (a total of 20 ECTS). During the first semester, students take the first step towards understanding frontline research in the field and establishing a relevant angle and methodology for their Master's thesis project. In step 2 the thesis provides proof that students have mastered a subject of their own choosing. The topics for a Master's thesis link to ongoing research by members of staff and to lines of investigation by international partners.

The curriculum has been developed to achieve the intended learning outcomes presented in Section 1. Appendix 4 presents a matrix clarifying the link between overall learning outcomes and the EIP course units. The matrix demonstrates that, overall, the intended learning outcomes are fully covered by the range of course units on offer.

### *2.1.2 Teaching arrangements*

The teaching arrangements for EIP are based on three guiding principles:

- The degree programme facilitates community building among students and between staff and students. Community building has grown in importance for several reasons. First, the programme's emphasis is on international comparative learning and being contextually sensitive in spatial interventions (see Section 1). The international composition of the EIP Master's student group is used to enrich international debate, cultural learning and the exchange of knowledge and ideas. Second, community building is important because of the increasing number of students and their highly diverse backgrounds. It is a way to get to know fellow students and to feel at home at the Faculty. The programme features a system of intake interviews, an informal 'kick off' to the academic year (an excursion) and systematic monitoring of student progress. There is also an important set of additional community-building activities. In particular, structured interaction is sought with student members from the Programme Committee, also outside formal gatherings. Other activities organized by staff members and with a focus on community building include the Master's Thesis Conference (in May-June) and the 'Planning Lecture' series (*planologielezingen*, every two to three months), featuring lectures by prominent scholars, senior policymakers and politicians.



- Interactive learning is an important part of the degree programme to enhance performance in designing policy solutions. Interactive learning is also a way to facilitate community building. The number of course units that apply interactive teaching methods has increased over the past five years. Interactive teaching methods within the EIP programme are: tutorials, group assignments and joint papers; group presentations; peer review and workshops (see Table 2 and Appendix 5). Interactive learning is also the basis for the 'EIP interactive workshop'.

- The degree programme helps students to establish and enhance their own interest agendas (in assignments, presentations and thesis – essential for Double Degree students). Most course units offer students the option of choosing assignment topics that relate to their own research topic of interest. This means, for example, that students interested in transportation planning may write their 'Reinventing Environmental Planning' assignment on a transportation topic. Choices should remain within the boundaries of the expertise of planning department staff. While it is essential that students have considerable freedom to choose and to specialize in a direction relevant to their policy agenda and future employment, they should at the same time be encouraged to select a topic within staff members' research fields.

Table 2 Overview of teaching methods in the EIP Master's degree programme

| | | Lecture | Workshop | Excursion | | Individual work | Group meetings | Presentation |
|---|---|---|---|---|---|---|---|---|
| Dilemmas in infrastructure planning | Arts | x | | | | 2x | | |
| EIP: Interactive workshop | Beaumont, Parra, Rauws | | x | | | 4x | 1x | 1x |
| Planning theory | de Roo | x | | | | | | |
| Transitions in water management | vd Brink | x | x | x | | | 3x | |
| Reinventing environmental planning | Zuidema | x | x | | | | 3x | |
| Comparative research and planning practice | Woltjer | x | x | | | | 1x | |
| IPD1 Planning methods & evaluation | Niekerk | x | x | | | 1x | | 1x |
| IPD3 Programme management | Van Vliet | x | x | | | | | |
| IPD5 Adaptive governance | vd Brink | x | x | | | 1x | | 1x |
| IPD4 Coalition planning | De Jong | x | x | | | | 1x | |
| Master's thesis | Woltjer | x | | | | 1x | | 1x |

The EIP Master's degree programme covers a variety of teaching arrangements. Table 2 provides an overview of the teaching methods per course unit and clearly demonstrates the variety of methods used. Particular efforts are made to synchronize these methods, both in

terms of exposure and timing over the semester blocks. Provisions are also in place with regard to study load and the number of assignments across the course units.

### *2.1.3 Study load and contact hours*

The total number of ECTS credit points within the EIP Master's degree programme is 60, with one ECTS being the equivalent of 28 hours. The total study load is 1680 hours. Table 3 shows the number of contact hours for each teaching method, thereby illustrating the way contact hours may be distributed. The figures show the number of contact hours in which the lecturer or supervisor is physically present. The table summarizes the more detailed records provided in Appendix 5.5.

The number illustrates the relationship between interactive learning and contact-intensive teaching methods, although interactive methods are not of course applied in all course units.

Table 3 Contact hours per student in the EIP Master's degree programme 2012-2013

| Academic year | 1 |
|---|---|
| Contact hours | 6.5 per week |

Source: Education Office, Faculty of Spatial Sciences, University of Groningen

### *2.1.4 Research in education*

The EIP Master's degree programme follows a research agenda from the Department of Spatial Planning and Environment. This research agenda concentrates on the relationships between institutional innovation (improved policymaking) and spatial transformation (changing cities and regions). Most EIP lecturers EIP are directly involved in more fundamental research questions and tend to raise similar questions in their teaching:

- Clarifying notions of sustainability, quality of life (wellbeing), adaptiveness and resilience (e.g. in 'Dilemmas in Infrastructure Planning' and 'Adaptive Governance')
- Explaining spatial transformation in terms of urban and regional change (e.g. in 'Transitions in Water Management' and in 'Reinventing Environmental Planning')
- Proposing realistic strategies and policy improvement for issues relating to infrastructure, water and the environment (typical of the IPD course units)
- Conceptualizing these insights for input into the theoretical debate and the empirical understanding of international planning practice (focus in 'Planning Theory' and 'Interactive Workshop').

In addition to the attention paid to research within course units, research and education are also directly linked through the Master's thesis work. A common method in the programme involves the 'call for proposals/thesis opportunities', in which students actually participate in or contribute to larger research projects. Some examples include theses about sustainable road infrastructure (projects funded by the Ministry of Infrastructure and Environment, supervised by Dr Taede Tillema and Prof. Jos Arts), or thesis work on the governance of urban regions (World Bank and KNAW projects, supervised by Prof. Johan Woltjer), on water and adaptive governance (NWO and CSC projects, supervised by Dr. Margo van den Brink and Prof. Johan Woltjer) or on energy transitions (projects from Agentschap.nl and EU, supervised by Dr. Chris Zuidema and Prof. De Roo). The key idea is that students have their own research interest, which they then develop further within the context of these themes. Appendix 10 provides a more extensive list of recently completed thesis work.

Linkages to research have been put in place in recent years as course unit design is based directly on research notions and theoretical concepts. These theoretical concepts are typically inherent in a lecturer's own research (e.g. comparative research and policy transfer in 'Comparative Research and Planning Practice', or institutional capacity thinking in 'Water Management'). Students are therefore expected to view (and apply) planning intervention

through different theoretical notions. In addition, the analytical format of course units encourages students to develop their research skills. In the 'EIP interactive workshop', for example, students are trained in the skill of reviewing international academic literature. The academic papers that students analyse are again linked to staff and faculty research.

### *2.1.5 Study guidance*

In general, students in the programme can make use of the services of the coordinator, Faculty study advisor and the broader services for international students at the university. Students are introduced to these and other facilities separately during the introduction to the university and to the EIP Master's degree programme (early September). In addition, university support offices and partners abroad assist with student guidance.

The coordinator pursues an open-door policy for all students and is responsive to all questions. Active guidance is also offered during intake interviews and regular appointments.

### *2.1.6 International arrangements*

As may be clear from the discussion in Section 1, the teaching environment for the programme is largely international. Classes typically involve students from a range of countries, with about 20 students from the Netherlands, about 15 from other parts of Europe and about 15 from Asia. The international classroom and the double degree linkages require specific organizational arrangements. The most important arrangements for the programme are:

- A systematic method for handling international admissions. About 100 requests for international admission are received each year for the programme. All these requests are handled by the international desk and the admission committee. Typically, about 45 candidates are accepted, about 30 of whom enter the programme. The admission criteria are listed in Appendix 7.
- Attention to intercultural skills among staff. The Department's hiring and assessment policy is also focused on international affiliation and English language skills.
- Additional instruction for international students on issues of grading, examination and student-staff interaction.
- The organization of the Double Degree programmes is based on a system of dual coordinators at the Faculty of Spatial Sciences (Prof. Johan Woltjer) and partners at ITB Bandung (Dr Wilmar Salim and Dr Heru Purboyo – about 15 students each year) and Uni Oldenburg (Prof. Ingo Mose – about eight students each year). The DD arrangements also involve collaborative supervision of thesis work, alignment of programme and regulations, and graduation ceremonies.
- Administrative issues. The Faculty's international office manager (Stiny Tiggelaar) is highly experienced in issues of administration, insurance, documentation, housing, etc.
- Satisfactory collaboration and consultation with international partners in the field of scholarship provision (including Nuffic Neso, World Bank, educational partners at ministries).
- Satisfactory arrangements for shorter-stay international exchange. Each year, about eight students take advantage of exchange arrangements to do optional course units or thesis work at foreign partners. These arrangements include NEURUS and ERASMUS networks (European and American partners), as well as strategic partnership arrangements such as those with the University of Beijing (China) for academic project work.

For EIP, overall, these arrangements imply that students' educational achievements are facilitated by an accessible and stimulating teaching environment. At the same time, an international focus is maintained, in both the programme and international opportunities and the exchanges themselves.

## 2.2 Staff

### *2.2.1 Staff quality*

The Department of Spatial Planning and Environment aspires to both scholarly instruction (by academic staff) and reflection and illustration by senior planning practitioners (see Section 1). All the principal course units in the Master's degree programme are taught by academics with PhD degrees. As well as giving lectures, these scholars are actively involved in current research at faculty, university and international level, and are research fellows at the NETHUR national research school. The senior planning practitioners all hold senior positions at government agencies or consultancy firms and are currently engaged, or have previously been engaged, in academic research.

The University Teaching Qualification (UTQ; BKO in Dutch) provides proof of teaching competence for lecturers in academic education. All new lecturers at the University of Groningen are required to obtain this qualification. The programme is also open to lecturers who have been in the job for some time. The UTQ certificate is recognized by all universities in the Netherlands. Table 4 shows the staff involved in the programme as lecturers, assistant lecturers or Master's thesis supervisors. Most of the staff members either have a UTQ qualification or are currently engaged in the UTQ programme.

Table 4 Overview of staff in EIP Master's degree programme

| Name | Title/ Degree | M/F | Position | Appointment (fte); % research time | UTQ | Expertise |
|---|---|---|---|---|---|---|
| | | | | | | |
| Beaumont, J.R. | Dr | M | Assistant Professor | 1.0; 40% | Yes | Urban governance and politics<br>Urban poverty and exclusion<br>Socio-spatial (in)justice in cities<br>International critical comparative urbanism<br>Religion, politics and the post-secular city<br>Faith-based organizations |
| Brink, M.A. van den | Dr | F | Assistant Professor | 1.0; 40% | Yes | Water management, flood risk management<br>Climate adaptation<br>Resilience and adaptive capacity<br>Adaptive planning and governance<br>Institutional continuity and change<br>Discourse and framing analysis |
| Dijk, T. van | Dr | M | Associate Professor | 1.0; 40% | Yes | Local resistance and neighbourhood activism<br>Regional design Drawing boards as negotiation platform<br>linkages between land ownership and decision-making, Europe<br>discourses and stories as drivers of planning |
| Heins, G. | *Ir* | M | Lecturer | 0.5; 0% | Ex. | Housing<br>Urban renewal |
| Heinen, E. | Dr *Ir* | F | Assistant Professor | 1.0; 40% | + | Travel behaviour (mode choice, time of travel, location to travel to; stability and variability)<br>Behavioural change and planning<br>Land use (planning) and transportation<br>Bicycle planning |
| Ike, P | Prof. | M | Professor | 1.0; 0% | Ex. | Infrastructure development<br>Mineral planning |
| Niekerk, F. | Dr | F | Assistant | 0.7; 0% | Yes | Policy and evaluation instruments |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | Professor | | | Child-friendly spatial planning<br>Sustainable mobility<br>Traffic safety |
| Parra, C. | Dr | F | Assistant Professor | 1.0; 70% | + | Social-ecological systems and their governance<br>Sustainable development and social sustainability<br>Protected areas, nature reserves, heritage (nature-culture interactions)<br>Sustainable tourism and ecotourism |
| Rauws, W. | MSc | M | Lecturer | 1.0; 70% | Yes | Cohousing<br>Peri-urban areas<br>Organic growth strategies<br>Self-organization |
| Roo, G. de | Prof. | M | Professor | 1.0; 40% | Yes | Complexity in planning, Europe<br>Transitions, transition management<br>Systems approach |
| Woltjer, J. | Prof. | M | Professor | 1.0; 70% | Yes | Institutional design for regional development<br>Urban regions, metropolitan planning, Europe, Asia<br>Spatial planning, water and coastal issues<br>Evaluation |
| Zuidema, C. | Dr | M | Assistant Professor | 1.0; 50% | + | Urban environmental quality & planning<br>Urban & regional sustainability<br>Energy Landscapes and transitions<br>Decentralization<br>Complexity and adaptive governance |
| | | | | | | |
| Arts, E.J.J. M. | Dr | M | Professor | 0.0; - | Ex. | Environmental Assessment (EIA, SEA)<br>Public private partnerships for Dutch infrastructure planning<br>EU regulations in infrastructure projects |
| Tillema, T. | Dr | M | Senior researcher | 1.0; 100% | Ex. | Traffic planning and modelling<br>Transportation management, Netherlands<br>Sustainable Infrastructure |
| Jong, M. de | | F | External | 0.0; - | Ex | Project management<br>Coalition building |
| Vliet, R. van | | M | External | 0.0; - | Ex. | Programme management and city planning<br>Inner city management and planning |

UTQ: X = completed; + = engaged in UTQ programme, Ex.= exemption

Staff qualifications are summarized in Table 5 below.

Table 5 Qualifications of staff in EIP Master's degree programme

| Qualification | MA | PhD | UTQ |
|---|---|---|---|
| Percentage | 100% | 87% | 70% (excl. exemptions) |

### *2.2.2 Staff involvement*

A useful way to express staff numbers is through student-staff ratios. The student-staff ratio can be calculated using an NVAO formula (September 2012), i.e. the total number of students

divided by the number of ftes (full-time equivalents) of teaching staff involved in the EIP programme.

Table 6 shows the number of fte's per job category during the 2011-2012 academic year. Staff involvement in the teaching programme comes to a total of 2.02 fte's. This number does not include externally appointed staff (such as the senior practitioners discussed above). The total number of students was 50 for the 2011-2012 academic year, which gives a student-staff ratio of 24.8, based on academic staff alone. If externally appointed staff are included, staff involvement in the programme would be 2.29 fte's, with a corresponding student-staff ratio of 21.8.

Table 6 Staff involvement in EIP Master's degree programme 2011 – 2012.

| Category | Male | | Female | | Total | | PhD |
|---|---|---|---|---|---|---|---|
| | number | fte's | number | fte's | Number | fte's | |
| Professor | 4 | 0.15 | 0 | 0.00 | 4 | 0.15 | 100% |
| Associate professor | 2 | 0.78 | 0 | 0.00 | 2 | 0.78 | 100% |
| Assistant professor | 7 | 0.47 | 3 | 0.43 | 10 | 0.90 | 90% |
| PhD researcher | 1 | 0.02 | 0 | 0.00 | 1 | 0.02 | 0% |
| Lecturer | 2 | 0.05 | 0 | 0.00 | 2 | 0.05 | 50% |
| Researcher | 1 | 0.08 | 2 | 0.06 | 3 | 0.13 | 0% |
| | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0% |
| Total | 17 | 1.54 | 5 | 0.49 | 22 | 2.02 | 87% |

Source: Education Office, workload model

Table 7 Student-staff ratio

| | |
|---|---|
| Ratio | 21.8 |

## 2.3 Students

### *2.3.1 Enrolments*

The one-year Master's degree curriculum starts in either September or February. According to VNSU figures, student intake varied from 31 in 2008-2009 to 50 in 2011-2012 (see Table 8). The intake of students with an international academic background varied between 11 and 20 students in the period 2005-2011.

Table 8 Enrolments in EIP Master's degree programme according to VSNU data

| Year | Enrolments (absolute) | Preliminary education (absolute) | | | | Enrolment by gender | |
|---|---|---|---|---|---|---|---|
| | | Groningen | other Dutch universities | HBO | outside higher education | male | female |
| 04-05 | 39 | 19 | 0 | 0 | 20 | 26(67%) | 13 (33%) |
| 05-06 | 32 | 11 | 1 | 0 | 20 | 25 (78%) | 07 (22%) |
| 06-07 | 40 | 24 | 0 | 0 | 16 | 29 (73%) | 11 (27%) |
| 07-08 | 41 | 24 | 0 | 0 | 17 | 28 (68%) | 13 (32%) |
| 08-09 | 31 | 20 | 0 | 0 | 11 | 24 (77%) | 07 (23%) |
| 09-10 | 36 | 18 | 1 | 0 | 17 | 24 (67%) | 12 (33%) |
| 10-11 | 43 | 23 | 0 | 0 | 20 | 30 (70%) | 13 (30%) |
| 11-12 | 50 | 20 | 2 | 1 | 27 | 37 (74%) | 13 (26%) |

Source: VSNU (Association of Dutch Universities), 1cHO file, Tables M 1.1 and M 4.1

While admission numbers may vary according to differences in admission, actual enrolment (payment of tuition fee), arrangements for provisional admission (until 2012), international conditional admission and time of measurement, it is clear that the EIP Master's degree programme has shown a gradual rise in student numbers (from about 35 to more than 50), with a consistent group 'from outside' (i.e. international students – about 20 each year).

The programme is open to applicants from universities of applied sciences (HBO). Applicants with a relevant Bachelor of Applied Sciences degree can apply to the admission committee, and fulfil additional requirements to enter the programme. The Faculty offers these students a bridging programme within the Bachelor's degree programme of '*Technische Planologie*'. This special year consists of a tailor-made study programme of 60 ECTS. Successful completion of the bridging programme will grant students entry to the degree programme.

The Faculty has a special arrangement with the School of Architecture, Built Environment & Civil Engineering, Hanze University of Applied Sciences Groningen. Students from the Bachelor of '*Bouwkunde en Civiele Techniek*' at the Hanze University Groningen can follow a Transition Minor (30 ECTS) and optional course units within the theme 'Research methods and techniques' (15 ECTS) at the Faculty of Spatial Sciences. Successful completion of the Bachelor of Applied Sciences, the Transition Minor and the optional course units will grant students admission to the degree programme.

### *2.3.2 Pass rates*

Pass rates for EIP students have fluctuated from 56% to 72% after one year (Table 9). Completion after two years ranges from 75% to 96%. The number of students leaving the programme early is very low.

Table 9 Progress of Master's cohort, EIP pass rates (excluding later enrolments)

| Year | 1 October cohort (absolute) | % of total cohort | Graduated after (%): | | | | Graduated at institution after (%): | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1 year | 2 years | 3 years | 4 years | 1 year | 2 years | 3 years | 4 years |
| 05-06 | 25 | 78 | 68 | 80 | 84 | 88 | 68 | 80 | 84 | 88 |
| 06-07 | 25 | 63 | 68 | 76 | 80 | 80 | 68 | 76 | 80 | 80 |
| 07-08 | 28 | 68 | 68 | 86 | 89 | 89 | 68 | 86 | 89 | 89 |
| 08-09 | 20 | 65 | 65 | 75 | 75 | 75 | 65 | 75 | 75 | 75 |
| 09-10 | 25 | 69 | 72 | 96 | 96 | | 72 | 100 | 100 | |
| 10-11 | 27 | 63 | 56 | 85 | | | 56 | 89 | | |
| 11-12 | 42 | 84 | 67 | | | | 67 | | | |

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 2.1

Overall, the pass rates are very satisfactory. A variety of factors are relevant for understanding pass rates for the EIP Master's degree programme. Table 10 shows that students from abroad finish their Master's programme much sooner than Dutch students. The average length of study for foreign students is just above one year. These numbers confirm that it is feasible to finish the programme within one year. Dutch students, on the other hand, are enrolled for a much longer period. This is partly due to changes in regulations. For example, the lower rate in 2010-2011 is probably explained by the introduction of a penalty for exceeding the study period (*langstudeerboete*) a year later.

Lower pass rates for Dutch students have been the impetus for a detailed analysis in July 2009 of delay factors for this particular group. An in-depth review was conducted among students and staff to identify underlying factors behind delayed graduation. It emerged that a major cause of delay in Dutch student enrolments has been that many students accepted a substantial job (often full-time) prior to finalizing their Master's thesis work, thereby postponing completion. In addition, particularly former students from universities of applied sciences (*schakelaars*) had part-time jobs to support their living costs. As a consequence, a series of measures has been put in place to improve pass rates, including a monitoring system for thesis progress, and establishing the Master's thesis as a separate course unit with regular meetings, due dates and a thesis symposium.

Table 10 Number of Master's degree certificates per year and the average duration of the EIP Master's degree programme in months, broken down into Dutch students and students from abroad

| Year | Dutch students | | Students from abroad | |
|---|---|---|---|---|
| Year | Master's degrees (Dutch students) | Average length of study *) | Master's degrees (students from abroad) | Average length of study *) |
| 05-06 | 13 | 15 | 24 | 15 |
| 06-07 | 12 | 14 | 18 | 13 |
| 07-08 | 14 | 13 | 17 | 13 |
| 08-09 | 20 | 16 | 9 | 12 |
| 09-10 | 21 | 16 | 14 | 12 |
| 10-11 | 18 | 24 | 16 | 13 |
| 11-12 | 18 | 22 | 29 | 13 |

Source: VNSU, 1cHO file, M 3.1 *) in months

### *2.3.3 Student evaluations*

The teaching-learning environment for EIP Master's students includes a regular focus on evaluation. Students may evaluate every course unit by completing an evaluation form, and frequently do so. Also, lecturers are individually held accountable for following up evaluation results.

In addition, evaluation results are discussed after each semester with student and staff members from the EIP Programme Committee (*opleidingscommissie*). The Committee then identifies ways to improve course units, and staff and coordinators discuss arrangements for the following year.

Evaluation results from last year are given in Appendix 8. They show relatively high levels of student satisfaction with all aspects (organization, coherence, level, relevance). Some course units display very high levels of satisfaction (e.g. 'Comparative Research and Planning Practice' and 'Reinventing Environmental Planning'). Others (e.g. 'Planning Methods and Evaluation') still need further improvement in terms of organizational arrangements.

# 3 Standard III: Assessment and achieved learning outcomes

*Standard 3*

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

## 3.1 Assessment

### *3.1.1 Principles of assessment*

As with other Faculty programmes, all course units in the EIP Master's degree programme entail assessment, examination and grading. Overall, the assessment of student progress is systematic and is structurally embedded in registration and monitoring work at the Faculty's student support desk. Assessment practices are also consistent with the Student Assessment Plan (*Facultaire nota 'Toetsbeleid'*, 2012).

Another Faculty-wide arrangement is the Board of Examiners, which monitors the quality of assessment and evaluation for all programmes (including the EIP Master's). The key principle is that lecturers should employ reasoned and appropriate assessment modes in keeping with the learning outcomes of the programme, the position of the course unit within the programme and the learning objectives of the course unit itself. This argumentation is a fixed part of the course unit description drawn up for each course unit within the programme. The attainment and testing of the learning objectives of a course unit and the learning outcomes of the programme are inherent in the type of assessment and its validity. However, the attainment of learning objectives is just as dependent on student study behaviour, which is why the monitoring and encouragement of active study behaviour is also an integral part of the vision of assessment within the programme.

### *3.1.2 Assessment procedures*

As with other Faculty course units, including those in the EIP Master's degree programme, students are notified at the start of the course unit about the type of assessment and the assessment criteria. The quality of the assessment instrument is assessed in advance through peer review of the instrument by another member of staff. The person responsible for peer review is explicitly stated in the instrument description. Assessment is also part of the course unit and degree programme evaluations that are conducted retrospectively. In the course unit evaluations, students can indicate the extent to which the assessment ties in with the learning objectives of a course unit.

Arrangements for assessment are such that the mark must be made known to students within 10 working days of sitting an exam. The final mark for a course unit must be established within 10 working days of the end of the teaching period. A single resit is scheduled for exams. For other assessment formats, the lecturer announces at the beginning of the course unit whether and which remedial options will be offered.

As explained above, all assessment results and student evaluations are discussed by the Programme Committee. This involves the programme coordinator and the Director of Undergraduate and Postgraduate Studies looking at all results and evaluations. If these are disappointing, the Director of Undergraduate and Postgraduate Studies contacts the lecturer in

question and a plan is drawn up to find a solution. Evaluations are public and are made available to students via the electronic learning environment. For the EIP programme, new arrangements mean that international students are also part (e.g. through membership) of the assessment system through the Programme Committee. Efforts are made to ensure that student members are representative of the EIP Master's student population as a whole – in other words, including both Dutch and non-Dutch members.

### *3.1.3 Assessment modes*

The assessment instruments in the EIP Master's degree programme are in line with the learning objectives of the programme and the individual course units. A key principle is that the programme should offer a range of different instruments to test both knowledge and skills.

Table 10 Overview of assessment instruments in the EIP Master's degree programme

| | | Individual work | Group meetings | Presentation | | Written exam, open questions | Written exam, multiple choice | Individual assignment | Group work | Peer review |
|---|---|---|---|---|---|---|---|---|---|---|
| Dilemmas in infrastructure planning | Arts | 2x | | | | 80% | | 20% | | |
| EIP: Interactive workshop | Beaumont, Parra, Rauws | 4x | 1x | 1x | | | | 4x10% | 30% | |
| Planning theory | de Roo | | | | | | 100% | | | |
| Transitions in water management | vd Brink | | 3x | | | 70% | | | 21% | 9% |
| Reinventing environmental planning | Zuidema | | 3x | | | 70% | | | 21% | 9% |
| Comparative research and planning practice | Woltjer | | 1x | | | 60% | | | 40% | |
| IPD1 Planning methods & evaluation | Niekerk | 1x | | 1x | | | | 100% | | |
| IPD3 Programme management | Van Vliet | | | | | 100% | | | | |
| IPD4 Coalition planning | De Jong | 1x | | | | 60% | | 40% | | |
| IPD5 Adaptive governance | Vd Brink | 1x | | | | 60% | | 40% | | |
| Master's thesis | Woltjer | 1x | | 1x | | | | 100% | | |

Table 3.1 shows that most course units apply two or more assessment instruments. This variety guarantees a balanced assessment of knowledge and skills such as academic writing, presentation and debating.

### *3.1.4 Thesis assessment*

The assessment of thesis work has received close attention in the programme. The Master's thesis involves an individual research project on issues relevant to environmental, infrastructure and water planning. The aim of the project is to gain practical and comprehensive experience in conducting scientific research (see also Text box).

A structured system of guidance and assessment is in place. Since the 2011-2012 academic year, student guidance during their Master's thesis process (20 ECTS) has been intensified and strengthened. Thesis writing is now a regular course unit with specific sessions, deadlines and evaluation criteria. As with other courses, the Master's thesis research project operates its own on-line teaching site (Blackboard, Nestor) and offers separate course information and a course manual. Students are involved through regular sessions and are updated through Nestor on meetings and joint activities. They also provide peer review and upload their thesis documents for inspection.

**Text box Additional learning objectives for EIP Master's thesis**

Additional objectives are for students to:
- establish a relevant angle of research, in relation to on-going research at the Faculty
- select and describe relevant theoretical insight and develop a resulting theoretical framework for analysis
- design a research strategy and establish, implement and legitimize an appropriate data collection method
- establish and manage independently a research proposal and appropriate approach
- deal intelligently with complications and unexpected developments during the thesis process
- identify possible answers to research questions from data and findings, in the light of the theories employed
- provide reflection on methods and theories used, and findings generated;
- write accessibly and clearly.

Evaluation and grading of the Master's thesis is carried out by the supervisor together with a second supervisor (either from the Faculty or from double degree staff), and is based on a standardized form. The opinion of a possible host organization (i.e. cooperating university department or policy institute) may also be taken into account.

Each Master's year ends with a thesis conference, where all thesis students present their work. It is a collective end to an intensive year. The thesis conference is meant to reinforce community-building, as well as to stimulate commitment and inter-student consideration. A peer review of presentations is the basis for awarding a 'best presentation award'.

## 3.2 Evaluation and student acknowledgement

### *3.2.1 Student evaluations*

Results from internal and external evaluations are very positive for the EIP Master's degree programme. A curriculum evaluation for the 2011-2012 academic year, for example, shows that student respondents rated the programme a 7.8 on average; last year, it was 7.7 (see Appendix 8). Feedback from the Programme Committee over recent years has also been very positive. In addition, an evaluation by the International Graduate Insight Group (i-graduate) shows very high scores for the University as a whole on learning spaces, the online and physical library, virtual learning, topic selection and course unit organization. For these items, the University of Groningen ranks number one in the Netherlands. The University, as well as the EIP Master's degree programme, received lower evaluation scores on aspects of labour market preparation. While the University scored relatively low on multicultural learning, the Faculty of Spatial Sciences scored much higher on this aspect than other faculties. Multicultural learning is important for international comparative learning, one of the main learning outcomes of the EIP Master's programme.

Other positive indicators from student evaluations are that core teachers in the programme (Prof. Gert de Roo, Dr Terry van Dijk, Prof. Johan Woltjer) have each been elected individually in recent years as 'Teacher of the Year' for the Faculty as a whole.

Yet another key evaluation indicator is that the programme has been acknowledged by important partners (including universities in Oldenburg, Bandung, Beijing). Most notably, key scholarship agencies (Erasmus Mundus programmes, CSC, World Bank) have acknowledged the Master's degree programme and key scholarship providers in Indonesia have selected it as their programme of choice for more than 10 years.

### *3.2.2 Student performance*

Student performance overall has been very good. The Master's thesis exit information and alumni contacts suggest that EIP graduates have been very successful in finding employment quickly. During the period until 2011, many students received job offers even before graduation. Typical jobs taken up by alumni are with consultancy firms (e.g. policy advisor at Royal Haskoning), national government (e.g. project manager at Indonesian Ministry of Planning, Director-General at the National Agency for Public Works), regional government agencies (e.g. inspection agent at State of Niedersachsen, strategic advisor at Hunze en Aas Water Board), city government (e.g. environmental planner with the city of Delft), research (e.g. research associate at World Bank), and development and investment companies (e.g. investment manager at BAM). The job market is currently much more challenging than in the past.

Student performance is also expressed through other performance indicators. For example:

- some Master's students from the programme have been awarded prestigious prizes to conduct PhD research. They include Britta Restemeyer (NWO), Delik Hudalah (KNAW), Gabriela Cuadrado (UNSW) and Rifki Furqan (DAAD).
- Master's students from the programme have achieved other successes within the University, with Lusi Hasfiati winning the Groningen University Fund award for the best student in the Faculty in 2011.

# 4 Analysis and continuous improvement

As pointed out in Part 1, a series of improvements have been made to the EIP programme following the educational assessment in 2008 (QANU, 2008). Efforts to continuously renew the programme in recent years have focused on formulating a distinct, internationally relevant profile, and clarifying the focus on policy and institutional design. These efforts have resulted in an improved programme, particularly in 2010 and 2011. In addition, staff research now occupies a more prominent position in the educational programme.

Part 4 outlines the main improvements that are currently under discussion. It is not a comprehensive survey of each and every strength and weakness in the programme, as many of these have already been discussed in Parts 1 to 3.

## 4.1 Intended learning outcomes

Key substantive challenges for the future regarding EIP learning outcomes include balancing theory and practice and the position of methodological instruction, as explained below.

*Balancing theory and practice*

In terms of teaching modalities, AESOP emphasizes the need at Master's level for a stronger emphasis on exposing students to real-life planning problems than at Bachelor's level (Verhage, 2010, p. 64). The EIP programme contains a mixture of theoretical and practical course units. As already pointed out, theoretical concepts (such as adaptive capacity or institutional transformation) have been used to guide EIP course units. In recent years, specific efforts have been made to give greater emphasis in the programme to issues from planning practice. Two IDP course units are taught by highly qualified practitioners and also include guest lectures, for example in 'Planning Methods and Evaluation' and 'Dilemmas in Infrastructure Planning'. Here, students typically focus on case studies and examples. The aim is to explore the further use of case studies for teaching purposes within the programme in order to 1) strengthen further the link between theory and practice (i.e. clarifying theoretical notions to analyse real-life planning issues), 2) involve students in policy-oriented research, 3) transfer methodological knowledge and research skills into case study research itself, and 4) increase the use of case studies as examples for lesson-drawing.

These aims also have implications for the role of internships. Currently, a significant amount of Master's thesis research is carried out within an internship or within the context of policy partners. Internship is supported and encouraged, although not formally facilitated, by this programme. This position will also be reviewed, and perhaps strengthened, given the importance of theory-practice interaction, and the need to clarify student employability.

The importance of illustrating employability and career options in planning practice may also require renewed attention. A further issue is the importance of 'double valorization' for planning schools, from both professional practices and the domain of science (Salet & Finka, 2010). However, there is limited involvement by practitioners and alumni in the valorization of the EIP Master's degree programme and intended learning outcomes. In 2010 a curriculum evaluation was conducted with Indonesian alumni, which also highlighted the need to add more case studies to an otherwise well-appreciated focus on generic and theoretical understanding. For the upcoming period, the aim is to carry out broader curriculum evaluations among a wider circle of practitioners and alumni. Overall, the current balance between theory and practice, as well as employability aspects (including placements), will again be carefully considered for the upcoming period.

*Integrating or separating methodological instruction*

At present, instruction in research skills and methods is integrated mainly into existing course units, such as 'Interactive Workshop' (literature review) and 'Comparative Research and Planning Practice' (international case study). It is a well-considered choice not to teach research methods and skills as a set of separate course units, as methods are better illustrated through substantive application (see Table 11). A drawback of this integration may be that it greatly reduces the visibility of training in research methods and skills. This is a concern, especially because EIP students have very different research backgrounds and levels of research competence. In particular, the visibility of and attention to research skills and methods will be reviewed in the upcoming period and perhaps refocused.

**Table 11 Integration of research methods in EIP Master's course units**

| | |
|---|---|
| Dilemmas in Infrastructure Planning: | Case study research, evaluation, valorization |
| Planning Theory: | Operationalizing and conceptualizing theory |
| Interactive Workshop: | Reviewing literature, writing, presenting |
| Transitions in Water Management: | Phenomenological inquiry, discourse approach |
| Reinventing Environmental Planning: | Policy analysis, case study analysis |
| Planning Methods and Evaluation: | Problem structuring, policy evaluation |
| Adaptive Governance: | Policy analysis, institutionalist approach |
| Comparative Research and Planning Practice: | Comparative research, institutional design |
| Master's Thesis | Academic writing, research design |

## *4.2* Teaching-learning environment

There are currently two main areas for improving and further reviewing the EIP teaching-learning environment: arrangements for dealing with student numbers and further consolidation of the international classroom.

*Growth in student numbers*

The number of students has risen considerably over the last years, a fact which may put the programme at risk in terms of staff availability. Thesis and assignment supervision in particular may come under pressure as individual feedback and guidance becomes more onerous. Two kinds of measures are therefore under review. The first set involves group-based supervision of Master's thesis work. An experiment is currently underway with group supervision by a guidance group involving a professor, an assistant professor and their PhD researchers, with a group of five to ten Master's students, on an established research theme (e.g. coastal management, energy resilience, co-housing). Group supervision allows for more capacity, community-building and a stronger integration with research. The second set of measures involves increasing staff numbers. Three assistant professor positions are currently open, partly in collaboration with other departments.

*Strengthening the international classroom*
An important challenge facing the Master's degree programme in the coming period involves further improvements to the international classroom. The programme has a mixed international student group with a wide variety of backgrounds and cultural differences (table 12).
Table 12 Composition of EIP student group

| EIP programme 2011-2012 | EIP programme 2012-2013 |
|---|---|
| Netherlands, 24 | Netherlands, 23 |
| Indonesia, 20 | Indonesia, 19 |
| Spain, 2 | Germany, 4 |
| Nicaragua, 1 | Romania, 2 |
| Costa Rica, 1 | Greece, 1 |
| Russia, 1 | Vietnam, 1 |
| Greece, 1 | Mexico, 1 |
| | Bulgaria, 1 |
| | Spain, 1 |

The EIP programme has recently embarked on a university-wide initiative to evaluate the enablers and constraints in international classroom teaching at the University and to assess further steps to conform to NVAO international classroom guidelines. This exercise will involve identifying the parameters in international and intercultural learning, international aspects of learning activities (including regulatory qualities such as grading, admission, information provision, student equality and examination), and international experience and competences among staff. The main focus of this pilot is to describe what is specifically 'international' about an educational programme taught in a language other than Dutch. Some questions will include how to prepare graduates for the globalized world, how to deal with diversity and how to find new ways of thinking. In other words, what is required for an excellent 'international classroom'?

## 4.3 Assessment and evaluation

Three areas for improvement have emerged from the reflections on assessment and evaluation:

*Master's thesis assessment form*

The assessment form for Master's thesis work was revised in 2012. With the new form, the Department of Spatial Planning and Environment is seeking to provide a more consistent and transparent grading system. This is true for both the different theses within the Master's degree programme and the thesis work in different Master's degree programmes. The new form gives greater clarity about the weighting and scoring of different criteria. The form and criteria will be evaluated in 2013.

*Feedback*

In recent years the EIP Master's course units have all been geared to providing regular feedback to students on their assignments, papers and other individual work. Students have highly valued the generally intensive feedback provided by lecturers on their assignments. A review will follow to assess ongoing possibilities for feedback, particularly through peer review.

*Employability*

A clear weakness has been in orienting students towards the labour market. Aspects such as employability, work experience and career advice have been underdeveloped right across the University of Groningen. The EIP Master's degree programme also needs to be examined to identify ways to improve on this point.

# Appendices

## Appendix 1 Intended learning outcomes for EIP Master's degree programme

**1. Impart knowledge and understanding**

The degree programme is designed

a) such that students acquire sufficient knowledge and understanding in the field so that they can make a substantial and original contribution to the development and/or implementation of ideas, particularly with regard to research
b) such that students have knowledge at the level of international academic publications of the theories, methodologies and techniques, and ethical foundations of the field of environmental and infrastructure planning, and that they develop the capacity to interpret this knowledge in context
c) such that students are able to form a critical assessment of the relationships between theoretical concepts, research methods and empirical findings in international academic publications in the field of environmental and infrastructure planning
d) such that students are independently able to employ specific research and analysis methods within the field of environmental and infrastructure planning
e) such that students explain the characteristics and role of water, environmental and infrastructure planning in light of international academic views and debate
f) such that students are proficient in arguing how a geographical and societal context produces policy choice
g) such that students adequately describe current transitions in the planning of our environment.

**2. Applying knowledge and understanding**

Graduates

a) are able to apply the knowledge and understanding and problem-solving abilities they have gained in new or unknown situations within wider contexts related to the field of environmental and infrastructure planning
b) are able to integrate knowledge and understanding and apply them to complex problems
c) are able to integrate ethical, normative and expressive ways of thinking in environmental and infrastructure planning into their academic approach
d) are able independently to direct and perform research, whether or not in an interdisciplinary context
e) are able to initiate a relevant angle of research
f) are able to apply theoretical insights within the field to the analysis of concrete issues in the field of environmental and infrastructure planning
g) are able to work across disciplines and thereby translate the contribution of their own discipline to other disciplines
h) are able to reason logically and independently formulate and analyse a problem and create a solution-driven synthesis
i) are able to reflect on the diversity and complexity of social structures and processes, as well as on interactions with environmental structures and processes
j) are able to debate the latest developments within the field and the consequences thereof for society
k) are capable of designing concrete policy solutions for problems in the field of environment, water and infrastructure
l) apply appropriate methods for planning practice, including problem structuring, policy transfer and evaluation.

**3. Judgement**

Graduates

a) are able to make judgements based on incomplete or limited information, bearing in mind social and ethical responsibilities
b) demonstrate originality when critically reflecting on their personal academic conduct
c) are able to critically reflect on ways of reasoning, arguments and points of view
d) learn to evaluate and critically assess the scope of spatial impacts from planning intervention
e) develop an open and critical attitude to new ideas and developments within the field of environmental and infrastructure planning
f) are attentive to how planning intervention affects the interests, well-being and safety of people
g) consider planning problems in view of their physical and institutional context.

**4. Communication**

Graduates

a) are able to clearly and straightforwardly present conclusions as well as the knowledge and motives behind them to specialist and non-specialist audiences, both in oral and written form
b) demonstrate a critical understanding of issues relevant to water, environment and infrastructure through convincing and captivating presentation
c) communicate a balanced view to the planning of these issues
d) report credibly both on planning theory and on cases from international planning practice.

**5. Learning skills**

Graduates

a) develop the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous
b) learn to independently and critically continue to follow the relevant developments within their field after graduation
c) apply international comparative learning to identify and suggest useful planning strategies and designs from abroad
d) generate institutional and policy innovation through collaborative reflection and evaluation
e) position their own work within the current planning debate.

**6. Attitudes**

Graduates

a) develop an investigative and critical attitude to content and to new ideas and developments within the field of environmental and infrastructure planning, i.e. students
will be able to take a stand
b) develop an academic attitude in order to be able to work professionally in relevant social and academic positions
c) handle sensitive planning issues with academic authority and appropriate skills
d) use theoretical knowledge and comparative insight as a basis for leadership in the field.

Source: Faculty of Spatial Sciences (2012). Study guide 2012-2013 Master's degree programmes. Groningen, p. 110-118.

## Appendix 2 Intended learning outcomes classified into domain-specific and general academic learning outcomes

Domain-specific learning outcomes

**Graduates will be able to contribute to society through their ability to design policy solutions for regional problems in the field of environment (e.g. climate change), water (e.g. flooding) and infrastructure (e.g. mobility growth).**

- Graduates acquire sufficient knowledge and understanding in the field so that they can make a substantial and original contribution to the development and/or implementation of ideas, particularly with regard to research
    - such that graduates explain the characteristics and role of water, environmental and infrastructure planning in light of international academic views and debate
    - such that graduates are proficient in arguing how a geographical and societal context produces policy choice
- Graduates are able to debate the latest developments within the field and the consequences thereof for society
- Graduates are capable of designing concrete policy solutions for problems in the field of environment, water and infrastructure
- Graduates develop an open and critical attitude to new ideas and developments within the field of environmental and infrastructure planning
- Graduates generate institutional and policy innovation through collaborative reflection and evaluation
- Graduates position their own work within the current planning debate
- Graduates develop an investigative and critical attitude to content and to new ideas and developments within the field of environmental and infrastructure planning, i.e. graduates will be able to take a stand

**International comparative learning. This implies that students develop the ability to identify and convincingly suggest useful strategies from various places, by comparing cities, regions and countries as the basis for innovation.**

- Graduates are able to apply the knowledge and understanding and problem-solving abilities they have gained in new or unknown situations within wider contexts related to the field of environmental and infrastructure planning
- Graduates are able to integrate ethical, normative and expressive ways of thinking in environmental and infrastructure planning into their academic approach
- Graduates are able to apply appropriate methods for planning practice, including problem structuring, policy transfer and evaluation.
- Graduates are able to apply international comparative learning to identify and suggest useful planning strategies and designs from a variety of places across the world

**Creating associations between theory and practice. Conceptual excellence will result from graduates' ability to link generic and specific insights.**

- Graduates have knowledge at the level of international academic publications of the theories, methodologies and techniques, and ethical foundations of the field of environmental and infrastructure planning, and they develop the capacity to interpret this knowledge in context
- Graduates are able to form a critical assessment of the relationships between theoretical concepts, research methods and empirical findings in international academic publications in the field of environmental and infrastructure planning
- Graduates are able to apply theoretical insights within the field to the analysis of concrete issues in the field of environmental and infrastructure planning

- Graduates use theoretical knowledge and comparative insight as a basis for leadership in the field

**Graduates will be contextually sensitive in their actions. The programme emphasizes planning and policymaking as processes of place-dependent choices.**

- Graduates are proficient in arguing how a geographical and societal context produces policy choice
- Graduates are able to reflect on the diversity and complexity of social structures and processes, as well as on interactions with environmental structures and processes
- Graduates consider planning problems in view of their physical and institutional context
- Graduates are attentive to how planning intervention affects the interests, well-being and safety of people

General academic learning outcomes

- Graduates are independently able to employ specific research and analysis methods within the field of environmental and infrastructure planning
- Graduates are able to integrate knowledge and understanding and apply them to complex problems
- Graduates are able to integrate ethical, normative and expressive ways of thinking in environmental and infrastructure planning into their academic approach
- Graduates are able independently to direct and perform research, whether or not in an interdisciplinary context
- Graduates are able to initiate a relevant angle of research
- Graduates are able to work across disciplines and thereby translate the contribution of their own discipline to other disciplines
- Graduates are able to reason logically and independently formulate and analyse a problem and create a solution-driven synthesis
- Graduates are able to make judgements based on incomplete or limited information, bearing in mind social and ethical responsibilities
- Graduates demonstrate originality when critically reflecting on their personal academic conduct
- Graduates are able to critically reflect on ways of reasoning, arguments and points of view
- Graduates have learned to evaluate and critically assess the scope of spatial impacts from planning intervention
- Graduates are able to clearly and straightforwardly present conclusions as well as the knowledge and motives behind them to specialist and non-specialist audiences, both in oral and written form
- Graduates are able to demonstrate a critical understanding of issues relevant to water, environment and infrastructure through convincing and captivating presentation
- Graduates are able to communicate a balanced view to the planning of these issues
- Graduates are able to report credibly both on planning theory and on cases from international planning practice
- Graduates have developed the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous
- Graduates have learned to independently and critically continue to follow the relevant developments within their field after graduation
- Graduates have developed an academic attitude in order to be able to work professionally in relevant social and academic positions
- Graduates are able to handle sensitive planning issues with academic authority and appropriate skills

# Appendix 3 AESOP draft checklist of required qualities for planning schools

## *Explanation*

In the past, the main international reference framework for the EIP Master's degree programme was the 1995 AESOP statement on planning education. Meanwhile, AESOP has started a process towards a clearer definition of the required qualities of planning schools. The report 'Quality issues in a changing European higher education' presents a first draft of a checklist with these required qualities (Verhage, 2010; p. 64).

AESOP recognizes that it will be very difficult to formalize criteria which apply to all planning schools affiliated to AESOP. The draft checklist therefore currently serves as an 'identity document' for the EIP Master's programme and other planning schools.

## *AESOP draft checklist of required qualities for planning schools (Verhage, 2010: p. 64-66).*

Source: Verhage, R. (2010). Quality in Planning Education: the Vision of AESOP. In: Geppert, A. & Cotella, G. (eds) Quality Issues in a changing European Higher Education Area (pp. 61-66). AESOP Planning Education no. 2, July 2010.

### Knowledge

- General (disciplinary) knowledge applied to spatial planning (minimum 25% of ECTS credit points in Bachelor's degree programme, 15% of ECTS in Master's degree programme)
  - Disciplinary (geographical, economic, sociological, historical, etc.) approaches to the object of spatial planning: the natural and man-made environment.
  - Developments in the natural and man-made (economic and social) environment and knowledge of human exploitation, i.e. possibilities for sustainable development

- Specific knowledge of spatial planning (minimum 25% of ECTS in Bachelor's degree programme, 15% of ECTS in Master's degree programme)
  - The nature, purposes, theory and methods of spatial planning
  - The history of spatial planning as an institution and profession
  - The cultural differences in spatial planning on a European and international level
  - The political, legal and institutional context of spatial planning practice
  - The instruments and performance of instruments for implementing planning policies
  - Specialized fields in spatial planning and the relationships across and between these fields

### Competencies

- Professional skills specific to spatial planning (minimum 25% of ECTS in Bachelor's degree programme, 15% of ECTS in Master's degree programme)
  - Methods for problem definition and collaborative problem solving in interdisciplinary and multidisciplinary settings
  - Thinking in terms of concepts, instruments and measures and management of knowledge for practical application
  - Valuing and managing the built and natural environment
  - Anticipating future needs of society, including the appreciation of new trends and emerging issues in planning
  - Integrating aesthetic and design dimensions in spatial planning proposals

- Devising plans, programmes and measures and guiding implementation policies

- Tools used in the professional field of spatial planning (minimum 25% of ECTS in Bachelor's degree programme, 15% of ECTS in Master's degree programme)
  - Techniques for data collection and for data analyses and synthesizing
  - Techniques and tools for the graphic representation of spatial planning proposals
  - Methods for generating strategic spatial planning proposals and the advancement of implementation

**Professional attitude**
Based on an awareness of:
- Spatial planning to be basically oriented towards solving the needs of society within the framework of sustainable development
- The cultural embeddedness of the man-made environment
- The value dimension of planning
- The ethical implications of planning

No minimum number of ECTS credit points is attached to this category of learning outcomes as they are largely addressed throughout courses in the first two categories. The remaining 25% (Bachelor's degree programme) or 30% (Master's degree programme) of ECTS are to be used according to the particularities of each school.

**Practical requirements**

In order for the above-mentioned learning outcomes to be assured, a number of practical requirements concerning the organization of the degree, the teaching modalities and the composition of the teaching staff should be fulfilled.

***Duration***
A Bachelor's degree in spatial planning requires a duration of at least three academic years or 180
ECTS.

A Master's degree in spatial planning requires a duration of at least one calendar year or 90 ECTS,
to be realized after the successful completion of a Bachelor's degree.

***Teaching modalities***
- Planning schools propose a variety of teaching methods so that students can acquire a variety of skills (lectures, applied work, seminars, workshops, internships, study trips, individual and collective dissertations, etc.)
- During both the Bachelor's and Master's degrees, regular exposure to and interaction with planning practice is required. The exposure of students to real-life planning problems can take the shape of study trips, involvement of planning professionals in course units, interviews with professionals, training periods, professional workshops, etc.
- The curriculum offers a 'European dimension'. This can take various forms (student and teaching staff exchanges, field trips, course modules on planning in other countries)
- Students have the option of specializing in particular fields of planning, by choosing optional courses, training periods, dissertations, etc.
- At the Master's level, all graduates are required to individually complete an individual dissertation on a spatial planning issue

***Teaching staff***

The composition of the teaching staff reflects the interdisciplinary character of planning education:
various disciplinary backgrounds or specializations should be represented (policy science, geography, architecture, law, economics, etc.).

Professionals working in the field of planning are involved in various teaching course units (especially at the Master's level) in order to assure the connection with planning practice.

***Students***

The recruitment of students from a variety of disciplinary backgrounds (geography, economy, sociology, law, policy sciences, architecture, engineering, etc.) is encouraged. At the very least, students from various disciplinary backgrounds are able to enter the degree programmes in spatial planning.

***Research***

Through the intermediary of its staff, the planning school is involved not only in transferring knowledge (teaching), but also in producing knowledge (research), and has a concern for linking research to teaching. In order to do this effectively:

- Members of (teaching) staff are involved in research projects and programmes concerning spatial planning or related issues.
- Members of (teaching) staff direct PhD theses and actively involve PhD students in teaching activities.
- Members of (teaching) staff are active in the dissemination of research findings to a wide audience, including students.

## Appendix 4 Assessment plan

Separately attached due to size.

## Appendix 5 Matrix of learning outcomes and course units

| Domain-specific learning outcomes | Dilemmas in infrastructure planning | Transitions in water management | Reinventing environmental planning | Planning theory | EIP: interactive workshop | Comparative planning and research | IPD 1 Planning methods & evaluation | IPD 3 Programmama-nagement in theorie & | IPD 4 Coalition planning | IPD 5 Adaptive governance | Master's thesis |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Design policy solutions | **√** | **√** | | | | | **√** | **√** | **√** | **√** | |
| International comparative learning | | | | | | **√** | | | | | |
| Associations between theory and practice | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | |
| Context sensitivity | **√** | **√** | **√** | | | **√** | **√** | | | **√** | |
| General academic learning outcomes | | | | | | | | | | | |
| Understanding research & research skills | √ | √ | √ | **√** | **√** | **√** | | | | **√** | **√** |

Explanation

(1) The design of a policy strategy (content/process) forms an explicit part of the learning objectives in the course units marked above.
(2) Comparative learning is a major focus in 'Comparative Planning and Research'. In most other course units this theme is studied within the international planning context but does not constitute a learning objective. For example, 'Dilemmas in Infrastructure Planning' looks at EU regulations and 'Reinventing Environmental Planning' applies examples from different countries.
(4) Context sensitivity is explicitly mentioned in the learning objectives of the marked course units.
(5) The substantive course units are organized around a theoretical concept that is used to analyse planning practice. This structure helps to development a student's research skills.

Per individual course unit, the linkage to learning objectives may be listed as follows.

| | 1. Knowledge and understanding | | | | | | | 2. Applying | | | | | | | | | | | | | | | 3. Judgement | | | | | | | 4. Communication | | | | 5. Learning skills | | | | | 6. Attitude | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A. development/implementation of ideas | B. academic-level knowledge | C. critical assessment | D. independently research and analyse | E. role of water, environment and infrastructure | F. context of policy choice | G. describe current transitions | A. problem solving | B. integrate knowledge and understanding | C. integrate ways of thinking | D. direct and perform research | E. initiate research angle | F. apply theoretical insights | G. work across disciplines | H. reason logically and independently | I. reflect on diversity and complexity | J. debate latest developments | K. design concrete policy solutions | L appropriate methods | A. judgement on incomplete or limited information | B. originality | C. critically reflect | D. evaluate and critically assess | E. open and critical attitude | F. attentive to planning intervention | G. consider planning problems | A. clearly present conclusions | B. understanding water, environment and infrastructure | C. communicate balanced view | D. report credibly | A. self-directed | B. independently | C. apply international comparative learning | D. generate policy innovation | E. position own work in planning debate | A. investigative and critical attitude | B. academic attitude | C. academic authority and appropriate skills | D. basis for leadership |
| Dilemmas in infrastructure planning | x | x | x | | x | x | x | x | x | x | | | x | x | x | x | x | | | x | x | x | | x | x | x | | x | x | | | | x | x | x | | | x | x | | |
| EIP: interactive workshop | x | x | x | | x | x | | | x | x | | x | x | x | x | | x | | | | x | x | | x | x | x | x | x | x | x | x | | | x | x | x | | x | x | x | |
| Planning theory | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | x | x | x | x | x | x | x | | x | | | x | | x | x | x | x | x | x | | | x | x | |
| Transitions in water management | x | x | x | | x | | x | x | | | | | x | | | | x | x | | | | x | | x | | | | | | | | | | | | x | | | | | | |
| Re-inventing environmental planning | x | x | x | | x | x | x | x | x | | | x | x | x | x | x | x | x | | | | x | | x | | x | | | x | x | | | x | x | | | | x | x | | x |
| Comparative research and planning practice | x | x | | x | | x | | x | | | x | x | | | | | | x | x | x | | | x | | x | x | x | | | x | | | x | x | | | | | x | x | x | x |
| Master's thesis | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | |

# Appendix 6 Teaching methods and contact hours per course unit (in which lecturer is physically present)

| Year | Semester block | Course unit | Contact hours | Total |
|---|---|---|---|---|
| 1 | 1A | Dilemmas in infrastructure planning | 16 x 2 hours of lectures<br>8 x 1 hour of question time<br>2 x 3 hours of exams | 46 hours |
| 1 | 1A | EIP: interactive workshop | 8 x 2 hours of seminar | 16 hours |
| 1 | 1B | Planning theory | 14 x 2 hours of lectures<br>2 x 3 hours of exams | 34 hours |
| 1 | 2A | Transitions in water management | 14 x 1.5 hours of lectures<br>2 x 3 hours of exams | 27 hours |
| 1 | 2A | Reinventing environmental planning | 10 x 2 hours of lectures<br>4 hours of seminars<br>5 hours of consultation<br>2 x 3 hours of exams | 35 hours |
| 1 | 2B | Comparative research and planning practice | 9 x 2 hours of lectures<br>1 x 0.5 hours of group meetings<br>2 x 3 hours of exams | 24.5 hours |
| | Variable | 10 ECTS optional course units | See calculation* | 61 hours |
| 1 | 1A+1B<br>Or<br>2A+2B | Master's thesis | Meeting start of semester A = 4<br>Meeting end of semester A = 4<br>Meeting supervisor semester A = 8<br>Meeting end of semester B = 4<br>Meeting supervisor semester B = 8<br>Thesis symposium semester B = 4 | 19 hours |
| | | | Including exams: | 262.5 hours |
| | | | Excluding exams: | 232.5 hours |

* The number of contact hours for optional course units depends on the student's chosen combination. The calculation of the number of contact hours is based on the average number of hours per compulsory course unit.

## Appendix 7 Admission protocol for EIP Master's degree programme

1. Students should have a Dutch Bachelor's degree (research university level) in Environmental and Infrastructure Planning, or Human Geography and Spatial Planning.

2. Holders of a Bachelor's or Master's degree with learning outcomes equivalent to the Bachelor's degree programmes set out in Article 1 will also be admitted to the Master's degree programme in Environmental and Infrastructure Planning, subject to the assessment of the Admissions Board.

3. Applicants should have an adequate command of the English language. All candidates must meet one of the following conditions:
   - Cambridge Certificate of Proficiency in English (A, B or C)
   - Cambridge Certificate in Advanced English (A, B or C)
   - A score of 6.0 or higher in the complete International English Language Testing System (Academic version)
   - A score of at least 550 on the paper version of the Test of English as a Foreign Language
   - A score of at least 213 on the interactive version of the Test of English as a Foreign Language
   - English at VWO level

4. All applicants with a professional Bachelor's degree certificate (i.e. university of applied sciences) in a related field will have to file an application to the Admissions Board. These applicants will have to submit evidence of:
   - Good study results and high marks for their Bachelor's degree certificate at their university of applied sciences (A to B range, minimum Dutch grade 7, typically top 25%)
   - Educational background, appropriate course work profile prior to Master's (substantive linkages to the broad field of planning and development)
   - A well-considered statement outlining their reasons for wishing to follow the degree programme (this will need to reflect programme objectives of the EIP Master's).

   In addition, these applicants will have to discuss possibilities for additional requirements and a bridging programme, to reach a level equivalent to a Dutch Bachelor's degree at research university level in the field of Environmental and Infrastructure Planning, or Human Geography and Spatial Planning.

5. For international applicants, the following additional criteria apply:

   - Good study results and high marks at university level (A to B range, typically top 25%)
   - Educational background, appropriate course work profile prior to Master's (substantive linkages to the broad field of planning and development)
   - A well-considered statement outlining their reasons for wishing to join the programme (this will need to reflect programme objectives of the EIP Master's)
   - Pertinent, clearly positive recommendations (from supervisors or professionals in the field

   and appropriate programme objectives of the EIP Master's).

# Appendix 8 Results of curriculum evaluation for EIP Master's degree programme June 2012 – May 2013

| Environmental & Infrastructure Planning | N=19 |
|---|---|
| What mark do you give your Master's degree programme? Mark between 1 (extremely poor) and 10 (extremely good). | 7.05 |
| | |
| How many hours a week did you spend on your degree programme on average last year? | 29.21 |
| How many hours a week did you spend on work on average last year alongside your degree programme? | 8.18 |
| | |
| How did you experience the workload in this degree programme? (0=much too light; 1=too light; 2=just right; 3=too heavy; 4=much too heavy) | 1.95 |
| | |
| Following questions: all Likert scales: 1=completely agree; 2=agree; 3=neutral; 4=disagree; 5=completely disagree | |
| This programme fits well with the knowledge and skills acquired in my Bachelor's degree programme. | 2.00 |
| My Bachelor's degree programme has adequately prepared me for the attitude and work discipline required for this degree programme. | 2.56 |
| In my opinion, the programme was generally interesting. | 2.00 |
| In general I enjoyed this degree programme. | 2.05 |
| I am pleased I chose this degree programme. | 2.26 |
| On average I attended more than two thirds of the classes. | 1.53 |
| The subjects were interesting. | 2.16 |
| The teaching was of a good standard. | 2.21 |
| There was sufficient use of active teaching methods involving students in the course units. | 2.37 |
| The teaching staff motivated me to do my best. | 2.26 |
| I received useful feedback from the teaching staff. | 2.05 |
| The teaching staff were available when I needed them. | 1.95 |
| The teaching staff are experts in their discipline. | 1.68 |
| The teaching staff are good at explaining and clarifying the subject matter. | 2.05 |
| I had a clear idea of my study route and what was expected of me. | 2.21 |
| From the beginning the teaching staff made clear what was expected of students. | 2.26 |
| It was clear to me which criteria were used in various course units. | 2.47 |
| You need more than a good memory to complete this degree programme. | 2.26 |
| The modes of assessment and grading in this course requires a thorough understanding of the study material. | 2.26 |
| The examinations were marked within the specified period. | 2.63 |
| There were enough opportunities to resit exams. | 2.20 |
| The course units in the degree programme fit well together. | 2.06 |
| The curriculum offered enough optional course units. | 2.11 |
| I think this Master's degree programme is a good preparation for the labour market. | 3.00 |
| The literature was instructive. | 2.22 |
| The knowledge and skills that I have learned in the Bachelor's degree programme were sufficient to write my Master's thesis without significant obstacles. | 2.68 |
| When writing my Master's thesis I could fully use my research skills. | 2.16 |
| I am satisfied with the substantive support when writing my thesis. | 2.11 |
| The degree programme stimulated my skills in creative thinking. | 2.37 |
| Thanks to the degree programme, my problem-solving skills have improved. | 2.28 |
| This degree programme has improved my analytical skills. | 2.11 |

| | |
|---|---|
| This study encouraged a critical attitude. | 2.00 |
| This study improved my ability to cooperate with others. | 2.00 |
| The curriculum improved my skills in writing (academic) papers. | 1.74 |
| The curriculum improved my ability to give presentations. | 2.32 |
| This degree programme made me want to continue studying. | 2.68 |
| At the university I learned to appreciate perspectives other than my own. | 2.17 |
| What I have learned in this degree programme, I find valuable for my future. | 2.21 |
| This degree programme takes student contributions seriously. | 2.00 |
| Following questions: How satisfied are you with … (1=very satisfied; 2=satisfied; 3=neutral; 4=not satisfied; 5-not satisfied at all) | |
| the course schedule | 1.84 |
| the exam schedule | 1.89 |
| the computer facilities | 2.00 |
| the lecture rooms | 1.95 |
| the exam rooms | 2.11 |
| Nestor | 1.79 |
| Progress | 1.74 |
| Ocasys | 2.11 |
| the library facilities | 1.84 |
| the time you have to wait for the Student Support Desk | 2.00 |
| the assistance given by the staff at the Student Support Desk | 1.79 |
| the study advisor | 2.15 |
| the communication about Faculty news | 2.32 |
| the service provided by the International Office staff | 2.00 |
| the options for studying abroad during the degree programme | 1.80 |

# Appendix 9 Results of course unit evaluations for EIP Master's degree programme 2012

| | Planning Theory | EIP: Interactive Workshop | Dilemmas in Infrastructure Planning | IPD1: Planning Methods and Evaluation | IPD3: Programmamanagement in Theorie en Praktijk | Master's Thesis EIP | Comparative Research and Planning Practice | Transitions in Water Management | Reinventing Environmental Planning | IPD4: Coalition Planning | IPD5: Adaptive Governance |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Semester | 1a | 1a | 1a | 1b | 1b | 1&2 | 2a | 2a | 2a | 2b | 2b |
| Results (without resits) | | | | | | | | | | | |
| N | 108 | 55 | 76 | 37 | 52 | | 66 | 77 | 66 | | |
| Pass rate (%) | 73 | 93 | 89 | 65 | 83 | | 91 | 73 | 91 | | |
| Average mark | 5.97 | 6.92 | 7.32 | 6.67 | 6.44 | | 7.67 | 7.05 | 7.05 | | |
| Standard deviation mark | 1.22 | 0.62 | 0.83 | 1.6 | 1.12 | | 0.83 | 0.83 | 0.69 | | |
| Evaluation scores | | | | | | | | | | | |
| N | 95 | 50 | 68 | 31 | 48 | | 61 | 69 | 63 | | |
| Mark awarded to the course | 7.5 | 7.4 | 6.9 | 6.5 | 6.6 | | 7.9 | 6.8 | 7.9 | | |
| Very satisfied or very satisfied with (%) | | | | | | | | | | | |
| Organisation of the course | 90 | 82 | 80 | 65 | 61 | | 90 | 69 | 97 | | |
| Line in the course | 85 | 80 | 67 | 64 | 44 | | 89 | 69 | 83 | | |
| Level of the course | 80 | 70 | 83 | 58 | 60 | | 95 | 74 | 91 | | |
| How course fits in programme | 84 | 84 | 78 | 72 | 69 | | 100 | 72 | 88 | | |
| Assessment: representativity | 54 | 74 | 78 | 74 | 58 | | 88 | 73 | 89 | | |
| Assessment: formulation of questions/assignments | 33 | 70 | 56 | 25 | 59 | | 91 | 70 | 92 | | |

# Appendix 10 List of the most recent EIP Master's theses

| student number | Title | mark | supervisor | date of graduation |
|---|---|---|---|---|
| 1615084 | Waterschappen in woelig water. Onderzoek naar de positionering van waterschappen in gebiedsontwikkeling. | 7.5 | M.A. van den Brink | 29/10/2010 |
| 1460838 | Van landmeter naar ruimtelijk adviseur: een onderzoek naar de rol van het Kadaster in het planproces van waterveiligheidsmaatregelen. | 6.5 | M.A. van den Brink | 29/10/2010 |
| 1947044 | Purposes and Challenges of Cultural Mapping in Australia – Possibilities and Limitations of GIS Use. | 8.0 | T.van Dijk | 29/10/2010 |
| 1296256 | Gemeentelijk locatiebeleid in stationsgebieden. Passend beleid op de juiste plek. | 7.0 | F. Niekerk | 31/01/2011 |
| 1610791 | Regionale railinfrastructuur in Brandenburg en Thüringen; een analyse van het service level van regionale infrastructuur. | 7.0 | F. Niekerk | 31/01/2011 |
| 1430947 | "Waterschap in beweging?" Wat is de toekomstige rol van het waterschap m.b.t. de (integrale) ontwikkelingen op het gebied van waterbeleid. | 6.5 | J. Woltjer | 31/01/2011 |
| 1434519 | Ruimtelijke kwaliteit en bouwgrondstoffenwinning. Naar een nieuwe rolverdeling zonder Ontgrondingenwet? | 7.5 | P. Ike | 31/01/2011 |
| 1550152 | Publiek-publieke samenwerking in weginfrastructuurprojecten. Rijkswaterstaat Noord-Nederland en de regio. | 6.5 | T. Tillema | 31/01/2011 |
| 1887297 | The Lofoten Islands: a stakeholder analysis within the scope of possible petroleum activities. | 7.5 | J.R. Beaumont | 29/04/2011 |
| 1630172 | Nederlands bouwgrondstoffenbeleid. Onderzoek naar de rol van de rijksoverheid in een duurzame ontwikkeling van de ontgrondingensector. | 7.0 | P. Ike | 31/05/2011 |
| 1538187 | Stedelijke ontwikkeling in de stadsrandzone?! Een onderzoek naar de invloed van huishoudenontwikkeling op de verstedelijking in de stadsrandzone. | 7.0 | W.S. Rauws | 31/05/2011 |
| 1617680 | Programmamanagement. Programma Spoedaanpak, "how to fight for every inch". | 8.0 | F. Niekerk | 29/07/2011 |
| 1256300 | De inpassing van windenergie in de provincie Drenthe. Een analyse naar de verschillende planologische inpassingsstrategieën van windenergie bij de realisatie van windenergieprojecten in de provincie Drenthe. | 7.5 | F.J. Sijtsma | 29/07/2011 |
| 1406647 | Scaling up slum upgrading interventions in Buenos Aires, Argentina. An assessment of institutional, legal and organisational conditions for bringing informal settlement upgrading policies to scale. | 8.0 | J. Woltjer | 29/07/2011 |
| 1609718 | Herstructurering door een gebiedsgerichte benadering. Onderzoek naar de bruikbaarheid van een gebiedsgerichte benadering bij de herstructurering in steden met demografische krimp. | 6.0 | W.S. Rauws | 29/07/2011 |
| 1990934 | Relieving competition between formal and informal public transport. Case study: Indonesia | 8.0 | F. Niekerk | 31/08/2011 |
| 2057433 | Urban Housing Demolition and Household Relocation Compensation: a Case Study of Compensation Practices in China Based on SIA. | 7.0 | J. Woltjer | 31/08/2011 |
| 1990926 | Optimizing tourism sector management through public-private partnerships. Case study: Solok regency, West Sumatra province, Indonesia. | 7.0 | J. Woltjer | 31/08/2011 |
| 2018527 | Settling criteria in selection location of new region capital. | 6.5 | J. Woltjer | 31/08/2011 |
| 1924532 | Addressing Environmental Impacts within Decision-making Processes of Offshore Wind Farms. A Comparison between The Netherlands and Germany. | 8.0 | J. Woltjer | 31/08/2011 |
| 1284258 | Overstromingsmaatregelen in Roemeens en Nederlands waterbeleid. | 6.0 | J. Woltjer | 31/08/2011 |
| 2057778 | Affordable housing finance for slum dwellers in urban areas in Indonesia. | 7.5 | J.R. Beaumont | 31/08/2011 |
| 1990977 | Local Governance and the Use of Participatory Quota Indicators in Neighbourhood Development Programme. | 7.5 | J.R. Beaumont | 31/08/2011 |

| | | | | |
|---|---|---|---|---|
| 1989332 | Community Capacity on Rainwater Harvesting Implementation in Bandung. | 7.0 | M.A. Abdelwahab | 31/08/2011 |
| 1990969 | Government involvement in housing microfinance in Indonesia. Case Study: Housing Microfinance in Neighborhood Upgrading and Shelter Sector Project, Indonesia. | 7.0 | M.A. Abdelwahab | 31/08/2011 |
| 1678310 | Intetgraal op weg naar Biobased: een verkennend onderzoek naar de rol van ruimtelijke ordening in de ontwikkeling naar een biobased economy. | 6.0 | M.A. van den Brink | 31/08/2011 |
| 1726749 | De energiepotentiekaart van de gemeente Assen. Een onderzoek naar de ruimtelijke toepassingsmogelijkheden van duurzame-energietechnieken. | 8.0 | M.A. van den Brink | 31/08/2011 |
| 1986406 | Sustainable transport system: mobility and accessibility in Addis Ababa. | 7.0 | P. Ike | 31/08/2011 |
| 1419293 | De planning van wegen in Nederland en de rol van Publiek Private Samenwerking. Een analyse van de procedures op het nationale en provinciale niveau met als doel het opstellen van aanbevelingen voor het toepassen van PPS bij de wegenplanning. | 6.0 | P. Ike | 31/08/2011 |
| 2013223 | Assessing Value for Money and PPP for Infrastructure Development: A case study of Indonesia and lesson learned from United Kingdom and Australia. | 6.5 | S. Lenferink | 31/08/2011 |
| 1990918 | Adopting asset management system for managing road assets in Indonesia. | 7.5 | S. Lenferink | 31/08/2011 |
| 1987054 | Local cultural context in community based forest management. | 6.0 | T. van Dijk | 31/08/2011 |
| 1659022 | Urban Heat Island adaptation through Urban Planning and Design: the struggle of the city of Los Angeles. | 7.5 | T. van Dijk | 31/08/2011 |
| 2057808 | Inter-governmental cooperation in the Metropolitan: mechanisms to support integration of spatial planning in the Ciliwung Watershed, Jakarta Metropolitan Area. | 8.0 | W.S. Rauws | 31/08/2011 |
| 1692348 | De 'ecosystem services' van stedelijk groen: een verkennende studie naar de inzet van planninginstrumenten ter bevordering van private betrokkenheid. | 8.0 | J. Woltjer | 30/09/2011 |
| 1504800 | Het stedelijk waterplan. Een blik op het gebruikte beleidsinstrumentarium in de waterplannen van de gemeentes Arnhem, Rotterdam en Groningen. | 7.0 | J. Woltjer | 31/10/2011 |
| 2015080 | Stakeholder participation in integrative planning for sustainable land use management – an assessment framework combining ecosystem services and social impact analysis. | 8.0 | J. Woltjer | 30/11/2011 |
| 1934430 | Duurzaamheid bij gebiedsgerichte infrastructuurprojecten: expliciet of impliciet? Een duurzaam referentiekader voor vergelijking tussen infrastructuurprojecten op het gebied van gebiedsgerichte benadering en duurzaamheid. | 7.0 | N. Heeres | 31/01/2012 |
| 2015234 | Flood resilient cities? Resilience strategies in flood risk management and urban planning – a case study on Hamburg. | 8.5 | J. Woltjer | 29/02/2012 |
| 1608975 | De Weg van de Minste Weerstand. Een studie naar de relevantie van emotionele weerstand van grondeigenaren bij het grondverwervingsproces voor weginfrastructuur. | 7.5 | T. Tillema | 29/02/2012 |
| 2016109 | Strategic Environmental Assessment (SEA) and its potential influence on airport development planning. | 7.0 | F. Niekerk | 30/03/2012 |
| 1628364 | South Africa in transition from top down towards bottom up planning; “The fate of Hillbrow, Johannesburg". | 8.0 | J.R. Beaumont | 30/03/2012 |
| 1926896 | Herbestemmen van monumentale en beeldbepalende gebouwen. Aanbevelingen voor de overheden om het herbestemmen van monumentale en beeldbepalende gebouwen zo effectief mogelijk te laten verlopen om krimpregio's leefbaar te houden. | 7.0 | T. van Dijk | 31/05/2012 |
| 1514695 | Externe veiligheid en Ruimtelijke Ordening, een explosieve combinatie? Twee vakgebieden met hun eigen beleidsinstrumenten die (samen) werken aan het oplossen en voorkomen van onveilige situaties. | 5.5 | G. de Roo | 29/06/2012 |
| 1288199 | Dorpsenergie levert watt op. Een onderzoek naar de haalbaarheid van lokale zonneenergie initiatieven in dorpen in de provincie Groningen. | 7.0 | M.A. van den Brink | 29/06/2012 |
| 1697943 | Duurzame Ontwikkeling met de Ondergrond. | 8.0 | P. Ike | 31/07/2012 |

| | | | | |
|---|---|---|---|---|
| 2145324 | Renewable electric energy generation in Spain. Learning from the German case. | 7.0 | C. Zuidema | 31/08/2012 |
| 1647040 | Waterveiligheid in de Ruimtelijke Ordening. Onderzoek naar de rol voor de provincie in de integratie van waterveiligheid in de ruimtelijke ordening. | 7.0 | C. Zuidema | 31/08/2012 |
| 2215748 | Analysis of the adaptive capacity in water management of the agrarian sector in the Ebro River Basin, Spain. | 7.5 | C.A. Parra | 31/08/2012 |
| 2120364 | Partnership between the corporate sector and the local communities in protected areas: The Gunung Halimun Salak National Park case. | 6.5 | C.A. Parra | 31/08/2012 |
| 2125579 | The challenge of managing Indonesia small islands in a context of vulnerability: an adaptive co-management perspective lessons learned from Greece and Philippines. | 6.0 | C.A. Parra | 31/08/2012 |
| 2124017 | The building of community capacity in rural areas through the implementation of a system of rice intensification. The Tasikmalaya regency case. | 7.5 | C.A. Parra | 31/08/2012 |
| 1779141 | Making transport more sustainable. The impact of European White Papers on national transport policy goals. | 8.0 | E. Heinen | 31/08/2012 |
| 2132885 | Linking stages of evaluation by including sustainability and efficiency as criteria on operated toll road in Indonesia. | 6.0 | E. Heinen | 31/08/2012 |
| 2124106 | Comparative Analysis of Local Road Maintenance Prioritization (Case Study: West Lombok Regency-Indonesia, The City of Hamilton-Canada, and Ekurhuleni Metropolitan Municipality-South Africa). | 6.5 | E. Heinen | 31/08/2012 |
| 1397249 | Duurzame bouwlogistiek. Een kwestie van netwerk bouwen. | 6.5 | F. Niekerk | 31/08/2012 |
| 2191717 | Traffic safety and shared space in the urban environment: The case of the Municipality of Kalamaria in Thessaloniki, Greece. | 6.5 | F. Niekerk | 31/08/2012 |
| 2132877 | The need for play space in densely populated areas in Bandung, Indonesia | 7.0 | F. Niekerk | 31/08/2012 |
| 2127482 | Institution building for local government cooperation in decentralized Indonesia (Case study: Local governments of Ngada and Nagekeo, Flores-Indonesia) | 7.0 | F. Niekerk | 31/08/2012 |
| 2138573 | Integrated Coastal Management in Costa Rica, Germany and South Africa: are international treaties put into local practice? | 7.0 | J. Woltjer | 31/08/2012 |
| 1612581 | The Netherlands, Germany and England: A comparison of adaptation and accommodation strategies against flooding. | 8.0 | J. Woltjer | 31/08/2012 |
| 1685678 | Lessons learned: participation in Indonesian irrigation projects. | 8.0 | J. Woltjer | 31/08/2012 |
| 2138824 | Assessment of Adaptive Capacity on Coral Reef Conservation in Weh Islands, Indonesia. | 8.0 | J. Woltjer | 31/08/2012 |
| 2125447 | An Assessment of Local Government Capacity in Managing Flood (Case study: Municipality of Cirebon, West Java, Indonesia). | 7.0 | J. Woltjer | 31/08/2012 |
| 2124041 | The influence of community capacity to the effectiveness of community-based water treatment. Case of the City of Yogyakarta, Indonesia. | 8.0 | J. Woltjer | 31/08/2012 |
| 2124025 | Institutional Arrangement for Fisheries Co-Management: Lessons From New Zealand and Philippines Experiences for Indonesia. | 7.0 | J. Woltjer | 31/08/2012 |
| 2125773 | Community Capacity Evaluation from the Perspective of Capability Approach. | 8.0 | J. Woltjer | 31/08/2012 |
| 2254344 | Promotion of sustainable housing in the United Kingdom and lesson drawing for social housing policy in Nicaragua. | 6.0 | J.R. Beaumont | 31/08/2012 |
| 2130475 | Road infrastructure development to alleviate poverty in rural highland agricultural areas. The case of Wonosobo regency. | 6.0 | J.R. Beaumont | 31/08/2012 |
| 2124084 | Developing asset management system for public housing provision in Indonesia. Case study: Low cost rental flat program 2005-2009. | 6.0 | J.R. Beaumont | 31/08/2012 |
| 2124076 | Improving the quality of urban life in waterfront area through redesigning public open space. Lesson Learned from Rotterdam Waterfront to Reclamation Area in Manado, Indonesia. | 6.5 | M.A. Abdelwahab | 31/08/2012 |
| 1213709 | Sustainable Heating: Comparing Dutch and German Policies. | 6.5 | P. Ike | 31/08/2012 |
| 2169258 | Analyzing coastal planning in Galicia, Spain: Natural heritage degradation by peri-urban sprawl in Ria de Pontevedra. | 6.0 | S. Hartman | 31/08/2012 |

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|---|---|---|---|---|
| 1739492 | Duurzame Infrastructuur: van realisatie naar praktijk. | 6.5 | T. Busscher | 31/08/2012 |
| 1619209 | Programmamanagement: Hoe programma's kunnen helpen om beter om te gaan met een toenemende complexiteit in ruimtelijke planning. | 7.0 | T. Busscher | 31/08/2012 |
| 2101122 | Cohousing and social cohesion: consideration of habitus. The case of Berlin Baugemeinschaften. | 7.5 | T. Busscher | 31/08/2012 |
| 1601695 | Planning and Ethics 'the moral behind an engineering consultancy'. | 9.0 | T. van der Meulen | 31/08/2012 |
| 2124033 | The roles of actors in the planning process. Case of rural water provision in Malang regency. | 6.0 | T. van der Meulen | 31/08/2012 |
| 2016389 | The Influence of International System Consolidation on Implementation of International Environmental Regulations at the Project Level of Catchment Management. Case Studies of IWT Projects in the Danube River Basin. | 8.5 | T. van Dijk | 31/08/2012 |
| 2130467 | Factors influencing farmers' attitudes towards farmland preservation program. Case study: Seluma regency, Indonesia. | 7.5 | T. van Dijk | 31/08/2012 |
| 2130483 | Improving Strategies in Dealing with Water Supply Fulfilment and Groundwater Conservation: Learning from Successful Policies and Practices. | 7.0 | T. van Dijk | 31/08/2012 |
| 1634267 | Grootschalige toepassing van zonne-energie in Drenthe. Een verkenning van taken en kansen. | 7.0 | C. Zuidema | 28/09/2012 |
| 1700340 | De integratie van klimaatmitigatie en -adaptatie op lokaal niveau | 6.0 | M.A. Van den Brink | 28/09/2012 |
| 1763229 | Attracting FDI and promoting Lisbon. Promoting Lisbon through an investment promotion agency. | 6.5 | P.J.M. van Steen | 31/10/2012 |
| 1628380 | Dynamisch Kustbeheer: verstandig of verzandig? Studie naar wenselijke beheermaatregelen omtrent kustbeheer op Ameland. | 7.5 | A.P. Grootjans | 30/11/2012 |
| 2131889 | Actor Consulting as an important model to apply to help reconstruction plans succeed after a Natural Disaster: Lessons Learned from Kobe, Japan. | 5.5 | J.R. Beaumont | 30/11/2012 |
| 1651609 | Energie in Noord-Nederland: Een verkenning naar de ambities en aanbevelingen voor organisatie. | 7.5 | T. Busscher | 30/11/2012 |
| 1634909 | Prioriteiten voor de toekomst in discussie. Een onderzoek naar de doorwerking van besluitvorming in de gebiedsgerichte wegenplanning en de rol van gebiedsgerichte instrumenten daarbij. | 6.5 | N. Heeres | 21/12/2012 |
| 2123991 | The Cooperation Arrangement between Public and Private Sector in Corporate Social Responsibility (CSR) Scheme. Case Study: The Cooperation between Surabaya Municipal Government and Unilever Indonesia in Green and Clean Program in Indonesia. | 6.0 | T. van Dijk | 21/12/2012 |
| 1989553 | Transit-Oriented Development in Phoenix: How the implementation of Transit-Oriented Development within the Light-Rail Corridor in Phoenix, Arizona can benefit from the insights gained from transition management and from TOD design principles. | 8.0 | T. Tillema | 31/01/2013 |
| 1625713 | Het (on)belang van samenwerking. Een wetenschappelijke zoektocht naar succesvolle interactie van samenwerking tussen publieke en private partijen in relatie tot infrastructuurprojecten in Nederland. | 8.0 | W. Leendertse | 31/01/2013 |
| 1629638 | The effects of Serious Gaming on public participation in spatial planning. The case of the area redevelopment of airport Twente. | 6.5 | W.S. Rauws | 31/01/2013 |
| 1634208 | Adaptive Delta Management, the Delta Program in a balancing act between traditional and adaptive approaches. | 9.0 | M.A. van den Brink | 29/03/2013 |

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# Critical reflection Master's degree programme in Population Studies (PS)

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# 1 Standard I: Intended learning outcomes

*Standard 1*

*The intended learning outcomes of the degree programme have been made concrete with regard to content, level and orientation; they meet international requirements*

## 1.1 Programme profile

The international one-year academic Master's degree programme in Population Studies (PS) is the only Master's degree programme in the Netherlands on demography, and was introduced back in 1999. The objective of the programme is to train students to become experts in the field of Population Studies and Demography by teaching them the necessary academic knowledge of theories and methods, and the academic skills required to understand and analyse population dynamics in its context.

Underlying this objective is our vision on the importance of capacity building of students and professionals in the field of Population Studies and in the discipline of Demography, worldwide, and of embedding this capacity building within our research programme.

We realize this vision by combining different approaches in the field of population studies (e.g. social demography and analytical demography). Within social demography we emphasize the study of demographic behaviour within its context, in particular its sociocultural and geographical context. Within analytical demography we combine macro-level approaches (e.g. life tables) with micro-level methods (e.g. survival analysis).

We teach both quantitative and qualitative research methods and we have an international, multidisciplinary orientation. We focus strongly on academic skills such as writing a research proposal and communicating and reflecting on research results and their foundations. Our education is heavily research-driven.

In addition, we adopt an international classroom approach in which students from within and outside the Netherlands with various cultural characteristics and backgrounds learn from each other through peer review and joint discussions with teachers and other professionals in the field.

## 1.2 Frames of reference

The learning outcomes for the Groningen degree programme in Population Studies were drawn up in line with the disciplinary reference framework for Spatial Sciences that was reformulated in 2012 by the *Disciplineoverleg Sociale Geografie en Planologie* (Discipline platform for Human Geography and Spatial Planning). The general learning outcomes are formulated by the discipline platform on the basis of the Dublin Descriptors and in comparison with international benchmark programmes in the Spatial Sciences. As all degree programmes in Human Geography and Spatial Planning (including Demography) in the Netherlands are represented in the discipline platform, the reference framework is automatically a benchmark for all programmes.

Furthermore, our learning outcomes tie in with the international requirements of the professional demographic field and the demographic discipline; these are reflected in the content of the degree programme. With regard to level and academic orientation, our learning outcomes are comparable to other one-year English-taught international Master's degree programmes in Population Studies/Demography (see Appendix 1) However, the focus on social Demography besides analytical Demography in Groningen stands out from the other programmes that focus on poverty (Southampton), development (London School of Economics), health (London School of Hygiene and Tropical Medicine), geography (Dundee and Barcelona Pompeu Fabra) or research methods (London School of Economics and Barcelona Universitat Autonoma).

Our Master's degree programme is valorized in practical settings by various stakeholders and thus recognized in the professional field. This is clearly evident from the large – and growing – number of applications we receive from mid-career professionals at demographic institutes abroad (mainly developing countries). The mid-career professionals who have been admitted to our Master's degree programme have praised its relevance for their work and career. Our short courses, which are part of our Master's degree programme, are another clear example of the valorization of (part of) the curriculum for various stakeholders. In our 'Short Course in Demographic Methods and Analysis' and our course 'Introduction to Qualitative Research', we offer part of our curriculum to external mid-career professionals. The 'Short Course in Demographic Methods and Analysis' – which combines the PS Master's degree programme course units 'Demographic Measures and Methods' and 'Life Tables and Population Projection' – has been followed by approximately 20 external mid-career professionals, mostly from abroad, between 2006-2007 and 2012-2013. Moreover, the short course has been provided in Dutch (on request) to Statistics Netherlands, to the Actuarial Society and to people working for municipal and provincial authorities. The 'Introduction to Qualitative Research' course has been provided – on request – within the European Doctoral School of Demography (since 2008), within the national Graduate School NETHUR (since 2008), as a training-for-trainers workshop in qualitative research for the Hanze University of Applied Sciences, as an Introductory course for UMCG-SHARE, and at research institutes/universities in India, Malawi, Uganda and Ghana within some of our international research projects. In addition, until 2011-2012, over 20 external mid-career professionals had followed the 'Qualitative Research Workshop' together with the students of the PS Master's degree programme.

## 1.3 Intended learning outcomes

The learning outcomes of the PS Master's degree programme (see Appendix 5.1) are based on the discipline's reference framework drawn up in 2012, and meet the internationally accepted qualifications as expressed in the Dublin Descriptors that signify completion of the second cycle.

The general aim of the degree programme is to impart scientific knowledge, understanding and skills on a level that enables the students to become independent researchers in the field, and contribute to capacity building in Population Studies and Demography.

Our learning outcomes focus on theories, methods and academic skills, giving our programme a strong academic orientation. We teach the students advanced knowledge and understanding of important demographic concepts and measures, and of theories in the field, and we focus on the study of demographic topics within their context by placing them in theoretical frameworks, by studying them through the research process (including collecting data, constructing questionnaires and interviewing respondents), by applying techniques to analyse data on these topics, and by communicating and critically reflecting on the results, leading to relevant outcomes and potential policy/intervention recommendations. In doing so, students are taught to be aware of ethical considerations and data quality issues, and to critically reflect on their research choices and those of other students/researchers.

Within the PS Master's degree programme we offer students a structured route through the research process, resulting in independent scientific research in the Master's thesis. In this process a clear link is made with the research programme of the Department of Demography and the Population Research Centre, namely 'Population and Wellbeing in Context'.

Lectures and discussions focus on how to use theories and methods, not only in academic contexts but also in practical settings. Students learn, for example, how research is embedded in policy and how research can be used to design, monitor and evaluate (intervention) programmes. Students participate in seminars and discussion groups in an active research and learning environment with guest lecturers and seminars by established professionals and researchers from other demographic institutions, with collaborating researchers from abroad and with people in the field. Together with our emphasis on the communication of their ideas and their research work, we prepare the students in the best way possible for the profession of demographic researcher and participation in the international field. In addition, we offer our students the necessary advanced-level background to contribute to capacity building independently, so that what they learn can be transferred to others with an interest in the field of Demography and Population Studies.

# 2 Standard II: Teaching-learning environment

*Standard 2*

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

## 2.1 Content of programme

In our degree programme we aim to teach our students the necessary academic knowledge of theories and methods, and the academic skills required to understand population dynamics in its context. In doing so we structure our programme according to the research cycle, we employ interactive teaching modes and research-driven education. Whereas the start of the programme is very intensive, the second six months of the programme are more oriented towards applying the acquired knowledge, methods and skills, to discussions and critical appraisals.

### *2.1.1 Curriculum*

Table 1 shows the current programme for the Master's degree in Population Studies. It encompasses six compulsory course units worth 5 ECTS credit points each, two optional course units totalling 10 ECTS, and a Master's thesis worth 20 ECTS. Students must obtain the total of 60 ECTS. All course units are taught in English. See Ocasys for the outlines of the course units in the PS Master's degree programme.

Table 1 - Master's degree programme in Population Studies (2012-2013)

| Semester 1a<br>Theories & Research Design | Block 1b<br>Data analysis (mainly macro) | Block 2a<br>Data analysis (micro), Thesis | Block 2b<br>Policy implications, Thesis |
|---|---|---|---|
| Theories of Demographic Behaviour (5 ECTS) | Demographic Data, Measures and Methods (5 ECTS) | Advanced Survey Analysis (5 ECTS) | Population Policies and Interventions (5 ECTS) |
| Research Process & Qualitative Research (5 ECTS) | Life Tables and Population Projections (5 ECTS) | Master's thesis (5 ECTS) | Master's thesis (5 ECTS) |
| Optional course (5 ECTS) | Optional course (e.g. Advanced Qualitative Research Methods) (5 ECTS) | Master's thesis (5 ECTS) | Master's thesis (5 ECTS) |

**Compulsory course units**

As can be seen in Table 1, the core programme follows the research cycle and begins with theories of demographic behaviour, the research process, data-collection techniques (quantitative as well as qualitative), followed by data analysis at both macro (population) level and micro (individual) level, and finally population policies and interventions, where the students learn to identify and indicate how their scientific research or that of others can be translated into and is embedded in policy and action.

There is a clear link between the compulsory course units in the curriculum and our learning objectives (see Table 2 below). This table also shows the link between the course units and the Dublin Descriptors.

Table 2 Link between compulsory course units and objectives

| Course Units | Knowledge | Application | Judgement | Communication | Link to learning objectives of MaPopSt (see Appendix 5.1) |
|---|---|---|---|---|---|
| | | | | | |
| Theories of Demographic Behaviour | + | | + | | A1, A2, A3 |
| Research Process and Qualitative Workshop | + | + | + | + | A3, A4, B1, B2, C1 |
| Demographic Data, Measures and Methods | + | + | + | + | A1, A5, A6, A3, B2 |
| Life Tables and Population Projection | + | + | + | | A1, A6, A3 |
| Advanced Survey Analysis | + | + | | | A1, A6, A3 |
| Population Policies and Interventions | + | | + | + | A1, A7, A3 |
| Master's thesis | + | + | + | + | B1, B2, C1, C2, C3 |
| PRC seminars | + | | + | + | C1, C2, C3 |

**Optional course units**

Students take optional course units worth 10 ECTS credit points. Master's students who will conduct qualitative research for their Master's thesis are required to follow the 'Advanced Qualitative Research Methods' course unit (5 ECTS) offered by our department. In this way we focus the guidance of students who want to conduct qualitative research for their Master's thesis. The course unit is scheduled in blocks 1b and 2a, parallel to the Quantitative Analysis course units.

For the remainder, students can choose which optional course units to take. We provide a list of recommended course units which include those offered by our Department, namely 'Healthy Ageing', 'Population, Health & Place', 'Migration', and 'Population & Development'. We also list other possibilities at our Faculty, and the possibility of taking an optional course unit at another faculty or university.

**Master's thesis**

Throughout the MSc in Population Studies, students work on their Master's thesis.

The following compulsory seminars, instructions and milestones are part of the Master's thesis line:

- Seminar I: Research at Population Research Centre and Master thesis possibilities. Start block 1a.
- Instruction I: Introduction to finding literature and the library. Start block 1a.
- Instruction II: Giving feedback. Start block 1a.
- Instruction III: Paper writing. Start block 1a.
- Milestone I: Presentation of research proposal. End of block 1a.
- Instruction IV: From research proposal to Master's thesis. Start block 2a.
- Milestone II: Presentation of data, methods, results of Master's thesis. End of block 2a.
- Discussion: How to translate research findings to policy & interventions? Start block 2b.
- Milestone III: Presentation of Master's thesis. End of block 2b.

The objective of the thesis is to conduct an individual research project in which students make effective use of theories and techniques of data collection and data analysis to address demographic issues and to formulate recommendations for policymaking and interventions.

Students may choose an analytical or social demographic topic. Most students participate in the ongoing research of the Demography Department, which is centralized in the Population Research Centre (PRC). Possibilities include part-time placements in the Netherlands (e.g. at the Netherlands Interdisciplinary Demographic Institute, NIDI) or abroad, and fieldwork in developing countries, if time allows. This needs to be discussed with the Master's coordinator. The Master's thesis protocol contains guidelines to assist students and supervisors in the course of events around the project.

**Start of the programme**
From the course year 2012-2013 onwards, students can enter the Master's degree programme in either September or February. Before 2012, we also occasionally allowed students – particularly students from abroad) to enter at times other than September (i.e. November or February), offering them tailored programmes. The vast majority of students still begin our programme in September.
We offer current students starting in block 2a the Research Process course unit in their first semester block, by means of individual guidance, and the Theories course can be completed through independent study, using video recordings of lectures and additional study material. In addition, they attend the presentations of Master's theses by students who commenced in block 1a, and vice versa. Students thus learn from the presentations by the students before and after them. However, their progression through the research cycle remains less than ideal in comparison to the programme commencing in block 1a. In 2012-2013, no students entered the programme in February.

### *2.1.2 Teaching modes*
Interactive teaching modes are employed by enthusiastic and dedicated teachers who are experts in the field and include their research experiences in their teaching. Several teaching modes are used, such as classroom teaching, tutorials (including computer tutorials) and peer review, instruction meetings, seminars, excursions and discussion groups (see also Appendix 5.5).
Teaching is organized in small classes. Through peer review and discussions we facilitate the construction of a learning community for the students. Lectures and discussions focus on how to use theories and methods effectively in practical settings.

### *2.1.3 Study load and contact hours*
Within the 12-month international MSc programme, students must obtain a total of 60 ECTS credit points, thus totalling 1680 hours. The study load is equally divided between the four semester blocks, although there are fewer contact hours in the second semester than in the first semester.
In the course units Research Process & Qualitative Research (sem. 1a) and the analytical course units (blocks 1b and 2a) in particular, intensive teaching is provided. The analytical course units, for example, focus on internalization of methods and analytical techniques by including not only lectures but also practicals and assignments, all of which are computer-based. In the last two blocks (Population Policies, Master's thesis) the emphasis is more on independent study, discussions and the application of the acquired knowledge, methods and skills in the Master thesis.

Table 3 Contact hours per week in the PS Master's degree programme 2011-2012

| Year of study | 1 |
|---|---|
| Contact hours | 11.8 hours per week |

According to the curriculum evaluation (see 2.3.3 and Appendix 7), students evaluated the study load as somewhere between high and just right. None of the respondents rated it as too light. Indeed, our programme is regarded as very ambitious, asking a great deal from those involved (students, lecturers) in order to achieve the highest level possible after one year.
We inform the students about the study load during information meetings and during the introductory class. We also discuss it frequently during meetings of the Programme Committee. The general feedback from the student members of the Programme Committee is that 'it is a lot of work but feasible and rewarding'.

### *2.1.4 Research in education*
As described in 2.1.1, the compulsory course units we offer follow the research line. In the first semester already – in the Research Process course unit – students begin working on their research proposal. Our Research Process course unit has also been implemented in the Research Master's degree programme. The research cycle is also followed in the Master's thesis line (see also 2.1.1).
Students participate in seminars and discussion groups that are conducted in an active research environment, including guest lectures and seminars by established professionals from other demographic institutions.

The Master's degree programme includes attendance at the Dutch Demography Day (a conference for demographers) and an excursion to Statistics Netherlands and the Netherlands Interdisciplinary Demographic Institute in The Hague.
The Master's degree programme reflects the main characteristics of the research programme of the Population Research Centre 'Population and Wellbeing in Context' by focusing on both the macro (*population*) level and micro level (the demographic behaviour of *people*); by adopting *multi-disciplinary perspectives (*demography, epidemiology, anthropology, geography, social ageing, biology, nutrition); by teaching both *quantitative* and *qualitative research methods*; by focusing on the translation of research *into policies or interventions.* Within the course units, the students are taught the theories, methods and skills that the different teachers apply in their research.
In addition, the Master's thesis topic is strongly integrated in the research programme, thus enabling students to be guided by experts on the topic. The programme comprises topics such as population decline, population ageing, global migration, life of migrants, healthy ageing in society, families, households, residence, mortality, (reproductive) health, nutrition, access to healthcare, place-making among the elderly.

### *2.1.5 Excellence policy*

In 2011-2012, University-wide Honours programmes were introduced at Master's level. The Honours programme is described in section 1.2.1 of the general introduction.
In the case of Master's students of Population Studies who excel, we inform them about the option of following the two-year Research Master's programme. Since the 2007-2008 cohort, five students have switched to that programme.
To date, none of the Master's students of Population Studies have been directly admitted to the Master's Honours programme. This could be partly due to the fact that students from abroad who have a grant must complete their studies in one year, and to the fact that students have not been sufficiently informed about the Honours programme.

### *2.1.6 Study guidance*

The PS Master's degree programme is relatively small-scale, which facilitates easy contact among students and between students and teachers. In addition, students are offered the opportunity to have a mentor.
For the academic year 2012-2013, Daniel Herbers (PhD student and alumnus of the Master's degree programme) is the mentor for students on the programme. The objective of the mentor system is to help students with matters such as planning their studies, how to study for exams, and how to deal with additional problems they encounter during the programme.
The coordinator of the PS Master's degree programme evaluates students' progress based on their study results at the start of blocks 1b, 2a and 2b. If necessary, progress is discussed with the student and a plan of action is formulated.

### *2.1.7 International arrangements*

The Master's degree programme in Population Studies is an international programme in the sense that many of the students – and some of the lecturers – are from outside the Netherlands and/or have extensive international research experience. This forms the foundation for our internationally oriented classroom approach in which Dutch students and students from abroad from different cultures and backgrounds learn from each other through peer review and joint discussions with teachers and other professionals in the field (see above). In this context, the multicultural student setting requires special attention.
Students from abroad are invited to additional welcome meetings in which they receive, for example, information on issues relating to Dutch marking systems, examinations and student-staff interaction. Some of these issues are also dealt with in the Faculty's own welcome meeting.
Teaching staff receive training on intercultural skills within the University Teaching Qualification (UTQ). Most workshops and courses on teaching also cover this. Within the PS Master's degree programme we organize a number of social events for students and staff together, in order to make all students feel at home.
Students can opt for fieldwork abroad – if time allows and if the fieldwork is relevant to their Master's thesis. The Population Research Centre has many international contacts through which this can be arranged. The students can also participate in the Faculty's exchange programmes. For example, one student in the 2011-2012 cohort decided to go to Lund for an additional six months of more economics-oriented demographic training.
In addition, we welcome students from these student exchange programmes.

### *2.1.8 Professional orientation*

The programme has been developed for future professionals in business, government, non-governmental organizations (NGOs), and academia. Demographers are competent in reflecting on how the context in which we live affects population dynamics (e.g. migration, fertility, mortality and ageing) and vice-versa. This can be through either analyses of large data files for demographic data and trends, or through in-depth qualitative analysis of people's lives. Good population data are required for policymaking and developing intervention programmes, for example to estimate the demand for housing or schooling in the future, or to estimate the future number of migrants in a country.
The career prospects are good. Many of our alumni – especially Dutch alumni – go on to do a PhD, whereas most mid-career alumni from abroad receive promotion within the institute at which they were employed.
In order to prepare students for the employment market, interactive modes of instruction are used to internalize the materials provided. In the Master's degree programme, the writing and presenting of papers in English is considered to be important, as well as assignments such as writing research proposals, constructing questionnaires and carrying out computer analyses.
In addition, we introduce students to the professional field by inviting guest lecturers and organizing seminars with established professionals in the field, by organizing an excursion to Statistics Netherlands and the Netherlands Interdisciplinary Demographic Institute, and by requiring them to attend the annual Dutch Demography Day.

Additionally, in the multicultural classroom environment, Master's students come into contact with the mid-career professionals from abroad who are following either the Master's degree programme in Population Studies or our short courses. Job openings are posted on the programme's Nestor site to show students what they can expect in terms of job prospects after they graduate.
In terms of career prospects, closer involvement with alumni is required. Partly for this purpose, we set up the PRC alumni Facebook page – although recently we have not given enough attention to this. At the moment one of our PhD students is a board member of the Faculty's Professor Keuning alumni association, which could also play a role in this.

For information about the University-wide programme NEXT, see section 3.3 of the general introduction.

## 2.2 Staff

### *2.2.1 Staff quality*

Table 4 is an overview of the teaching staff on the PS Master's degree programme. A total of 9 staff members are involved in teaching the compulsory parts of the programme.
All staff members have a PhD. Five already have the UTQ. The remaining teachers at Assistant Professor (UD) or Professor level with a substantial post in terms of fte are in the process of finalizing their UTQ training, and the teachers at postdoc level (10% of the teaching load) are taking relevant training courses on teaching and didactics.
The staff who teach the various components of the curriculum have the expertise needed for realizing the intended learning outcomes.

Table 4 Overview of staff involved in the PS Master's degree programme

| Name | Title/ Degree | M/F | Position | Appointment(fte); % research time | UTQ | Expertise/specialization |
|---|---|---|---|---|---|---|
| Dr A. Bailey | PhD | M | Postdoc & Assistant Professor | 1.0; 37% | ++ | Global Migration; Culture; India; the Netherlands |
| Dr H.H. Haisma | PhD | F | Assistant Professor | 0.8; 70% | Yes | Nutrition; Child Health; Latin America; Africa |
| Prof.dr I. Hutter | PhD | F | Professor | 0.4; 40% | ++ | Reproductive Health; Culture; India; Healthy Ageing |
| Dr F. Janssen | PhD | F | Assistant Professor | 1.0; 40% | Yes | Population trends in mortality & health; the Netherlands, Europe |
| Dr E. Kibele | PhD | F | Postdoc | 1.0; 90% | Ex | Regional mortality differences; Healthy Ageing; Germany; Europe |
| Dr M. Klaassens | PhD | F | Postdoc | 1.0; 90% | Ex | Healthy Ageing; Northern |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | Netherlands |
| Dr L.B. Meijering | PhD | F | Assistant Professor | 0.8; 40% | Yes | Healthy Ageing; place identity; Northern Netherlands |
| Prof.dr. C.H. Mulder | PhD | F | Professor (0.8) | 0.8; 40% | Yes | Housing; Residential Mobility & Migration; Families; western countries |
| Prof.dr L.J.G. van Wissen | PhD | M | Professor | 0.2; 40% | No | Spatial and Economic Demography; western countries |

UTQ (University Teaching Qualification): Yes = holder, + = taking UTQ course, ++ in fast-track UTQ course, E = exempt
Source: Education Office, Faculty of Spatial Sciences, University of Groningen

Staff quality is summarized in Table 5.

Table 5 Staff quality

| Degree | MA | PhD | BKO |
|---|---|---|---|
| Percentage | 100% | 100% | 44.4% |

### *Staff numbers and involvement*

We have achieved considerable growth in the number of staff involved in the Master's degree programme in Population Studies, and this has enhanced the interdisciplinary character of the programme. The growth in the number of staff has also reduced our vulnerability (e.g. in the event of illness). Recently, more course units were taught by different lecturers together. This further reduces vulnerability, and, moreover, enhances the quality of the course units.
Although the student/staff ratio has increased considerably in comparison to 2005-2006, , mainly as a result of increased student numbers, it is still rather low and our main priority remains to attract more students.
The student-staff ratio is calculated according to the definition formulated by the NVAO (Sept. 2012): total number of students registered divided by the number of fte's involved in teaching activities on the degree programme.
Table 6 shows the number of staff involved in the programme in academic year 2011-2012 (including optional course units). This table shows not only the staff numbers from Table 4, but also the staff involved in optional course units taken by students on the Master's degree programme in Population Studies.

Table 6 Staff involvement in PS Master's degree programme, 2011-2012 (by position)

| Category | Male | | Female | | Total | | PhD |
|---|---|---|---|---|---|---|---|
| | number | fte's | number | fte's | number | fte's | |
| Professor | 2 | 0.08 | 2 | 0.23 | 4 | 0.31 | 100% |
| Associate professor | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0% |
| Assistant professor | 2 | 0.32 | 4 | 0.52 | 6 | 0.84 | 83% |
| PhD researcher | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0% |
| Lecturer | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0% |
| Researcher | 0 | 0.00 | 2 | 0.10 | 2 | 0.10 | 0% |
| | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0% |
| Total | 4 | 0.41 | 8 | 0.85 | 12 | 1.26 | 80% |

Source: Education Office, Faculty of Spatial Sciences, task load model 2011-2012

In academic year 2011-2012, a total of 13 students were registered on the Master's degree programme in Population Studies. Based on the figures above, the staff-student ratio was 10.3.

Table 7 Student-staff ratio

| Ratio | 10.3 |
|---|---|

## 2.3 Students

### *2.3.1 Enrolments*

Student enrolment in the PS Master's degree programme (see Table 8) has grown substantially compared to 2005-2006 and 2006-2007 (6 or 7 students) and is now virtually stable at around 12 students. Since 2008-2009, the number of Dutch students has declined over time, whereas

the number of students from abroad has increased. We witnessed a clear increase in the number of international applications and admissions. However, only a very small proportion of these students have been able to secure funding to actually participate in the Master's degree programme.
In recent years, several students of Population Studies decided to further specialize in the Research Master's degree programme (N = 5 as of cohort 2007-2008). We have always encouraged students who have a very clear interest in research to do this, rather than trying to keep them in our own Master's degree programme (and thus enhancing the number of students and our success rate).
The number of students in classes is increased by participants following the Short Courses and students from other Master's degree programmes following optional course units with us (see below).

The Master's students of Population Studies are an international group of students from many different backgrounds.

In previous years – from academic year 2007-2008 onwards – international students came from Slovenia, Estonia, Kenya, India, Nepal, Tanzania, Syria, Indonesia, Bulgaria, Uganda, Tanzania, Turkey, Germany, Bangladesh, Zambia, Pakistan, Ethiopia, the UK, Lithuania, Colombia, Zimbabwe, Australia and Spain.
The vast majority of Dutch students have a Bachelor's degree in Human Geography and Planning. Dutch students from academic backgrounds other than Human Geography & Planning come from disciplines as diverse as Sociology, American Studies, Biology, Applied Psychology, Business, Didactics, teacher training in geography/history for secondary education. The most common disciplines among international students are Statistics, Population Studies, Economics/Business, Geography & Sociology. The majority of international students are mid-career professionals.

Due to their varied backgrounds, in terms of educational system, discipline and expertise, the students can have very different starting levels, which makes it a challenge to teach in a manner that it is both understandable and motivating for all students, and that enables everyone to reach the same final level. The curriculum evaluation (see Appendix 7) shows that, on average, the students agree that the programme aligns well with the knowledge and skills they have acquired in their Bachelor's degree programmes.

Table 8 Enrolments in Population Studies Master's degree programme according to VSNU

| Year | Enrolments (absolute) | Preliminary education (absolute) | | | | Enrolment by gender (%) | |
|---|---|---|---|---|---|---|---|
| | | Groningen | Other Dutch univ. | HBO | outside higher educ. | male | female |
| 04-05 | 8 | 3 | 0 | 0 | 5 | 2 (25%) | 6 (75%) |
| 05-06 | 6 | 3 | 0 | 0 | 3 | 3 (50%) | 3 (50%) |
| 06-07 | 7 | 3 | 0 | 0 | 4 | 5 (71%) | 2 (29% |
| 07-08 | 14 | 11 | 0 | 0 | 3 | 6 (43%) | 8 (57%) |
| 08-09 | 10 | 6 | 0 | 0 | 4 | 5 (50%) | 5 (50%) |
| 09-10 | 13 | 8 | 0 | 0 | 5 | 5 (38%) | 8 (62%) |
| 10-11 | 11 | 4 | 0 | 0 | 7 | 8 (73%) | 3 (27%) |
| 11-12 | 13 | 5 | 0 | 0 | 8 | 7 (54%) | 6 (46%) |

Source: VSNU (Association of Dutch Universities), 1cHO file, tables M 1.1 and M 4.1.

PhD students, students from other Master's degree programmes within our Faculty, and external participants follow course units within our programme. For example, the Theories course unit in 2012-2013 had 28 participants in total. In addition, the analytical course units in block 1b have many external participants joining the classes, as part of the Short Course in Demographic Methods and Analysis. In academic year 2012-2013, for example, we had 5 external short-course participants, and in academic year 2009-2010, 8 short-course participants joined the classes. The same applies to the 'Introduction to Qualitative Research' course unit, which many international mid-career professionals joined up until last year.

**Requirements for admission to the Master's degree programme in Population Studies**

In order to be admitted to the PS Master's degree programme, students should have a Bachelor's degree in a related discipline, they should have successfully completed at least two course units

in statistics, and should have an interest in research. In addition, applicants should be fluent in English. See Appendix 3 for the admission protocol.

**Strategies for increasing intake**

Although the current enrolment numbers are increasing and are supplemented with external participants, we still regard them as too low. The ideal number of students for our current way of teaching is around 20.

See Appendix 12 for the different strategies we have used for the different target groups to increase enrolments. In summary, we have adopted an active admissions policy so as to increase the number of students admitted from abroad to apply for a fellowship, we have developed our short courses to offer more possibilities for mid-career professionals to join part of our programme, we send flyers to relevant funding bodies to promote our Master's degree programme and our short courses, and we actively respond to requests for student exchange and double degree programmes from universities abroad (e.g. the double degree programme in socio-demographic research with Universitat Pompeu Fabra, Barcelona, Spain). We changed the compulsory demography course units within the Bachelor's degree programmes 'Human Geography and Planning' and 'Environmental and Infrastructure Planning' in order to better reflect the field of Population Studies in relation to geography and spatial planning. Based on the results of a focus-group discussion with the Bachelor's students, an improvement trajectory was implemented with special focus on overlap with other courses, with more contact hours, and with more practice. The Minor in Population Studies – which was introduced in 2009-2010 – annually attracts 10-20 Bachelor's students. In addition, we broadened some of our course units (e.g. Advanced Survey Analysis, Population Policies and Interventions) to attract students from other Master's degree programmes.

Although we have managed to increase enrolments, attracting more students remains a core point of focus.

### *2.3.2 Pass rates*

Table 9 shows that the PS Master's degree programme has had stable or increasing pass rates from academic year 2007-2008 onwards.

Table 9 Progress of Master's cohort, pass rates (excl. later enrolments)

| Year | 1 October cohort (absolute) | % of total cohort | Graduated after (%) | | | | Graduated at institution after (%) | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1 yr | 2 yrs | 3 yrs | 4 yrs | 1 yr | 2 yrs | 3 yrs | 4 yrs |
| 05-06 | 3 | 50 | 67 | 100 | 100 | 100 | 67 | 100 | 100 | 100 |
| 06-07 | 5 | 71 | 60 | 80 | 80 | 100 | 60 | 100 | 100 | 100 |
| 07-08 | 9 | 64 | 22 | 67 | 67 | 67 | 33 | 100 | 100 | 100 |
| 08-09 | 7 | 70 | 29 | 71 | 86 | 86 | 29 | 71 | 86 | 86 |
| 09-10 | 11 | 85 | 45 | 55 | 64 | | 55 | 64 | 100 | |
| 10-11 | 9 | 82 | 78 | 89 | | | 78 | 89 | | |
| 11-12 | 12 | 92 | 58 | | | | 58 | | | |

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 2.1

Table 10 No. of Master's degree certificates per academic year and average time to graduation (in months) for the PS Master's degree programme, divided into Dutch students and students from abroad

| | Dutch students | | Students from abroad | |
|---|---|---|---|---|
| Year | Master's degrees (Dutch students) | Time to graduation (average in months) | Master's degrees (students from abroad) | Time to graduation (average in months) |
| 04-05 | | | 3 | 12 |
| 05-06 | 2 | 19 | 3 | 12 |
| 06-07 | 2 | 9 | 3 | 12 |
| 07-08 | 1 | 22 | 3 | 15 |
| 08-09 | 5 | 16 | 4 | 16 |
| 09-10 | 6 | 22 | 6 | 13 |
| 10-11 | 5 | 17 | 6 | 12 |
| 11-12 | 8 | 25 | 6 | 12 |

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 3.1.

Pass rates among international Master's students are higher than for Dutch students on the Master's. Table 10 shows that students from abroad complete their studies much more quickly than students from the Netherlands. The (weighted) average time to graduation for the period

between 2005-2006 and 2011-201212 is 13.1 months for students from abroad and 18.6 months for Dutch students. On that basis, we can conclude that the programme is certainly feasible. It is important to realize that most Master's students from abroad have a much stronger incentive to complete their degree within one year, as they only have funding for one year. Based on experience from previous years we realize that, when Dutch students do not graduate within one year, the delay tends to be much longer than necessary based on the additional study work, and as a result, in some cases they do not manage to graduate within two years of starting the programme. In order to improve this situation, the Master's thesis line has been introduced. In addition, we have scheduled the presentation of the Master's thesis as early as the end of block 2b, whereas it was previously scheduled at the end of August. Despite this, during a Programme Committee meeting in 2011-2012, Dutch students still said that they would like to see greater incentives to graduate within one year (e.g. a warning that they will receive less guidance from the Master's thesis supervisor after August).

The high average time to graduation of Dutch students who obtained their Master's degree in 2011-2012 reflects a number of students who took an abnormally long period of time to graduate but have now finally done so – partly by involving them again in the Master's thesis programme. According to our own information, seven students from the 2011-2012 cohort (total N=10) graduated within one year, and nine graduated within 15 months.

### *2.3.3 Student evaluations*

Course unit evaluations for the Master's degree programme in Population Studies are part of the PDCA cycle (Plan Do Check Act) and are carried out in accordance with Faculty protocols.
In addition, a systematic Faculty-wide curriculum evaluation was introduced in academic year 2011-2012. When students have completed their thesis, they must upload it to the University Data Archive. This is done by means of a web-based procedure consisting of a number of steps. The procedure now includes uploading the curriculum evaluation. The final step is to upload the thesis itself. As a result of this procedure, the number of evaluations completed is relatively high, and evaluation is now a logical step that is part of the teaching programme.

Course unit and curriculum evaluations are discussed by the Programme Committee for the PS Master's degree. If necessary, the department carries out additional evaluations. In academic year 2010-2011, for example, the course unit 'Population Policies and Interventions' (then 'Population Debate') was discussed in a focus group with the students as input for restructuring the course unit.

# 3 Standard III: Assessment and achieved learning outcomes

*Standard 3*

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

## 3.1 Assessment

### *3.1.1 Principles*

All course units are assessed. Student progress is assessed in accordance with the programme-specific Assessment Plan (see Appendix 4). The plan is based on the Assessment Memorandum published by the Faculty in 2012. The assessment plan shows the assessment and its timing in relation to the programme's course units and learning outcomes.

Assessment procedures are laid down in the Teaching and Examination Regulations (OER) and the Rules and Regulations of the Board of Examiners (see 3.1.2 on procedures). Assessment quality is safeguarded by the Board of Examiners. The coordinator of the Master's degree programme monitors the exam timetable.

The key principle is that lecturers should use reasoned and appropriate assessment modes in keeping with the learning outcomes of the degree programme, the position of the course unit within the programme and the learning objectives of the course unit itself. This argumentation is a fixed part of the course unit description drawn up for each course unit within the programme. The attainment and testing of the learning objectives of a course unit and the learning outcomes of the degree programme are inherent in the mode of assessment and its validity. However, the attainment of learning objectives is just as dependent on student study behaviour, which is why the monitoring and encouragement of active study behaviour is also an integral part of the vision of assessment within the degree programme.

All examinations, exercises and written assignments have to be done individually. We facilitate mutual learning by organizing peer-review processes and discussions.

### *3.1.2 Assessment procedures*

The assessment modes and criteria for all course units are clearly communicated to students in the study guide and in the more detailed course unit information on Nestor. The information is also communicated to the students during lectures.

The quality of the assessment instrument is assessed in advance through peer review of the instrument by another member of staff. The person responsible for peer review is explicitly stated in the instrument description.

The mark must be made known to students within 10 working days of sitting an exam. The final mark for a course unit must be established within 10 working days of the end of the teaching period. A single resit is scheduled for exams. For other assessment formats, the lecturer announces at the beginning of the course unit whether and which remedial options will be offered. Participation in an assessment activity for a course unit always produces a final mark. Partial marks are no longer valid when the course unit ends. Students who do not pass a course unit must retake the whole course unit.

In the case of written exams, the scripts are made available afterwards at BOE for students to inspect.

Assessment is also covered in the course unit and degree programme evaluations. In the course unit evaluations, students can indicate how closely the assessments align with the learning objectives of the course unit.

All assessment results and student evaluations are discussed by the Programme Committee. This involves the programme coordinator and the Director of Undergraduate and Postgraduate Studies looking at all results and evaluations. If these are disappointing, the Director of Undergraduate and Postgraduate Studies contacts the lecturer in question and a plan is drawn up to find a solution. Evaluations are public and are made available to students via the electronic learning environment.

In the curriculum evaluation of the Master's degree programme in Population Studies (see 2.3.3 and Appendix 7), questions 19 to 24 deal with assessment. The responses show that the communication to students on assessment is greatly appreciated, that the programme cannot be completed simply by having a good memory, and that a thorough understanding of the study material is required to pass course units. Also, exams were marked within the specified period. The students' views are quite neutral as regards the opportunities provided for resitting examinations.

During the academic year, the Master's coordinator keeps track of the progress of the Master's students through their study results, and if necessary discusses progress and planning with them. If, despite our entry requirements, we notice that a student's knowledge of English is in fact still insufficient, we strongly recommend that he/she take an English language course. If a student does not manage to pass all course units in blocks 1a and 1b, the Master's coordinator will assess – after a discussion with the student and lecturers – whether the student has the necessary academic ability to pass the Master's degree programme in Population Studies. Based on these discussions, the student is advised either to continue on the programme or withdraw. In the case of a student from abroad with only one year of funding, he/she is advised to submit a request to the Board of Examiners for an additional resit if he/she has sufficient academic ability but is confronted with personal circumstances). In the case of a student from abroad with insufficient academic ability, we recommend that the funding agency cancels the funding.

### *3.1.3 Assessment modes*

The modes of assessment are in line with the learning objectives. A course unit in which knowledge is essential is assessed by a written exam (e.g. Theories of Demographic Behaviour). A course unit in which academic skills are essential (e.g. Research Process) is assessed by written assignments and presentation. Most modules are a combination of knowledge and skills, and are therefore assessed by a combination of written assignments, exercises and/or a computer exam in which both knowledge and practical skills are tested.

See Appendix 4 for the assessment forms for the two major paper assignments: Research Proposal and the written assignment on Demographic Data, Measures and Methods.

### *3.1.4 Thesis assessment*

See Appendix 6 for the Master's thesis protocol, including the thesis assessment.

This thesis protocol – originally designed and implemented by Demography – has been the basic Master's thesis protocol for all Master's degree programmes at the Faculty of Spatial Sciences since 2005. Recently it was decided to adapt the Master's thesis evaluation to the specific objectives for the thesis in the various Master's degree programmes. Also within the PS Master's degree programme, at the beginning of 2012, we discussed assessment of the Master's thesis assessment with the teaching staff and adapted it accordingly.

The Master's thesis protocol is communicated to students through the Master's thesis site on Nestor. The protocol is also handed out and discussed with the students during the meeting at the beginning of block 2a.

The Master's thesis is assessed by the supervisor and an additional supervisor/teacher involved in the PS Master's degree programme on the following criteria:

- Research process (10%)
- Theoretical framework (20%)
- Method, data collection, analysis (25%)
- Conclusions (15%)
- Presentation/communication (20%)
- How did the student work (10%)

The supervisor and the additional assessor independently read the thesis and make a first judgement. Then they discuss their individual assessments together and decide on the final marks for each aspect and, hence, the final mark. The remarks of both assessors are included in one final assessment report which is communicated to the student.

Usually, the mark is also discussed with the Master's thesis coordinator to ensure that marking is consistent between the different supervisors.

## 3.2 Evaluation and student acknowledgement

The level attained is demonstrated by the performance of students (in particular in the individual Master's thesis), the position/employment the graduates obtain and the performance of graduates in actual practice or in post-graduate programmes, and by evaluations of the students on achievement of the course-specific objectives.

### *3.2.1 Student evaluations*

In the course unit evaluations we focus on whether the course-unit-specific learning outcomes have been achieved (see Appendix 8 for the results). The average score across all evaluations for the academic years between 2006-2007 and 2011-2012 is 1.82, indicating that students' ratings were between 'agree' and 'completely agree' with regard to course-unit-specific learning outcomes being achieved.

The curriculum evaluation (see 2.3.3 and Appendix 7) included general questions on skills acquired and the value of the Master's degree for the future.

The students strongly agreed that what they learnt is valuable for the future. They also more than agreed on the added value of the programme in terms of all acquired academic skills, i.e. creative thinking, problem-solving, analytical skills, critical attitude, ability to cooperate, skills in writing scientific papers and giving presentations.

### *3.2.2 Student performance*

The Master's theses are the most effective performance indicator for individual students (see Appendix 9 for the list of recent Master's theses and final marks). The average mark across the past three cohorts is 7.2.

The Master's theses show the diversity in terms of the methods and techniques used, which also reflect the diversity among our staff, and the multiple methods and techniques learned by the students during the Master's degree programme in Population Studies.

### *3.2.3 Graduate performance*

Many of the Dutch graduates become researchers at a demographic or interdisciplinary research institute, for example the Netherlands Interdisciplinary Demographic Institute (NIDI) in The

Hague. Other graduates find employment with private-sector companies, NGOs or government organizations such as the Netherlands Environmental Assessment Agency (PBL), Oranjewoud, the Netherlands Institute for Social Research (SCP), the National Institute for Public Health and the Environment (RIVM), the Netherlands Institute for Health Services Research (NIVEL) and the Jan van Es Institute (JVEI). Less usually, they find employment at statistical offices, as in the case of one alumnus who currently works at the statistical office of Curacao. It is more common for graduates to find employment with a provincial or municipal authority.

A large selection of all graduates of the Master's degree programme continued as PhD students, not necessarily restricted to the field of Demography. For example, past graduates from the PS Master's degree programme have obtained PhD positions at other departments in our Faculty. Currently, nine MSc alumni (or Research Master's students with a specialization in Population Studies, who started out as PS Master's students) are PhD students at the Population Research Centre, one alumnus has just begun as a PhD student at the department of Economic Geography, three alumni are PhD students at another university in the Netherlands, and at least three MSc alumni are studying for a PhD abroad.

The number of Dutch students from the cohorts between 2007-2008 and 2010-2011 that entered a PhD programme is 11. Fewer students from abroad in those cohorts are studying for a PhD. Instead, many of the international graduates (mostly mid-career professionals) gained promotion at the institute at which they were employed or found another more specialized position in their country, according to their preference. See Appendix 10 for an overview of the current employment of a selection of our graduates.

Our graduates are capable of performing both quantitative and qualitative analysis applied not only to demography but also to the social sciences in general. Example are population projections, life table calculations, advanced survey analysis, qualitative analysis. It should be noted, however, that the knowledge of survey analysis among our graduates is less advanced compared to graduates in sociology, who focus more strongly on this particular technique but do not learn the macro-level demographic techniques. Part of the difference in knowledge relates to the work packages used: we use SPSS, whereas sociologists mostly use R or Stata. The latter recently became the standard for PhD students.

# 4 Analysis of and reflection on all three standards

Since the previous assessment in 2007

- We have integrated research even more closely in the Master's degree programme by formulating the Research line, by developing a Master's thesis line and by making our research-driven education more explicit. With the increase in teaching staff, the interdisciplinary and international character of our Master's degree programme has grown.
- We have reinforced the feedback element between students so as to facilitate the establishment of a learning community.
- We have begun offering part of the curriculum as separate short courses for external mid-career professionals.
- We have more explicitly adopted the international classroom principle as a natural reflection of the increasing number of students (currently stable) from different backgrounds in the Netherlands and other countries, the many external mid-career professionals who follow part of the Master's degree programme in our short courses, and our interdisciplinary group of highly qualified, internationally oriented, skilled and motivated teachers.
- We have explored the option of e-learning. However, because of our interactive way of learning we strongly believe that e-learning is not suitable for our Master's degree programme.
- We have continued our efforts to recruit more students (see also 2.3.1).
- We have set up a programme-specific mentoring system.
- We have introduced the Master's curriculum evaluation.
- We have formalized our assessment plan, including the different assessment modes according to the goals, and the detailed assessment criteria that are applied not only to the Master's thesis but also to the main paper assignments.
- We have enhanced cooperation with other international Master's degree programmes in the field of Population Studies.

All these steps have led to a cohesive and diverse programme with a clear scientific orientation that is research-driven. The programme is ambitious but feasible, with few students currently withdrawing from it or falling behind in their studies, and with a relatively high pass rate. Our graduates are capable of performing both quantitative and qualitative analysis applied not only to demography but also to the social sciences in general. Our programme is valorized in practical settings by various stakeholders and highly rated by the students.

The Master's students of Population Studies who have participated in the curriculum evaluation since June 2012 gave our programme an average score of 8.3 (see 2.3.3 and Appendix 7). In addition, our PS Master's degree programme has been ranked second among all Master's degree programmes in Geography and Planning and related subjects in the Netherlands. The ranking is an annual publication of the Centre for Information on Higher Education (CHOI) and reflects a critical comparison of study programmes, partly based on students' evaluations of the years 2010 and 2011. See appendix .11 (in Dutch only).

Points for improvement or concern that remain, and our strategy for these, are as follows:

- Limited number of students:
    - maintain active admission strategy; explore additional funding possibilities for students from abroad
    - involve graduates/alumni more closely in promoting the Master's degree programme Population Studies. Extend use of social media
    - further develop and adapt the demography course units provided at Bachelor's level. One possibility is to organize exit meetings with students who followed the Minor in Population Studies at Bachelor's level
    - explore other ways of recruiting students (e.g. through double degree programs etc.)

- In terms of the programme:
    - implement more advanced work packages in micro analysis (Stata, R) to improve the level of our graduates compared to sociology graduates
    - develop more structural contacts with the professional field. We are currently exploring the possibility of including placements as one of the two optional course units
- In terms of professionalism:
    - further increase the number of lecturers with the university teaching qualification (UTQ)
    - pay continuous attention to the multicultural student setting, both in order to benefit fully from it (international classroom) and to monitor possible problems
    - pay attention to keeping pass rates at the same high level
    - based on this reflection, we realize that communication can be improved. For example, the communication of our unique profile on our website, our academic orientation in the learning objectives, and the link between the course units and the learning objectives and the assessment in the course unit outlines could all be described more clearly. We can also benefit by using more standard terminology in the learning outcomes and course unit outlines. We have already started to do this.

# Appendices

## Appendix 1 Intended learning outcomes

The degree programme is designed to impart knowledge on the theories, methods and skills required to comprehend population dynamics in its context.

More specifically, the degree programme is designed to

A) Impart knowledge on

A1) important demographic concepts and measures of fertility, mortality, migration and (reproductive) health

A2) the most important theories in the field of Population Studies and in the discipline of Demography on how demographic behaviour is embedded within the historical, economical, sociocultural, gender, (bio)medical, institutional and geographical contexts in which people live

A3) the research process in all its facets

A4) the application of qualitative research methods

A5) the ways of obtaining demographic data, either through existing demographic data sources or through own data collection, taking account of quality issues

A6) the most important analytical demographic methods and techniques for analysing demographic data at the macro and micro level, including demographic survey analysis

A7) how research is embedded in policy and can be used to design, monitor and evaluate (intervention) programmes

B) Impart knowledge, understanding and skills in the field of Population Studies and Demography, in such a way that the graduate is capable of

B1) performing independent scientific research, involving formulating the research proposal, formulating theoretical frameworks, collecting data, applying different quantitative and qualitative methods to the analysis of the data, interpreting the results, and formulating recommendations for further research and/or action, while being aware of ethical considerations

B2) presenting and writing papers and thesis on topics and research in Population Studies and Demography

C) Prepare for

C1) the profession of researcher in Population Studies and in Demography

C2) participation in the international field of Population Studies and Demography

C3) the contribution to capacity building in Population Studies and Demography, nationally and/or internationally

## Appendix 2 Master's degree programmes in Population Studies in Europe

| Country | University – faculty | Name of education | Focus/specialization | Duration | Language |
|---|---|---|---|---|---|
| *One-year English-taught Programmes* | | | | | |
| UK | London School of Hygiene and Tropical Medicine | MA Demography and Health | Health | 60 ECTS | English |
| UK | London School of Hygiene and Tropical Medicine | MA Reproductive & Sexual Health Research | Reproductive & sexual health | 60 ECTS | English |
| UK | London School of Economics and Political Sciences | MA Health, Population and Society | Health, Population, Society | 60 ECTS | English |
| UK | London School of Economics and Political Sciences | MA Population and Development | Population and Development | 60 ECTS | English |
| UK | London School of Economics and Political Sciences | MA Social Research Methods (Population) | Research Methods | 60 ECTS | English |
| Netherlands | University of Groningen - Faculty of Spatial Sciences | Population Studies | Social & Analytical Demography | 60 ECTS | English |
| UK | University of Dundee - Department of Geography | Applied Population and Welfare Geography | Geography | 60 ECTS | English |
| Spain | Universitat Pompeu Fabra | Master of Research in Sociology and Demography | Socio-demographic research | 60 ECTS | English |
| Spain | Universitat Autonoma de Barcelona | MA Regional and Population Studies | Research methodology | 60 ECTS | English |
| UK | University of Southampton - School of Social Sciences | MA Demography | Demography and poverty analysis | 60 ECTS | English |
| *Two-year English-taught Programmes* | | | | | |
| Sweden | Stockholm University – Demography Unit – Department of Sociology | Multidisciplinary Master's degree programme in Demography | Economics, economic history, human geography, sociology | 120 ECTS | English |
| Sweden | Lund university - School of Economics and Management | Economic Demography | Population dynamics from an economic perspective | 120 ECTS | English |
| UK | University of Liverpool - Department of Geography | MA (research methodology) Population Studies | Research Methods | 180 ECTS | English |
| UK | University of Liverpool - Department of Geography | MA Population Studies | Population change and its impact | 180 ECTS | English |
| *Non-English-taught Programmes* | | | | | |
| Spain | Universitat Autonoma de Barcelona | MA Territorial Studies and Population | | 60 ECTS | Spanish |
| Belgium | Université Catholique de Louvain - Economic, Social and Political Sciences | Population and Development Studies | Population & Development | 120 ECTS | French |
| Belgium | Université Libre de Bruxelles – Fac des Sciences Sociales et Politiques | Population and Development Sciences | International cooperation, or development policies | 120 ECTS | French |
| Germany | Universität Rostock | Demography | Demographic change | 120 ECTS | German |

# Appendix 3 Admission protocol
# Admission rules MSc Population Studies

## General rules

1 Students should have a Bachelor's degree in a discipline related to population studies, should have successfully concluded at least two courses in statistics and should have an interest in research. Knowledge of mathematics (differentiation, integration, matrix calculation) and SPSS and EXCEL is essential and assumed to be active.

2 Applicants should be fluent in English and meet one of the following conditions:
- Cambridge Certificate of Proficiency in English (A, B or C).
- Cambridge Certificate in Advanced English (A, B or C).
- A minimum of 6.0 for the IELTS (Academic version).
- A minimum of 550 for the written version of the TOEFL.
- A minimum of 213 for the computer version of the TOEFL.
- A minimum of 79 for the internet version of the TOEFL.
- or a written proof of sufficient proficiency in the English language, for instance a Dutch VWO-diploma.

## Special groups

3 The holder of a certificate from the Bachelor's degree programme 'Sociale Geografie & Planologie' or 'Technische Planologie' or 'Sociology' of the University of Groningen or equivalent programmes (inter)nationally is expected to have the knowledge and skills required to start the degree programme, and is admitted to the degree programme on that basis. They are advised to follow (courses of) the Minor programme in Population Studies that is offered at the faculty, before entering the Master programme.

4 The Admissions Board may require students with Bachelor degrees other than 'Sociale Geografie & Planologie' or 'Technische Planologie' or 'Sociology' to follow additional courses, before being allowed to enter the degree programme. This 'transitional programme' will be assessed individually.

5 In applications from foreign students special focus will be - in addition - on whether the students have a sufficient demographic background as there are practical limitations for following a transitional programme for this group of students.

## Transitional programme

6 The transitional programme may exist of one or two statistical courses (Statistiek 1 / Statistiek 2), one or two demographic courses from the Minor Population Studies ("Population Dynamics", "Population & Development", "Migration", "Healthy Aging", "Population, Health and Place") and one or two methodological/research courses (MWO, Philosophies of Social Sciences), when these (kind of) courses are not part of the educational background of the student.

7 For Dutch students in general a division is made between a WO and a HBO Bachelor degree. Those with an academic degree in the social, behavioural and economic sciences are assumed to have a sufficient methodological background. For other students and those with a HBO certificate this is individually assessed. Mostly additional methodological/research courses are required. Also we could require former HBO students to write an individual paper (instead of a group paper) as part of the demographic course(s) they need to take.

8 Students that only have limited demographic background, but fulfill all other requirements, are recommended to study the material for the Population Dynamics course (lectures on Nestor) and/or to fill in the optional courses within the Master Population Studies by demographic courses.

## Appendix 4 Assessment Plan: teaching methods, assignment types and assessment modes per course unit; their contribution to learning outcomes per course unit

Separately attached due to size.

## Assessment forms for the two major paper assignments

### Evaluation Form Research Proposal

Course: The Research Process Population Studies

Name:
Student number:
Mark:

| Component | Weight | Evaluation (I-S-G-E)[1] | Remarks |
|---|---|---|---|
| *Research proposal* | *80%* | | |
| Clarity of research questions, fit with objectives | | | |
| Relevance of theories discussed | | | |
| Critical and complete discussion of literature | | | |
| Quality of conceptual model, fit with RQs? | | | |
| Clarity and 'fit' of hypotheses/ expectations | | | |
| Adequate definition of concepts, embedded in literature | | | |
| Research design: type of research, methods of data collection, data-analysis, ethical issues, time plan and budget discussed | | | |
| Indication of societal and scientific relevance | | | |
| Consistence of proposal throughout | | | |
| Reasoning/ argumentation | | | |
| Logical order/ neatness | | | |
| | | | |
| | | | |

[1] I = Insufficient, S = Sufficient, G = Good, E = Excellent

| | | | |
|---|---|---|---|
| *Participation in class* | *10%* | | |
| Class attendance | | | |
| Preparation | | | |
| Contribution to discussion | | | |
| Involvement in class | | | |
| | | | |
| *Presentation of final proposal* | *10%* | | |
| Presentation techniques: volume, speed, articulation | | | |
| Communication with audience | | | |
| Contents | | | |
| Finished within time limit | | | |
| | | | |
| *Total mark* | | | |

**Marking**
Research proposal, Participation, and Presentation are marked separately, and then averaged and rounded to a whole grade. For example, when you have an 8 for the proposal, a 7 for participation and a 7 for presentation, your total mark will be: (0,80*8)+(0,10*7)+(0,10*7)= 7,8 = 8

*Marks*
5 or lower, when the average judgement of the aspects is Insufficient
6 when the majority of the aspects are Sufficient. All Insufficient marks should be compensated with a Good
7 when half of the components are Good, the rest at least sufficient
8 when all components are Good (or if every Sufficient is compensated with an Excellent)
9 when most components are Excellent and the others Good
10 when all aspects are judged Excellent

## Assessment form: Paper on Demographic Data

**Name:**
**Country:**

| Contents | Mark | Remarks |
|---|---|---|
| | | |
| **Title & Introduction** | | |
| **Demographic data sources country** | | |
| **Obtaining demographic information** | | |
| **Demographic facts and trends** | | |
| **Synthesis & Conclusion** | | |
| | | |
| **Literature (Quality of literature used; way of adding references; bibliography)** | | |
| **Style of text (writing in own words; spelling; grammar)** | | |
| **Layout (layout, table of contents, tables and figures)** | | |

**Final mark (average of the 8 items):**

## Appendix 5 Contact hours per course unit
## Master's degree programme in Population Studies 2012-2013

| Year | Block | Course unit | Contact hours | Total |
|---|---|---|---|---|
| 1 | 1A | Theories of Demographic Behaviour | Lectures: 14 x 2 hours<br>Exams: 2 x 3 hours | 34 hours |
| 1 | 1A | Research Process & Qualitative Workshop | Lectures: 7 x 3 hours<br>Discussions: 7 x 2 hours<br>Workshop: 4 x 8 hours<br>Final presentation: 5 hours | 72 hours |
| 1 | 1B | Excel + SPSS course* | Practicals: 2 x 8 hours | 16 hours |
| 1 | 1B | Demographic Data, Measures & Methods | Lectures: 8 x 3 hours, 2 x 2 hours<br>Practicals: 6 x 2 hours<br>Excursion: 1 x 8 hours<br>Exams: 2 x 3 hours | 54 hours |
| 1 | 1B | Life tables and population projections | Lectures: 10 x 3 hours<br>Practical: 10 x 2 hours<br>Exams: 2 x 3 hours | 56 hours |
| 1 | 2A | Advanced Survey Analysis | Lectures: 7 x 6 hours<br>Practicals: 7 x 2 hours<br>Exams: 2 x 3 hours | 62 hours |
| 1 | 2A | Population Policies and Interventions | Lectures & workshop & discussions:<br>5 x 8 hours | 40 hours |
| 1 | variable | Optional courses<br>(10 ECTS) | See calculation | 114 hours |
| 1 | variable | Master thesis | Library skills: 2 hours (1A)<br>Writing a paper: 2 hours (1A)<br>Presenting and feedback: 2 hours (1A)<br>Meeting begin semester: 1 hour (2A)<br>Meeting end semester: 5 hours (2A)<br>Meetings with supervisor: 2 hours<br>Meeting end semester: 5 hours (2B)<br>Meetings with supervisor: 6 hours (2b) | 25 hours |
| | | | Total | 473 hours |

* Excel and SPSS course is required to start block 1B.

Calculation: The number of contact hours depends on the optional course units chosen. These may differ for each student. For this calculation, the average amount of hours in a regular course unit is multiplied by two, because students are free to choose two course units worth a total of 10 ECTS credit points.

# Appendix 6 Master's thesis protocol (including thesis assessment) specifically for the PS Master's degree programme

## Protocol for the Master's thesis in Population Studies

### 1. Introduction

This protocol has been developed as a guideline for the Master's theses in all Master's degree programmes of the Faculty of Spatial Science, and follows the Dublin Descriptors. For more details of the Master's thesis within individual Master's degree programmes, see the Study Guide. See also Article 3.4 of the Teaching and Examination Regulations (OER).

### 2. Objectives

The objectives of the Master's thesis are:

- to conduct, individually and independently, relevant scientific research in the discipline of Geography, Planning or Demography
- to demonstrate the ability to apply, use and expand upon the knowledge and skills acquired in the various course units in the Master's degree programme.
- to follow the research process in a systematic way, from formulating the research questions and objective, and constructing a theoretical framework and conceptual model, to formulating a proper research design and conducting the actual research (collecting data, analysing primary or secondary data, desk research), interpreting the results, supporting your views with evidence from your own views and/or published literature, formulating recommendations for policies and/or further research that follow on from the research, and communicating this through presenting and writing. For the research process, see also Segers (1997) and Babbie (2002 or latest version).

For further details of the objectives of the thesis for the different Master's degree programmes of the Faculty of Spatial Sciences, please see the Study Guide. See also the assessment criteria for the Master's thesis (section 4.6).

### 3. Topic

The Master's thesis topic relates to research conducted by the staff members of the Faculty, thus

- enabling the student to relate and take advantage of existing research in the Faculty
- combining the teaching and research experience of the staff member.

The Master's thesis topic is determined in mutual consultation with the Master's coordinator or the supervisor, and in accordance with the interest and capability of the student. If the student has an idea of his/her own, the coordinator or supervisor will discuss how the topic fits in with the research programme.

### 4. Procedure

The Master's thesis is worth 20 ECTS credit points, i.e. 560 hours of work (20 * 28 hours).
It is recommended to begin discussing the Master's thesis early in the academic year, in December at the latest, so that the student can begin working on the thesis in the second semester (e.g. in February).
In the first instance, the Master's thesis coordinator (Geography, Planning, Demography) coordinates the thesis research. In the first meeting, the thesis topic is discussed. After this, a supervisor from the Department is assigned, based on research expertise and time available. If needed, a second supervisor will be involved to guide the student on specific parts of the thesis. Either the second supervisor or a second assessor will be involved in assessing the research proposal and the thesis. The second supervisor/assessor is appointed by either the Master's thesis coordinator or the supervisor.

The Master's thesis consists of the following steps:
- preparing a proposal
- conducting the research project
- writing the thesis

presenting the thesis

*4.1 Preparation*

*4.1.1 Short research proposal*

Before starting the actual research, the student writes a short research proposal, comprising:
- the title of the research project
- academic and societal relevance
- the research objective and research questions
- a short summary of background literature, including five key publications on the subject
- an indication of the theories/models to be applied
- the research method to be applied or the secondary data set to be used
- possible ethical issues
- a schedule
- the feasibility of the research
- a provisional table of contents for the thesis
- in the case of a research project outside the Faculty, the organization at which the research will be conducted and the name of the external supervisor
- references.

The short research proposal is discussed with the supervisor, who will consult a second reader for advice. The proposal must be approved before the research can commence.

*4.1.2 From research proposal to Master's thesis: the expanded proposal*

Once the research proposal is approved, the first step is to expand on the research topic, the theoretical background and the research design.
The expanded proposal should comprise
- the title of the research project
- a problem statement, including academic and societal relevance
- the research objective and research questions
- an elaboration of the research topic: relevant background information and/or facts on the topic (e.g. information on the study area)
- theoretical background to the research topic (link with theory course units in the Master's degree programme)
- a conceptual model and/or hypotheses
- the research methodology to be applied (= plan of analysis)
- possible ethical issues
- the feasibility of the research
- a schedule and, if relevant, a budget
- a provisional table of contents for the thesis
- in the case of a research project outside the faculty: the organization at which the research will be conducted and the name of the external supervisor
- references.

On the basis of an adequate survey of the literature on the subject, using bibliographic databases and Internet search engines, more information on the research topic can be provided as well as outcomes of earlier research on the topic, relevant theories, and literature with regard to

relevant methodologies. The starting point should be the relevant course units of the Master's degree programme and the literature that is used in them (e.g. for definitions of concepts).

The conceptual model can be drawn up and/or hypotheses formulated on the basis of your objective, the relevant concepts in the research questions, the theory, and/or earlier research on the topic. The conceptual model shows the different concepts of your study in relation to each other, with arrows indicating the relationship.

The plan of analysis is a report on the research methodology to be applied and the different steps involved, beginning with actual data collection – including a detailed description of your instruments (e.g. the design of your questionnaire) – and/or the description of the secondary data used and its data quality, and, finally, to the data analysis.

Before the student actually starts the research, the expanded proposal must be approved by the supervisor(s).

In case of a research project outside the Faculty and/or outside the Netherlands (e.g. placement), this expanded proposal has to be written and to be approved by the supervisor(s) before starting the project. During the process of writing the expanded proposal, an application for funding can be made. For more details about funding of research abroad, please contact P.J.M. van Steen.

*4.2 Conducting the research*

During the research project the data is gathered, the analyses are conducted and interpreted, and the theoretical part is further elaborated.

*4.3 Writing the thesis*

After completing the research project itself, the applied methodology and the results of the analysis are incorporated in the Master's thesis. The Master's thesis is a scientific report of the results of the research. In the Master's thesis, the different stages of the research process can be identified, namely:

- statement of the problem, objective and research questions
- literature survey, theoretical framework and background to the problem statement
- conceptual model, definitions and hypotheses
- data and methodology: study design, operationalization of the different concepts, description of the study area, description of the data sets used and/or description of the data collection, quality of data/feedback on the data collection, data analysis, and ethical issues included
- findings/results
- discussion of the results: synthesis of results, conclusions, and recommendations
- references.

The thesis is written in English.
It includes – in addition to the topics specified above:
- an abstract of approx. 250 words, also listing 5-10 keywords
- a list of tables and figures
- a list of abbreviations.

Apart from the title, the title page should include: the Master's degree programme, date, name of student, student number, supervisors, university, faculty, department

In the case of Master's theses in the 'excellent' category, we recommend writing an article together with the supervisor.

*4.4 Interaction between student and supervisor*

Throughout the research project, regular discussions and feedbacks take place with the supervisors about:
- the research topic
- preparation of the research project: a short and an extended proposal
- carrying out the project
- the chapters of the thesis
- final evaluation.

The students themselves are responsible for planning the thesis and planning discussions with the supervisor. They must take the initiative to make appointments and ask for feedback
Students are reminded that, especially with regard to finalizing the Master's thesis, the period July-August includes the vacation, when many staff are on holiday.

*4.5 Presenting the thesis*

The Master's thesis is presented to students and staff, together with other Master's theses, usually in a seminar. The presentation is part of the overall evaluation of the thesis and takes place before the thesis is finalized.

*4.6 Submitting the final thesis*

Students hand in three paper copies of their final Master's thesis to the first supervisor (one copy for the first supervisor, one for the second supervisor, and one for the Master's coordinator).
If relevant, a printed copy should be provided as well to the host organization.
The requirements for the content, abstract and title page must be met (see 4.3).
In addition, students upload their Master's thesis through Nestor under 'Organizations': FRW thesis Evaluation and Archiving.
Three steps must be completed:

a) fill in the evaluation form for the Master's thesis course
b) fill in the evaluation form for the Master's degree programme
*c)* upload the Master's thesis to the University Digital Archive (UDA).

*4.7 Assessment of the thesis – PS Master's degree*

The Master's thesis is assessed on the following criteria

1) **Research process (10%)**
2) **Theoretical framework (20%)**
    a. Theories (7.5)
    b. Literature survey (7.5)
    c. Conceptual model (5)
3) **Method, data collection, analysis (25%)**
    a. Methodology/study design (10)
    b. Analysis & results (15)
4) **Conclusions (15%)**
5) **Presentation/communication (20%)**
    a. Writing style (10)
    b. Layout/references (3)

c. Oral presentation of the thesis (7)

**6) How did the student work (10%)**

See next page for the full description of the different components.

## Master's thesis assessment – PS Master's degree programme

**Research process (10%)**

1. Research process Mark: X out of 10 (10%)
    a. Progressed properly through the research process?
    b. Structured approach to the problem?
    c. Objectives and research questions clear?
    d. Clearly indicating academic and societal relevance of the work?
    e. Clear links between objective, theoretical framework, conceptual model and methodology?
    f. Abstractions as well as descriptions?

**Theoretical framework (20%)**

2. Theories Mark: X out of 10 (7.5%)
    a. Relevant theories/link with objective and research questions?
    b. Well described?
    c. Linking theory and results?
    d. Reflection on theory in conclusion?

3. Literature survey Mark: X out of 10 (7.5%)
    a. Does thesis build on existing scientific knowledge?
    b. Key international publications on the topic present?
    c. Thus making clear the contribution of the student's research?
    d. Reflection on literature survey?

4. Conceptual model and hypotheses Mark: X out of 10 (5%)
    a. Conceptual model clearly linking the objective, research questions, theory and previous literature on the topic?
    b. Well described?
    c. Link with hypotheses?
    d. Hypotheses testable and clear link with research questions?

**Method, data collection, analysis (25%)**

5. Methodology / study design Mark: X out of 10 (10%)
    a. Methodology appropriate for research questions?
    b. Arguments given for selection of the method?
    c. Description of data/data sets OK?
    d. Description of data collection OK (if applicable)?
    e. Operationalization OK?
    f. Reflection on data quality?

6. Analysis & results Mark: X out of 10 (15 %)
    a. Analysis conducted independently?
    b. Is the analysis critical?
    c. Description of results okay/done properly?
    d. Ordered?
    e. Illustrated well with tables and figures or quotes?
    f. Synthesis?
    g. New findings?
    h. Contribution to body of scientific knowledge?
    i. Reflection on analysis and results?

**Conclusions (15%)**

7. Conclusions Mark: X out of 10 (15 %)
    a. Conclusion critically drawn?

b. Conclusion based on own results?
c. Research questions answered?
d. Concise?
e. Discussion of the results included?
f. Recommendations for policymakers and further research included?
g. Synthesis of the research in the abstract?

**Presentation/communication (20)**

8. Style of the text Mark: X out of 10 (10 %)
    a. Language okay?
    b. Readability?
    c. Writing style? Academic writing?

9. Layout and references Mark: X out of 10 (3 %)
    a. Representative?
    b. Neatly edited?
    c. References okay?

10. Oral presentation of the thesis Mark: X out of 10 (7 %)
    a. Presented in a right way?
    b. Able to reflect and argue about the research?
    c. Able to answer questions in scientific way?

**How did the student work? (10%)** Mark: X out of 10 (10 %)

11. How did the student work? (10%)
    a. Independently, critically, creatively, pro-actively and resourcefully?
    b. Able to work to deadlines?
    c. Incorporating comments?

**Total = 100 %. Final mark = weighted average. The mark will be rounded off to the nearest half mark.**

In the case of a mark of 9 or above, the consent of the Chairman of the Department is required.

# Appendix 7 Results of curriculum evaluation, PS Master's degree programme, June 2012 - May 2013

| Population Studies | N=16 |
|---|---|
| What mark do you give your Master's degree programme? Mark between 1 (extremely poor) and 10 (extremely good). | 8.28 |
| | |
| How many hours a week did you spend on your study on average last year? | 31.19 |
| How many hours a week did you spend on work on average last year alongside your study? | 14.32 |
| | |
| How did you experience the workload in this programme? (0= much too light; 1=too light; 2=just right; 3=too heavy; 4=much too heavy) | 2.38 |
| Following questions: all Likert scales: 1=completely agree; 2=agree; 3=neutral; 4=disagree; 5=completely disagree | |
| This degree programme fits well with the knowledge and skills acquired in my Bachelor's degree programme | 1.88 |
| My Bachelor's degree programme has adequately prepared me for the attitude and work discipline required for this degree programme. | 2.07 |
| In my opinion, the degree programme was generally interesting. | 1.56 |
| In general I enjoyed this degree programme. | 1.63 |
| I am pleased I chose this degree programme. | 1.63 |
| On average I attended more than two-thirds of the classes. | 1.13 |
| The subjects were interesting. | 1.69 |
| The education was of a good standard. | 1.44 |
| There was sufficient use of active teaching methods involving students in the course units. | 1.56 |
| The teaching staff motivated me to do my best. | 1.50 |
| I received useful feedback from the teaching staff. | 1.50 |
| The teaching staff were available when I needed them. | 1.56 |
| The teaching staff are experts in their discipline. | 1.44 |
| The teaching staff are good at explaining and clarifying the subject matter. | 1.63 |
| I had a clear idea of my study route and what was expected of me. | 1.88 |
| From the beginning the teaching staff made clear what was expected of the students. | 1.69 |
| It was clear to me which criteria were used in various course units. | 1.94 |
| You need more than a good memory to complete this degree programme. | 2.25 |
| The modes of assessment and grading in this course requires a thorough understanding of the study material. | 1.69 |
| The examinations were marked within the specified period. | 2.25 |
| There were enough opportunities to resit exams. | 1.69 |
| The course units in the degree programme fit well together. | 1.69 |
| The curriculum offered enough optional course units. | 2.81 |
| I think this Master's degree programme is a good preparation for the labour market. | 2.19 |
| The literature was instructive. | 1.75 |
| The knowledge and skills I acquired in the Bachelor's degree programme were sufficient for writing my Master's thesis without major difficulties. | 2.27 |
| When writing my Master's thesis I was able to make full use of my research skills. | 1.50 |
| I am satisfied with the substantive support when writing my thesis. | 1.50 |
| The degree programme stimulated my skills in creative thinking. | 1.88 |
| Thanks to the degree programme, my problem-solving skills have improved. | 1.88 |
| This degree programme has improved my analytical skills. | 1.31 |
| This degree programme encouraged a critical attitude. | 1.56 |
| This degree programme improved my ability to cooperate with others. | 1.88 |
| The curriculum improved my skills in writing (academic) papers. | 1.31 |

| | |
|---|---|
| The curriculum improved my ability to give presentations. | 1.69 |
| This degree programme made me want to continue studying. | 1.88 |
| At the University I learned to appreciate perspectives other than my own. | 1.56 |
| What I have learned in this degree programme, I find valuable for my future. | 1.38 |
| This degree programme takes student contributions seriously. | 1.38 |
| Next questions: How satisfied are you with … (1=very satisfied; 2=satisfied; 3=neutral; 4=not satisfied; 5-not satisfied at all) | |
| the course unit schedule | 1.80 |
| the exam schedule | 1.75 |
| the computer facilities | 1.67 |
| the lecture rooms | 1.63 |
| the exam rooms | 1.63 |
| Nestor | 1.50 |
| Progress | 1.63 |
| Ocasys | 2.00 |
| the library facilities | 1.60 |
| the time you have to wait for the Student Support Desk | 1.73 |
| the assistance given by staff at the Student Support Desk | 1.60 |
| the study advisor | 1.78 |
| the communication about Faculty news | 2.06 |
| the service provided by International Office staff | 1.58 |
| the options for studying abroad during the degree programme | 2.63 |
| | |

# Appendix 8 Results of course unit evaluations

| | Theories of Demographic Behaviour | Research Process & Qualitative Research | Master's Thesis Population Studies | Demographic Data, Measures and Methods | Life Tables and Population Projections | Advanced Survey Analysis | Advanced Qualitative Research Methods | Population Policies and Interventions |
|---|---|---|---|---|---|---|---|---|
| Semester | 1a | 1a | 1&2 | 1b | 1b | 2a | 1b/2a | 2b |
| Results (without resits) | | | | | | | | |
| N | 26 | 11 | | 12 | 13 | 11 | 4 | |
| Pass rate (%) | 96 | 73 | | 67 | 46 | 64 | 100 | |
| Average mark | 7.19 | 7.5 | | 7.75 | 6.78 | 6.91 | 7.75 | |
| Standard deviation mark | 1.24 | 0.71 | | 0.97 | 1.87 | 2.35 | 0.43 | |
| Evaluation scores | | | | | | | | |
| N | 26 | 9 | | 17 | 17 | 11 | 4 | |
| Mark awarded to the course | 8 | 9 | | 7.8 | 7.7 | 7.7 | 6.5 | |
| Very satisfied or very satisfied with (%) | | | | | | | | |
| Organisation of the course | 92 | 100 | | 88 | 82 | 90 | 75 | |
| Line in the course | 84 | 100 | | 88 | 82 | 90 | 50 | |
| Level of the course | 80 | 88 | | 94 | 94 | 90 | 75 | |
| How course fits in programme | 88 | 78 | | 88 | 94 | 91 | 100 | |
| Assessment: representativity | 92 | 67 | | 82 | 88 | 63 | n.v.t. | |
| Assessment: formulation of questions/assign ments | 92 | 50 | | 76 | 89 | 81 | n.v.t. | |

## Appendix 9 List of the most recent PS Master's theses

| Student number | title | Mark | Supervisor | Graduation date |
|---|---|---|---|---|
| 1414046 | Migration from the Netherlands to Alberta (Canada). Why people move. | 7.0 | L.J.G. van Wissen | 31/08/2009 |
| 1455893 | The Return Migration Intention of Polish workers in The Netherlands: The Role of Social Networks. | 8.5 | L.J.G. van Wissen | 30/09/2009 |
| 1844024 | Advisable age at first marriage and birth interval to achieve a lower TFR: a case study of Indonesia. | 7.5 | F. Janssen | 30/11/2009 |
| 1307614 | Healthcare seeking behaviour in Europe. Explained by background characteristics and differences in national healthcare systems between the countries. | 7.0 | F. Janssen | 29/01/2010 |
| 1478648 | The perceptions of Dutch elderly on their Remaining length of life and social well-being. | 8.0 | F. Janssen | 29/01/2010 |
| 1619470 | Regional analysis of old-age mortality in the Northern Netherlands. | 7.5 | F. Janssen | 31/08/2010 |
| 1941887 | Population Ageing with Different Measures and Its Influences on Pension Age in Turkey. | 8.5 | F. Janssen | 31/08/2010 |
| 1943863 | Contraceptive knowledge and use among married woman in Tanzania at dilemma. | 7.5 | H.H. Haisma | 31/08/2010 |
| 1939157 | Growth faltering and Under-five mortality in Uganda; Determinants, Trends and Millennium Development Goal four. | 6.0 | H.H. Haisma | 31/08/2010 |
| 1939335 | Do Government Family Planning Programs, Women's Demographic, and Socio-economic Status Influence Current Use of Modern Contraception among Married Women in Nepal. (An analysis from Nepal Demographic Health Survey, 2006). | 7.5 | I. Hutter | 31/08/2010 |
| 1470477 | The role of social networks in subjective social well-being. Ghanaian migrants in the Netherlands. | 8.0 | A. Bailey | 30/09/2010 |
| 1946676 | The effect of migration on the regional life expectancy of Eastern and Western Germany after reunification. | 7.0 | L.J.G. van Wissen | 29/10/2010 |
| 1605607 | The differences in migration behaviour of graduates between the cities Groningen, Tilburg, Maastricht and Rotterdam. | 7.0 | L.J.G. van Wissen | 30/11/2010 |
| 1482505 | The influence of smoking on sex differences in life expectancy at age 0, 65 and 80 in the Netherlands in 1950-2009. | 7.0 | F. Janssen | 31/01/2011 |
| 1921053 | Weight status and food intake in Brazilian children | 8.0 | H.H. Haisma | 31/08/2011 |
| 1685406 | Social interaction and its role in subjective well-being in later life. Older adults in protected housing, a case of 'De Schutse', Coevorden, The Netherlands. | 7.5 | L.B. Meijering | 31/08/2011 |
| 2056836 | Community understanding of sexual and reproductive health matters in Malawi,, case study of Mangochi District. | 7.5 | I. Hutter | 31/10/2011 |
| 1613243 | Personal attributes and place characteristics in elderly migration in the Netherlands. | 7.0 | C.H. Mulder | 31/01/2012 |
| 1481517 | Gender and binational partner choice. A qualitative study on partner choice of Dutch men and Dutch women in binational couples. | 7.5 | M. Klaassens | 27/04/2012 |
| 2085283 | Irregular Migration: assessing migration of young adults from southern Ethiopia to South Africa. | 6.5 | A. Bailey | 31/08/2012 |
| 1539582 | Residential mobility constraints; Experiences of Dutch home owners having their home for sale for longer than six months in the northern and eastern parts of the province of Groningen. | 6.0 | C.H. Mulder | 31/08/2012 |
| 1396706 | Economically active population projections for Hungary: labour force participation and the demographic loss of working age population. | 7.0 | C.H. Mulder | 31/08/2012 |
| 1987240 | Treatment of Common Child Diseases in Zambia: Determinants of the treatment of acute respiratory infection (ARI) and diarrhoea among under-five children in Zambia. | 7.5 | E.U.B. Kibele | 31/08/2012 |
| 2116294 | Economic inequality and public health: evidence from 14 countries. | 8.5 | E.U.B. Kibele | 31/08/2012 |
| 2149354 | Association between Women's Status and Under-Five Survival in Indonesia: Evidence from 2007 Demographic and | 7.0 | F. Janssen | 31/08/2012 |

| | | | | |
|---|---|---|---|---|
| | Health Survey. | | | |
| 2104571 | Indonesian Life Table: Evidence of demographic mortality from the 2010 Population Census. | 7.5 | F. Janssen | 31/08/2012 |
| 2105993 | Determinants of Women Decision Making in Seeking Health Treatment in Pakistan. Evidence from Pakistan Social and Living Standards Measurement Survey 2007-08. | 7.0 | F. Janssen | 31/08/2012 |
| 1627856 | The influence of smoking cessation interventions on the smoking prevalence and intention to quit for different subgroups. | 7.0 | F. Janssen | 31/08/2012 |
| 1655930 | Socioeconomic status and nutritional status in Namibian women: An investigation into the relationship between socioeconomic status and nutritional status in Namibian women and other possible influences. | 7.5 | H.H. Haisma | 31/08/2012 |
| 1731491 | Nutritional status in Tanzania. A regional comparison of the BMI and its determinants among adult women. | 7.5 | H.H. Haisma | 31/08/2012 |
| 1461257 | Gender differences in Migration and Remittances behaviour in Bangkok, Thailand. | 5.5 | A. Bailey | 28/09/2012 |
| 1778587 | Experiences of stroke patients. A qualitative study about the expectations and experiences of stroke patients in The Netherlands. | 8.0 | L.B. Meijering | 28/09/2012 |
| 1945548 | Shaped by the news: media discourses on Indian migrants to the United Kingdom, Canada and Australia. | 8.0 | A. Bailey | 30/11/2012 |

# Appendix 10 Current employment of MSc Population Studies alumni (based on survey in December 2012)

| Cohort | Nationality | Position | Institute | Country |
|---|---|---|---|---|
| 2007-2008 | Dutch | knowledge analyst/modeller in process management | Be Informed | Netherlands |
| 2007-2008 | Dutch | Researcher/data analyst | Jan van Es Instituut | Netherlands |
| 2007-2008 | Dutch | PhD student | Utrecht University | Netherlands |
| 2007-2008 | Indian | PhD student | PRC, University of Groningen | Netherlands |
| 2007-2008 | Estonian | PhD student | PRC, University of Groningen | Netherlands |
| 2008-2009 | Nepalese | Director | Central Bureau of Statistics | Nepal |
| 2008-2009 | Dutch | PhD student / junior researcher | Partoer | Netherlands |
| 2008-2009 | Dutch | PhD student | PRC, University of Groningen | Netherlands |
| 2008-2009 | Dutch | PhD student / researcher | Dept of Geography, University of Geneva | Switzerland |
| 2008-2009 | Dutch | PhD student | PRC, University of Groningen | Netherlands |
| 2008-2009 | Dutch | PhD student | VU University Medical Center | Netherlands |
| 2008-2009 | Indonesian | Secretary of Marketing Program | Faculty of Economics – Petra Christian University | Indonesia |
| 2009-2010 | Bulgarian | Freelancer | Population Europe | Germany |
| 2009-2010 | Dutch | Research assistant | NIDI | Netherlands |
| 2009-2010 | German | PhD student | Bremen International Graduate School of Social Sciences | Germany |
| 2009-2010 | Tanzanian | PhD student | PRC, University of Groningen | Netherlands |
| 2009-2010 | Dutch | PhD student | PRC, University of Groningen | Netherlands |
| 2009-2010 | Ugandan | Statistician/Population officer + research consultant | Government of Uganda + Oxfam GB, Vision Terudo | Uganda |
| 2010-2011 | Kenyan | Chief Researcher/ Analyst on Demographic Data | Ministry of State for Immigration and Registration of persons | Kenya |
| 2010-2011 | Ugandan | Country Data Manager for EMBLEM Study | African Epidemiological Network (AFENET) | Uganda |
| 2010-2011 | Dutch | Geography teacher | Vechtdal College | Netherlands |
| 2010-2011 | Malawian | Global Fund Coordination Fellow | International Training and Education Center for Health | Malawi |
| 2010-2011 | Indonesian | Junior research consultant | UNFPA Indonesia | Indonesia |
| 2010-2011 | Dutch | PhD student | PRC, University of Groningen | Netherlands |
| 2010-2011 | German | Research Officer | Queensland Centre for Population Research at the University of Queensland | Australia |
| 2011-2012 | Zambian | Acting Coordinator Epidemiology for Data Users Training + Junior Lecturer | University of Zambia – NASTAD | Zambia |
| 2011-2012 | Indonesian | Coordinator of Statistical Social Resilience | Central Bureau of Statistics | Indonesia |
| 2011-2012 | Ethiopian | Lecturer | Dept. of Geography, Wolaita Sodo University | Ethiopia |
| 2011-2012 | Dutch | Team leader | Albert Heijn | Netherlands |
| 2011-2012 | Lithuanian | Unemployed | | |
| 2011-2012 | Malawian/Dutch | Unemployed/volunteer work | Vluchtelingenwerk Noord Nederland | Netherlands |

## Appendix 11 Ranking of Geography and Planning-related Master's degree programmes in the Netherlands

See: http://www.rug.nl/prc/KeuzegidsUniversiteiten2012?lang=en

RANGLIJST MASTERS

WO AARDWETENSCHAPPEN, MILIEU EN GEOGRAFIE

| | | | STUDENTENOORDEEL | | | | | | | | | | EXPERTOORDEEL | | | | | SCORE | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Instelling | Opleiding | Noot | Programma | Toetsing | Docenten | Onderzoek | Vaardigheden | Voorber. Loopbaan | Studielast | Informatie | Contact | Faciliteiten | Ambitie | Niveau programma | Personeel niveau | Personeel kwaliteit | Niveau afgestudeerden | TOTAALSCORE | EINDOORDEEL |
| **GEOGRAFIE EN PLANOLOGIE** | | | | | | | | | | | | | | | | | | | |
| Wageningen WUR | Geo-information Science | | + | ++ | ++ | + | + | ++ | + | ++ | ++ | ++ | o | o | o | o | o | 81 | ++ |
| Groningen RUG | Population Studies | 1 | + | ++ | + | + | + | + | o | + | + | + | o | + | o | o | o | 75 | + |
| Groningen RUG | Reg. Studies: Spaces & Places | (R), 1 | + | + | + | + | + | o | o | - | + | + | o | o | o | o | o | 68 | + |
| Utrecht UU | Geog. Sciences | (R), 1 | o | o | o | o | o | + | + | o | o | + | o | + | + | o | o | 67 | + |
| Groningen RUG | Culturele Geografie | 1 | o | o | + | o | o | - | o | + | ++ | + | o | o | o | o | o | 65 | o |
| Utrecht UU | Planologie | 1 | o | o | o | o | o | o | + | o | o | - | o | + | + | o | o | 63 | o |
| Delft TU | Geomatics | 1 | o | o | o | o | - | o | -- | - | o | o | + | + | + | + | + | 61 | o |
| Utrecht UU | Human Geog and Planning | (R), 1 | o | o | o | + | o | - | o | o | o | o | o | o | o | o | o | 60 | o |
| Wageningen WUR | Landsc, Architect. & Planning | 1 | o | o | o | o | o | o | o | o | o | o | o | o | o | o | o | 60 | o |
| Nijmegen RU | Planologie | 1 | o | o | o | o | o | - | o | o | o | o | o | o | o | o | o | 59 | o |
| Utrecht UU | Sociale Geografie | 1 | o | o | o | o | - | - | o | o | o | - | o | o | + | o | o | 57 | o |
| Nijmegen RU | Sociale Geografie | 1 | o | o | o | o | - | o | - | o | o | o | o | o | o | o | o | 57 | o |
| Groningen RUG | Economische Geografie | 1 | - | - | o | o | - | -- | + | + | o | o | o | o | o | o | o | 56 | o |
| Amsterdam UvA | Sociale Geografie | 1 | o | - | o | + | - | -- | - | o | o | o | o | o | o | o | o | 55 | - |
| Amsterdam UvA | Planologie | 1 | o | o | o | o | - | o | - | o | o | -- | o | o | o | o | o | 55 | - |
| Amsterdam UvA | Metropolitan Studies | (R) | o | - | - | o | o | - | o | - | - | - | o | o | o | o | o | 52 | - |
| Groningen RUG | Planologie | 1 | - | - | - | - | - | - | o | + | - | o | o | o | o | o | o | 52 | - |
| **AARDWETENSCHAPPEN EN BODEMKUNDE** | | | | | | | | | | | | | | | | | | | |
| Wageningen WUR | Meteorology & Air Quality | 1,2 | + | o | + | + | + | + | + | + | ++ | + | + | o | + | o | + | 77 | ++ |
| Wageningen WUR | Hydrology & Water Quality | 1,2 | + | + | + | + | + | + | + | + | + | + | o | o | + | o | + | 76 | ++ |
| Wageningen WUR | Soil Science | 1,2 | + | + | + | + | + | o | + | + | + | + | + | o | + | o | + | 76 | ++ |
| Amsterdam VU | Hydrology | 1 | + | + | + | + | o | + | + | o | + | o | + | + | + | + | + | 76 | ++ |
| Wageningen WUR | Int. Land- & Water Mngmnt | 1 | o | + | + | + | + | + | + | + | + | ++ | o | o | o | o | o | 73 | + |
| Wageningen WUR | Climate Studies | 1 | + | + | + | o | + | + | + | o | + | + | o | o | + | o | + | 73 | + |
| Amsterdam UvA | Earth Sciences | 1 | + | + | + | + | o | o | o | - | + | o | + | + | o | o | o | 68 | + |
| Delft TU | Applied Earth Sciences | 1 | o | o | o | o | o | + | o | o | + | + | o | + | + | o | + | 68 | + |
| Amsterdam VU | Earth Sciences | 1 | o | + | + | + | o | o | o | -- | o | - | + | + | + | + | + | 67 | + |
| Amsterdam VU | Geosciences | (R),1 | o | o | o | + | o | + | o | - | o | - | o | + | ++ | o | o | 64 | o |
| Utrecht UU | Earth Sciences | | o | o | o | o | o | o | o | - | o | - | + | + | + | + | o | 63 | o |
| **MILIEUKUNDE, LANDSCHAP EN NATUUR** | | | | | | | | | | | | | | | | | | | |
| Wageningen WUR | Environmental Science | | + | + | + | + | + | + | + | + | + | + | o | + | + | o | o | 76 | ++ |
| Wageningen WUR | Forest and Nature | 1 | + | + | ++ | + | + | + | + | + | ++ | + | o | o | o | o | o | 76 | ++ |
| Nijmegen RU | Milieu-maatsch.wetensch. | 1 | o | o | + | o | o | o | o | o | + | + | + | + | o | + | + | 69 | + |
| Wageningen WUR | Urban Environm.I Mngmnt | 1 | o | o | o | o | o | o | + | + | + | + | o | o | o | o | o | 65 | o |
| Open Universiteit | Environmental Sciences | 1 | o | + | o | o | o | - | o | + | o | o | o | o | o | o | o | 61 | o |
| Groningen RUG | Energy and Environment | 1 | - | o | -- | o | o | o | o | o | - | + | o | o | + | o | o | 57 | o |
| Utrecht UU | Environmental Science | | - | - | - | o | - | - | o | o | - | - | + | + | + | + | + | 57 | o |
| Groningen RUG | Environm. & Resource Mngmnt | 1 | - | o | o | - | - | - | o | + | o | + | o | o | o | o | o | 57 | o |
| Amsterdam VU | Environm. & Resource Mngmnt | 1 | o | o | - | o | - | o | - | - | o | - | o | + | + | o | o | 56 | o |
| **HBO-MASTERS** | | | | | | | | | | | | | | | | | | | |
| Amsterdam AHK | Landschapsarchitectuur | 1 | + | + | o | + | + | ++ | - | o | + | + | + | ++ | ++ | ++ | ++ | 81 | ++ |

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(1) Gebundelde studentenoordelen voor 2010 en 2011. (2) Deze opleidingen zijn inmiddels opgegaan in het brede masterprogramma *Earth & Environment*. Voor uitleg van begrippen en symbolen: zie de boekenlegger of de verantwoording op pagina 214.
Voor meer informatie, zie ook **www.keuzegids.nl.**

## Appendix 12 Strategies for increasing enrolments

- International students

There is still a considerable discrepancy between the number of students from abroad who applied and were admitted, and the number who actually start the degree programme. This is due to funding difficulties. For example, for 2012-2013 we received as many as 88 applications from students abroad, of whom more than 70 were admitted. In the end, however, only between 5 to 10 students managed to start the Master's degree programme. The rest were unable to secure funding. Despite fewer funds being available through NFP (the main fund for international students), we received more fellowships than ever (2012-2013 → 5 NFP fellowships). This resulted from actively encouraging candidates to apply for a fellowship.
By setting up our short courses, we now offer more possibilities for mid-career professionals to join part of our degree programme.
Another current strategy is to more actively promote our Master's degree programme, for example by sending out flyers to all WHO, UNICEF and UNFPA offices worldwide, both for the MSc in Population Studies and our short courses.
Moreover, we have enhanced cooperation with other international Master's degree programmes in the field of Population Studies. We held an education conference in 2009 to celebrate our 10th anniversary, to which we invited the coordinators of the different Master's degree programmes in Population Studies in Europe. Based on this, we applied to Erasmus Mundus for a Joint Master's degree programme in Population Ageing together with Lund and Southampton, but unfortunately we were not accepted.
In addition, we are working to set up student exchanges and double degree programmes with universities abroad. We are currently finalizing the establishment of a double degree programme in Socio-Demographic Research with Universitat Pompeu Fabra, Barcelona, Spain. Moreover we are exploring student exchanges with Manipal University, Manipal, India. As a result, we expect the number of students to increase steadily in the coming years.
There is a tendency for many of our students from abroad to become international ambassadors for the University of Groningen (e.g. Teshome Desta Kanko, James Cox, Francis Ssebiryo, Kazi Farid – see http://www.rug.nl/science-and-society/alumni-and-fundraising/abroad/ambassadors), and this is also likely to generate a higher intake.

- Students from the Bachelor's degree programme in Human Geography and Planning

The number of students from the Bachelor's degree programme in Human Geography and Planning that enrol into the Master's degree programme Population Studies is very low (see Table 8). We have taken several actions to counter this. We discussed the issue during our education afternoon in May 2011. As a result we changed the compulsory demographic course units within the two Bachelor's degree programmes 'Human Geography and Planning' and 'Environmental and Infrastructure Planning' to better reflect the field of Population Studies in relation to Geography and Spatial Planning, and to focus more strongly on the demography of Europe. Within the Bachelor's degree programme in Environmental and Infrastructure Planning we currently offer the compulsory course unit 'Population Dynamics' instead of 'Population and Development'. Within the Bachelor's degree programme in Human Geography and Planning we currently offer the compulsory course units 'Population Dynamics' and 'Migration'.
We organized a focus-group discussion with Bachelor's students at the Faculty of Spatial Sciences about the demography course units (mainly Population Dynamics) within the Bachelor's degree programme in May 2012 as part of the evaluation. Overlap between the different demography course units was seen as the most important issue. Since then the coordinators of the Population Dynamics course unit have implemented an improvement trajectory with special focus on the overlap with other course units, and with more contact hours and practical elements.

- Other students from within the Netherlands

As of the academic year 2009-2010 the Minor programme in Population Studies was launched, consisting of six Bachelor course units:
- Population Dynamics
- Population & Development
- Population, Health and Place
- Migration
- Healthy Ageing
- Social and Institutional Change (offered by Sociology).

As compared to our Master's degree programme in Population Studies, the Minor focuses more strongly on content, whereas the Master's degree programme focuses much more strongly on research.
Annually, between 10 and 20 Bachelor's students participate in the Minor in Population Studies. Until now this has not led to more students enrolling in the Master's degree programme in Population Studies. As of 2012-2013, the course unit 'Population and Development' is obligatory for the Minor in Development Studies. This may lead to more students enrolling in the PS Master's degree programme.

We have also broadened some of our courses to enable students from other Master's degree programmes to participate. This has resulted in related changes to course unit names (e.g. 'Population Debate' was renamed 'Population Policies and Interventions', and 'Demographic Survey Analysis' was renamed 'Advanced Survey Analysis'. The latter change also reflects a comment by the former Educational Review Committee (to extend demographic survey analysis to survey analysis at broader level). However, the influx of Master's students from other Master's degree programmes in these course units remains low.

# Critical Reflection Master's degree programme in Socio-Spatial Planning

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# 1 Standard I: Intended learning outcomes

*Standard I*

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

## 1.1 Vision: Programme profile

We train students to become spatial planners who understand the relationships between spatial processes and the social dynamics of communities, and are therefore able to develop socially sustainable spatial solutions. Communities and the spatial environment are inextricably linked; they facilitate and give structure to each other. Our students learn to guide spatial development with that awareness.

Consequently, our graduates are competent in the social, intersubjective side of planning. Planning processes and actual spatial change, as both cause and effect, are explored in the degree programme from the perspective of people and their position in the local community. A community interacts intentionally and subconsciously with its day-to-day physical environment. This is about human perceptions, shared appreciation, and activities undertaken. It is about developing the quality of life of localities through support and tailor-made solutions. The degree programme explains how meaning and value are attributed to the spatial environment by and for people, and how that meaning and value influence the course of planning processes.
We reinforced this human-oriented perspective of our degree programme with its redesign that's atrted in 2010, and followed the successful transition of the Faculty's Bachelor's degree programme in *Technische Planologie* in 2009-2010. The new Master's programme has been offered since 2011-2012. In September 2012 the name of the programme was changed from 'Planning' to 'Socio-spatial Planning.' Since the new name was introduced officially only recently in September 2012, the old name – Planning – is used in this reflection.

In the social-constructivist perspective on which the degree programme is based, people stand between planning (in the sense of the shared spatial perspective) and the spatial environment. People draw up plans, and they make the spatial environment. The right-hand cycle in Figure 1 means: people experience, define and interpret the physical spaces in which they live, and thus create a constructed reality. On the basis of that construct, they take actions to influence the spatial environment. The left-hand cycle means: planning is based on that construct, but also helps to determine it because information about localities and their possibilities is disseminated. People are a part of both cycles, and are therefore accorded a central role in our course units. Actions relating to the spatial environment are the result of qualitative assessments of how it is currently organized and of expectations for the future.

A degree programme in planning based on this combination of social and spatial aspects is unique in the Netherlands. Our graduates and their employers affirm the relevance of the social perspective for planning practices. The degree programme benefits not only from our own research but also from cultural geography research within the Faculty of Spatial Sciences, from cooperation between lecturers, the availability of optional course units, and graduation supervision provided by geographers.

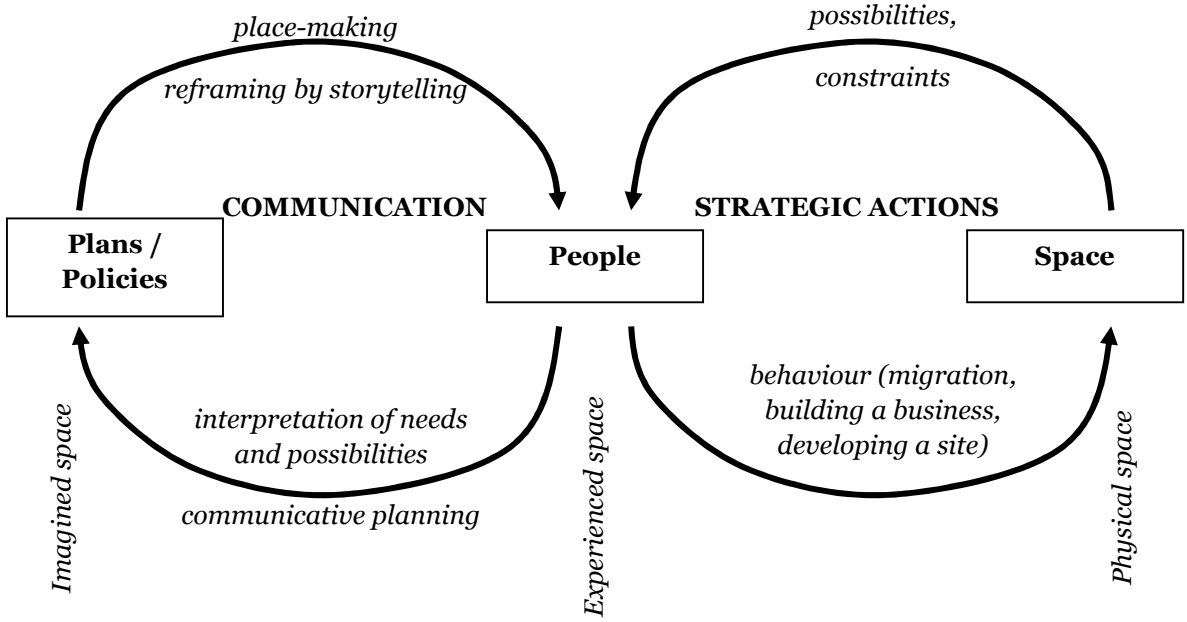


Figure 1: Basic conceptual model for the Master's degree programme in Planning, in which the societal aspect is central

Our degree programme is based on the assumption that only limited positivistically defined truths or fixed procedures exist for this. From that perspective, interventions in and the influencing of the physical environment are inextricably linked to various problem perceptions, differences in insight, ethical and aesthetic considerations, to will-formation, discussion and the formation of narratives and discourses. As a science and a practice, Planning is therefore subject to continuous innovation, in its essence as well as its theoretical roots and its interpretation in practice. Students must be able to deal with this and take up a position, reasoned on the basis of experience/perception and activities that these communities develop in relation to the environment in which they live and the importance they attach to it.

Our course units are about people, the qualities they attribute to places, their shared wishes, their use of the spatial environment and how they interact with planning processes. The theories, case studies and design assignments in our course units are about this interaction. From this perspective we prepare spatial planners to deal with issues in the discipline that are currently urgent:

- *From growth to qualitative transformation*. Societal needs extend beyond requiring a certain number of houses or kilometres of asphalt. The financial crisis has brought a halt to growth-oriented thinking. We have moved from 'growth' to 'transformation'. Objectives are about something deeper; they are about quality. Society is asking questions about the quality of its neighbourhoods, cities, roads and rural areas, and what it should be. Issues relating to quality are bringing spatial planners into contact with people's personal perceptions. Given that quality is a social construct, it can only be 'measured' in interaction with society. Given the subjectivity of the issue, how can an authentic dialogue about quality be conducted that can inform decision-making in a balanced way?
- *Problem neighbourhoods and interventions*. The growing concentration of people in cities worldwide is leading to an intensification of social and spatial problems at neighbourhood level. It is precisely in problems at neighbourhood level that there is interaction between the societal and the spatial. Tasks involving high-quality transformation are central to these problems. This is the background against which

spatial policy and the resulting interventions must be understood. How can knowledge about the interaction between people and the spatial environment lead to liveable neighbourhoods and regions?

- *Decentralization and liberalization*. The major government projects and central spatial policy are being replaced by autonomous local and regional search processes, which, in terms of administration/governance are complex, dynamic and diffuse. Citizens and businesspeople who are able to organize themselves can involve themselves in the processes. How can we understand, guide and predict such processes?
- *Position of knowledge and authority*. The authority that an administrator or spatial planning expert had has been replaced by a dialogue – governance. Citizens and businesspeople are dialogue partners with power and knowledge; we need to reach out to them and convince them. At the same time, spatial planning involves more than following the will of the majority or the market. That is why tactful and decisive interaction with stakeholders is essential for effective planning. For example, actively listening to perceptions and ideas, convincing people with new information, and analyzing and allowing for group dynamics are essential in designing planning processes. How can spatial planners show leadership, and at the same time remain receptive to signals from the community?

## 1.2 Frames of reference and international framework

The learning outcomes for the degree programme were drawn up in line with the disciplinary reference framework for Spatial Sciences that was reformulated in 2012 by the *Disciplineoverleg Sociale Geografie en Planologie* (Discipline platform for Human Geography and Spatial Planning). All Geography degree programmes in the Netherlands are represented in the platform. The general learning outcomes are formulated by the discipline platform on the basis of the Dublin Descriptors and in comparison with international benchmark programmes. As all degree programmes in Human Geography and Spatial Planning in the Netherlands are represented in the discipline platform, the reference framework is automatically a benchmark for all programmes.

Given the breadth of the Planning discipline, we believe it is essential to choose a distinct specialization for our degree programmes, thus ensuring visibility among the wide range of degree programmes in the Netherlands and giving students a clearer picture of what they will learn. Within the Faculty, and according to contacts with the professional field, a degree programme is required that focuses on people as users and producers of the spatial environment, as distinct from degree programmes that focus on aspects such as administrative or governance processes or on the technical challenges of adapting the spatial environment.

The international framework is formed first and foremost by the Association of European School of Planning (AESOP). This is the umbrella organization within which planning schools in Europe jointly formulate policy on the content of planning curricula. In 1995, *Core Curriculum Requirements*[11] were drawn up, but these have yet to be updated to reflect changes in the professional field and the transition to the Bachelor's/Master's structure. In 2010, however, consensus was reached on the basis for the learning outcomes:

- *'Graduates with a Master's degree in spatial planning are capable of independently dealing with spatial planning issues, at any stage of the process from the identification of planning problems and issues to the implementation of such solutions'*
  (Verhage, 2010, p.66)

It has been agreed within AESOP that individual institutions must continue to have the freedom to choose their own area of focus for their curricula. This is indeed what we have done in the Master's degree programme in Planning. AESOP has formulated a guideline on the distribution

[11] http://www.aesop-planning.eu/uploads/news/planning_education_1.pdf

of ECTS credit points over the various types of knowledge that are taught. Within AESOP there is consensus on the various criteria for the learning environment in which planning is taught (Verhage, 2010, p.66):

- *Planning schools propose a variety of teaching methods (…)*
- *Regular exposure to and interaction with planning practice is required (…)*
- *Students have the possibility to specialize (…)*
- *The composition of the teaching staff reflects the interdisciplinary character of planning (…)*
- *Professionals working in the field of planning are involved (…)*
- *Staff are involved in research projects (…) direct PhD theses (…) are active in the dissemination of research findings (…)*

In addition, the design of this degree programme takes account of the British Quality Assurance Agency's (QAA) subject benchmark statement for Town and Country Planning,[12] as adopted by the Royal Town Planning Institute (RTPI). The benchmark statement specifies that planning programmes are concerned with (1) the relationship between society and space (2) based on an integrative approach, (3) focusing on targeted attempts to influence that relationship, (4) whereby institutional structures are important (5) as well as the allocation of limited resources.

Our learning outcomes reflect these principles from the QAA benchmark statement and, as with the AESOP guidelines, we have interpreted these in a subject-specific manner. The QAA also expressly allows scope for this: 'In addition to a defined set of core knowledge, understanding and skills, planning programmes should generally expect students to obtain specialist in-depth knowledge and skills in one or more areas of planning activity.'.

## 1.3 Intended learning outcomes

The learning outcomes for the Master's degree programme in Planning are in line with the disciplinary reference framework drawn up in 2012, but emphasize a number of specific features of the Groningen degree programme.

*Content*

Graduates are able to design, substantiate and defend solutions to spatial issues, with awareness of the subjective relationship between people and space. This begins with (1) analytical skills for forming a concept of a locality and the relationships between actors and processes, substantiated by theory. Students must then be able to (2) think intelligently about influencing the socio-spatial situation, and explore and make proposals for actions.

Our graduates are able:

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

The learning outcomes (Appendix 1) are an interpretation of this. Students are given an overview of theories relevant to our perspectives, in order to assess situations against an academically substantiated background, building on concepts and laws formulated by others. They then practise data-collection skills for assessing a given situation. Finally, they produce

[12] http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/townAndCountryPlanning08.pdf

reasoned designs for improvements and how these improvements can be achieved. They are expected to be able to communicate about these in a convincing way.

# 2 Standard II: Teaching-learning environment

*Standard 2*

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

## 2.1 Content of programme

We provide a learning environment that is designed to allow students to achieve the learning outcomes in a period of one year. The foundation of this environment is the understanding, discussion, recognition and application of theories in relation to each other, by means of interactive teaching modes. Formulating recommendations, as well as understanding and guiding planning processes, are highly contextualized activities. The boundaries of the object of study are often vague and contested. It is seldom easy to distinguish between process and context. Phenomena, their components and their causal relationships are continually being redefined through academic debate.

Students have usually encountered the first step in learning to deal with this type of complex material (i.e. dissecting and structuring the actual complexity) in their prior education. Following on from this, the Master's degree programme is the appropriate stage at which to employ implicit analysis and definition in order to discover connections and be able to synthesize them. All course units integrally train students to develop a critical attitude based on behavioural decision-making. The dynamic and multifaceted nature of planning means that we do not teach ready knowledge and facts, but teach students to operate in a discipline that is continually changing and sometimes confusing. Interactive teaching with assignments is essential to this. The tools that students use are therefore current theories, knowledge of practices, and their own opinion-forming skills.

### *2.1.1 Curriculum*

In academic year 2011-2012, the degree programme was composed as shown in Table 1 (course units taught in English are shown in italics). It comprises learning modes that are as diverse as possible. The programme incorporates several 'bounded choices', enabling students to benefit from subjects offered in related Master's degree programmes within the Faculty.

The degree programme begins with a block of 3 core subjects: general planning theory, socio-spatial theory and a practical course unit on urban redevelopment. Planning Theory (taught together with EIP) explores developments and movements in the thinking on planning. *Interactie, Samenleving en Ruimte* (Interaction, Society and Space) deals more specifically with planning, the role of citizens and ways of understanding social structures and social action. *Revitalisatie* (Revitalization) explores – at neighbourhood level – funding, policymaking, projects, institutional reality and the policy theories used in those contexts.

This knowledge is used as input for the second block, in which students formulate recommendations for a specified neighbourhood in the north of the Netherlands (Group Project). In addition, students take two of the five IPD course units offered (see below). These course units focus on the planning process itself; its mechanisms, actors and work methods.

Table 1 Gradations in the application of teaching activities in each course unit

| | *Core aim:* | **1 Familiarization with a set of theories** | **2a Place analysis in the field** | **2b Actor analysis** | **3 Participation in critical discourse** | **4 Problem-solving through design** |
|---|---|---|---|---|---|---|
| | *Teaching mode:* | **Lectures Independent study Seminar** | **Field trip** | **Field trip Guest lecture** | **Debate Seminar Written assignment** | **Group assignments** |
| 1a | Interactie, samenleving en ruimte (Interaction, Society & Space) (5 ECTS) | ++ | + | 0 | ++ | - |
| | Revitalisatie van de wijk (5 ECTS) (Neighbourhood Revitalization) | 0 | + | ++ | + | - |
| | *Planning Theory* (5 ECTS) | ++ | - | - | 0 | - |
| 1b | Group Project (5 ECTS) | 0 | ++ | + | ++ | ++ |
| | Choose 2 from 5 IPD course units (5 ECTS each) | + | - | + | + | 0 |
| 2a | Bounded choice<br><br>City Matters (5 ECTS)<br><br>*Heritage planning (*5 ECTS) | <br>++<br>++ | <br>-<br>+ | <br>-<br>- | <br>++<br>++ | <br>-<br>- |
| | Optional course unit (5 ECTS) | | | | | |
| 2b | Master's thesis (20 ECTS) | ++ | 0 | + | + | 0 |

The third block returns to reflecting on theory, but in a specific way. Students choose between the 'City Matters' and 'Heritage Planning' course units. City Matters is a critical discussion, at city level, about the diversity of theories relating to living in cities – including recognition in practices – and concludes with the writing of a critically reflective essay. Heritage Planning deals with theories about the meaning of historic structures and how their value can be preserved through planning. The course unit involves critical discussion and assignments. There is also room for an optional course unit.

Finally, students write a thesis – an academic analysis of a planning subject that relates to the research interests of teaching staff – leading to design (or design recommendations) for improved active intervention.

The five IPD (Institutional and Policy Design) course units are shared with the Master's degree programme in Environmental and Infrastructure Planning offered by our Faculty (see Figure 2). These course units teach students how to work as planners in an institutional context. The focus is on procedures, policymaking, process approaches and interaction between parties. Students can then apply this institutional perspective in the subject-related course units they take. Students from the Master's degree programmes in Planning and EIP choose two of the five IPD course units. Students can find out about the content of these course units at a special

information market, so that they can make the right choices. In the 2012-2013 curriculum the IPD2 course unit was discontinued.

*Particulars*

The degree programme does not include a separate course unit on research methods. As an integral part of the subject-specific course units, students are taught to adopt a research-oriented approach, to reason according to the conventions of academic research and to distinguish between alternative methods. During the period in which students write their thesis, Faculty workshops are held to support them in producing a research design.

Each block explores the relationship with planning practice. This is done by means of guest lectures by administrators, community workers, etc. (as in the IPD course units), or through excursions to projects and organizations (as in Interaction, Society and Space), or through direct contact with a commissioning party (as in the Group Project). Each block focuses on the ability to relate abstract principles to practice, and vice versa. Student numbers for certain course units are limited. This is because, if the number of participants is too high, these course units cannot be taught intensively, as intended.

The degree programme does not include a placement or internship. In our view, there is not sufficient time for this in a one-year Master's degree programme. However, some of the students work on their graduation project at an organization, for example at a housing association, at Netherlands Cadastre, Land Registry and Mapping Agency or at a consultancy firm. When organizations inform us about placement assignments, we ensure that these are brought to the students' attention.

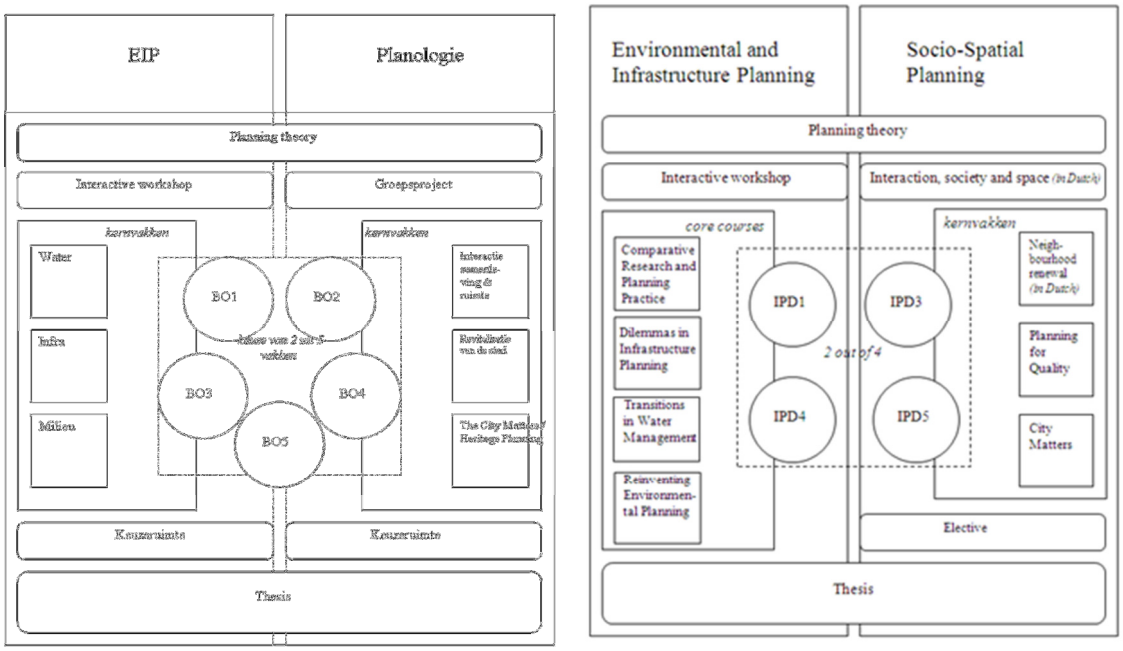


**Figure 2** Position of IPD course units in the Master's degree programmes in Socio-spatial Planning and Environmental & Infrastructure Planning (EIP). In academic year 2011-2012 (see left) there was a pool of five IPD course units, and in the following year, 2012-2013 a pool of four (see right).

Our degree programme reflects the AESOP guideline on the distribution of types of knowledge taught, although we place greater emphasis on 'specific planning knowledge' than on 'general knowledge' (see Table 2).

Table 2 Comparison of the AESOP guideline and the actual distribution of ECTS credit points over the various knowledge types in the degree programme

| | | **General knowledge applied in planning** | **Specific planning knowledge** | **Professional skills** | **Analytical tools and techniques** | **School particulars** |
|---|---|---|---|---|---|---|
| 1a | Interactie, samenleving en ruimte (Interaction, Society & Space) | | 5 | | | |
| | Revitalisatie van de wijk (Neighbourhood Revitalization) | | | | | 5 |
| | *Planning Theory* | | 5 | | | |
| 1b | Group project | | | 2,5 | 2,5 | |
| | IPD course units (2x) | | 5 | 5 | | |
| 2a | Bounded choice:: City Matters or *Heritage Planning* | 5 | | | | |
| | Optional course unit | | | | | 5 |
| 2b | Master's thesis | | | 6 | 7 | 7 |
| | Totaal | 5 | 15 | 13.5 | 9.5 | 17 |
| | AESOP guideline (Verhage, 2010, pp. 64-65) | 15% = 9 ECTS | 15% = 9 ECTS | 25% = 15 ECTS | 15% = 9 ECTS | 30% = 18 ECTS |

N.B. Course units taught in English are shown in *italics*

### *2.1.2 Teaching modes*

In order to enable students to perform strongly associative and integrating activities, we employ changing combinations of the following:

1. Study of complex theory, based on established and recent journal papers and books. A large amount of reading and comprehension; not everything is repeated during lectures.
2. Recognition of theoretically indicated links in actual places and practices during field trips with assignments or discussion based on newspaper articles or documentaries.
3. Confrontation of theories with the students' own observations in a critical debate in assignments, interactive discussion-lectures and the thesis.
4. Assignments for designing solutions and measures based on the principles of behavioural decision-making.

The intensity of each learning activity varies from course unit to course unit (see appendix 5). Since each course unit involves switching between these ways of working, students are required to continually adopt a strongly associative and synthesizing academic approach. This reflects the complexity of the issues and tasks that students will encounter in their future career.

At the same time, the level of students' skills is raised as they progress through the degree programme. The initial emphasis is on knowledge, understanding and orientation (in Interaction, Society and Space, and in Neighbourhood Revitalization), and complex mainstream theories and practices are explained, compared and discussed. Building on this, the emphasis then shifts to formulating standpoints (City Matters / Heritage Planning), in which it becomes clear that there is more than one truth/reality; several philosophical-academic perspectives on the city exist and develop alongside each other. Between these points on the spectrum, the

emphasis is on argumentation for solutions (IPD course units: Institutional and Policy Design, and the Group Project), since planning is ultimately about preparing purposeful actions.

With regard to the study object, three scale levels are explored during the year, namely the neighbourhood, city and region. Each level has its own mechanisms of meaning attribution, social organization and interaction between people and space. Because mechanisms at higher scale levels incorporate those of lower levels, the exploration begins at the lowest level and moves upward, i.e. from neighbourhood to region.

Almost all course units in the degree programme are designed to be interactive. No two course units use the same combination of teaching modes. Each course unit comprises a different combination of lectures, discussion sessions, written assignments, field assignments, excursions, practical sketches and design assignments. The course units are constructed in this way to communicate the knowledge more strongly, because each student has a different learning strategy and a combination of teaching modes in addition to knowledge acquisition has a reinforcing effect, and because each student acquires different competences as they learn. A further reason is to get students to reflect on all the roles they could fulfil in practice: analyst, listener, advisor, opponent, plan-maker, etc. The varied learning environment implicitly introduces them to all these roles.

### *2.1.3 Study load and contact hours*

The Master's degree programme in Planning takes 1 year. An academic year is divided into two semesters. The degree programme is worth a total of 60 ECTS credit points per year. One ECTS is equal to 28 hours of study. The total study load of the degree programme is therefore 1,680 hours.

Table 3 is an overview of the contact hours scheduled in the degree programme, in order to show how the contact hours are distributed across the teaching-learning environment. Appendix 6 is a detailed overview of the contact hours for each course unit in each semester.

Table 3 Contact hours per week in the Master's degree programme in Planning 2011-2012

| Year of study | 1 |
|---|---|
| Contact hours | 6.1 per week |

Source: Education Office, Faculty of Spatial Sciences, University of Groningen

### *2.1.4 Research in education*

An academic degree programme ultimately trains students to become researchers. Research skills are essential not only in university work settings, but also in advisory positions and in policymaking in order to make well-informed decisions on purposeful actions relating to the space in which we live. The necessary knowledge is seldom 'readily available'.

In order to help students prepare as thoroughly as possible for writing the Master's thesis, our degree programme brings them into contact with the research projects of staff and the results of these. This enables students to see how knowledge is developed, thereby leading to a better understanding of current knowledge and the processes of knowledge acquisition.

One of the research themes of the Planning department is 'Social and Community Engagements in Planning'. This theme explores the interaction between communities and the spatial environment – also a central theme in the Master's degree programme in Planning. The aforementioned research line focuses on the question of how social processes of community formation, exercise of power/authority, and spatial change can be aligned with 'official' planning processes. How can communities be a source of ideas and strength, as planners map out the general direction to be taken? Keywords in this context are 'post-secular cities', 'community action', 'interactive design'.

Various researchers at the Faculty of Spatial Sciences – in the Planning department as well as the Geography departments – draw inspiration from the fact that it is precisely this link between society and the spatial environment that deserves so much more attention. The degree programme benefits directly from this. Recently published articles are frequently used as study material. In addition, assignments completed by students for course units can be used as background information for research proposals, new books and articles. For the thesis too, a direct link to Faculty research is encouraged and facilitated.

PhD students are actively involved in teaching, mainly in the supervision of Master's theses. This is instructive for the PhD students, since it confronts them with their own study practice. For students in the final phase of their studies, it is an opportunity to work with researchers. It also highlights the research themes that are current at the Faculty. Several PhD students have joined with a staff member to guide a group of students (approx. 6) who are working on aspects of the same theme. Working in a team, and the relationship to PhD research, have proved to be a very successful method for all those involved.

Because Planning has so many connections and overlaps with other fields, a Planning degree programme and the related research often have the emphasis of other areas of expertise within the same university. With our emphasis on the social perspective of planning, we therefore benefit from expertise at the University of Groningen in the field of Cultural Geography, Sociology and Organizational Psychology. The Institute for Integration and Social Efficacy (ISW), in which the Faculty of Spatial Sciences participates, also reinforces the knowledge base of the degree programme in Socio-spatial Planning.

#### *2.1.5 Excellence programme/policy*

There are three ways in which we offer students who excel the opportunity to challenge themselves further. First, the Honours programme that exists for Master's students at University level. Second, we offer a Research Master's degree; coordinators of other Master's degree programmes actively encourage students who excel to study for this. Third, we offer various extracurricular activities (e.g. professional fairs, specialist advisory groups for public-sector organizations, and organizing conferences). Students who are looking for a greater challenge can participate in these activities if they wish.

#### *2.1.6 Study guidance*

*Learning community*

Teaching on the Master's degree programme in Planning takes place in groups of a limited size. We teach various course units almost exclusively to the 20 or 30 students who follow the programme each year. Those course units are strongly interactive, with group assignments. The lecturers soon come to know the students by name, and students get to know each other and value each other's input. And because students are taught by the degree programme's coordinator at the beginning of the academic year, questions and problems are soon picked up.

In order to further facilitate the sense of studying together, we mark the beginning and end of the academic year with a special activity. At the beginning of the degree programme, students and staff meet each other at an informal gathering. At the end of the degree programme there is a presentation day for all students on the Planning programme, irrespective of whether they have completed their Master's thesis. The end of the academic year is thus marked with a plenary meeting.

In addition, each semester begins with the Planning Lecture, at which our students are challenged to listen to and enter into discussion with leading names in the field. This is always followed by a drinks reception under the motto 'where students and staff meet'. Activities of this type ensure that discussion between students, and between staff and students, can easily take

place. We are convinced that it is informal contact that is essential for students to develop to the full. That is the context within which we offer our formal education.

Students are involved in the Programme Committee, as equal partners in monitoring the quality of the learning environment. Course unit evaluations are openly discussed in constructive meetings, and students are also actively invited to contribute ideas for larger transitions that are taking place or in preparation within the degree programmes. We notice that they appreciate being involved in thinking about the general direction in which the degree programme is evolving.

*Thesis*

While our students are working on their thesis, the facilities of the regular course units are available to them in addition to individual supervision. These facilities are organized jointly for the Master's degree programmes in Planning and EIP. Since 2011, there has been, as for every course unit, a study guide setting out the learning objectives, plenary activities and a Nestor page with support information. Interim results can be uploaded to the Nestor page, and it is a channel through which students can be kept informed easily.

Work on the thesis begins in December, with staff presenting possible subjects. A list of completed theses, for which staff provide the details, is also published on Nestor. Students are encouraged to choose a subject that relates to research conducted by staff. All students are expected to submit a research proposal in January, in line with the staff research agenda. Students who have submitted a satisfactory research proposal are then allocated the most appropriate supervisor. This allocation process is centrally coordinated. The process ensures that thesis subjects are in line with the research agenda of staff.

During the months that follow, the students can take part in workshops about writing research proposals and drawing up a research design, and about writing skills. The Nestor page provides advice, tips and information. All these matters are organized jointly for Planning and EIP students. Although placements are not a formal part of the degree programme, students have the option of working on their thesis at a host organization.

In July, all graduands present their thesis at a mini-conference, where the results of dozens of graduation projects can be seen. Staff come to view the work, and family and friends are also welcome. The Master's degree programme thus concludes in a group context. Student organizations are involved in organizing the mini-conference.

### *2.1.7 Internationalization*

Because the Master's degree programme in Planning (which is partly Dutch-taught) is offered alongside the EIP Master's degree programme, a situation has arisen in which the international dimension has greater emphasis in the latter degree programme. The Master's degree programme does not serve students from abroad, and focuses on current issues in the Netherlands. Nevertheless, those issues are explored from an international theoretical perspective.

Students can combine the degree programme with a period of study abroad, for example to conclude their studies or take optional course units. Only a small number of students do this (one student in 2011-2012), partly because internationally oriented students mainly choose EIP or a double degree programme in planning at FRW.

## 2.2 Staff

### *2.2.1 Staff quality*

We want students to be taught not only by academic researchers but also by people working in the professional field. The academic researchers teach the core of the curriculum, which must be 'theory-rich' and robust in terms of quality and continuity. Almost all the teaching staff have a PhD and an active research remit in addition to their teaching duties. The professor under whom they work is also involved in teaching, namely in the Planning Theory course unit. This is scheduled straightaway at the beginning of the degree programme, when the coordinator of the degree programme also teaches a course unit. The knowledge of the professionals from the field (often graduates of the degree programme) is brought together in the IPD course units. These professionals are people whom we have approached proactively because we are aware of their strong analytical skills, academic approach and unique perspective on planning. The idea is that the IPD course units form a flexible 'pool' within which the number and content of the course units varies from year to year, depending on staff and on developments in the discipline. Three of the IPD course units are taught by University staff members. 'Planning Methods' is taught by Dr Femke Niekerk, 'Adaptive Governance' by Dr Margo van den Brink, and 'Comparative Planning' by Prof. Johan Woltjer. Talented people from the planning profession are also prepared to teach course units. In 2011, the 'Programme Management' and 'Coalition Planning' course units were taught by professionals from the field. In recent years, the departments for which the University lecturers work have regularly taken part in course days. Special in-house training in specific subjects was organized (e.g. formulating a didactic vision, modern media in the interaction with large groups of students, assessment modes, etc.). It is our intention to continue providing this type of extra training.

Table 4 Overview of staff involved in the Master's degree programme in Planning

| Name | Title/ Degree | M/F | Position | Appointment (fte); % research time | UTQ | Expertise/specialization |
|---|---|---|---|---|---|---|
| Beaumont, J.R. | Dr | M | Assistant Professor | 1.0; 40% | Yes | Urban geography |
| Brink, M.A. van de | Dr | F | Assistant Professor | 0.8; 40% | Yes | Discourse analysis, framing in planning |
| Dijk, T. van | Dr | M | Associate Professor | 1.0; 40% | Yes | Design, social movements |
| Heins, G. | Ir | M | Lecturer | 0.5; 0% | Ex | Urban design |
| Heinen, E. | Dr | F | Assistant Professor | 1.0; 40% | + | Mobility planning |
| Ike, P | Prof.Dr | M | Associate professor/ Professor by special appointment | 1.0; 0% | ++ | Environmental & infrastructure planning |
| Niekerk, F. | Dr | F | Assistant Professor | 0.7; 0% | Yes | Environmental Assessment |
| Meulen, T.van.der | Dr | M | Lecturer | 0.5; 0% | Ex | Urban Planning |
| Parra, C. | Dr | F | Assistant Professor | 1.0; 70% | + | Socio-ecological approaches to planning |
| Rauws, W. | MSc | M | Researcher/ Lecturer | 1.0; 70% | Yes | Adaptive and self-organizing planning processes |
| Roo, G. de | Prof.Dr | M | Professor | 1,0; 40% | - | Planning theory; complexity |
| Woltjer, J. | Prof.Dr | M | Associate professor/ Professor by special appointment | 1.0; 70% | Yes | Water Management; International Planning Practice |
| Zuidema, C. | Dr | M | Assistant Professor | 1.0; 50% | - | Environmental Planning |
| External, hired on a regular basis for IPD courses | | | | | | |
| Van Vliet, R. | M.Sc | M | | 1x 5 ECTS course unit | - | Urban Planning |
| De Jong, M. | Dr | F | | 1x 5 ECTS course unit | - | Coalition Planning |

Source: Education Office, Faculty of Spatial Sciences, University of Groningen. UTQ (University Teaching Qualification): Yes = holder, + = taking UTQ course, ++ in fast-track UTQ course, E = exempt

Staff qualifications from Table 4 are summarized in Table 5 below.

Table 5 Lecturer quality: in summary (external staff excluded)

| Degree | MA | PhD | UTQ |
|---|---|---|---|
| Percentage | 100% | 85% | 46% |

### *2.2.2 Staff numbers and involvement*

The student-staff ratio is calculated according to the definition formulated by the NVAO (Sept. 2012), i.e. the total number of students registered divided by the number of fte's involved in teaching activities on the degree programme.

Table 6 shows the involvement of regular staff during academic year 2011-2012. The figures exclude freelance/external lecturers. If these are included, the total involvement of teaching staff is 1.76 fte.

Table 6 Staff involvement in Master's degree programme in Planning, 2011-2012 (by position)

| Category | Male | | Female | | total | | PhD |
|---|---|---|---|---|---|---|---|
| | number | fte's | number | fte's | number | fte's | |
| Professor | 5 | 0.14 | 0 | 0.00 | 5 | 0.14 | 100% |
| Associate professor | 3 | 0.16 | 0 | 0.00 | 3 | 0.16 | 100% |
| Assistant professor | 8 | 0.57 | 3 | 0.20 | 11 | 0.77 | 91% |
| PhD researcher | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0% |
| Lecturer | 2 | 0.39 | 0 | 0.00 | 2 | 0.39 | 50% |
| Researcher | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0% |
| | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0% |
| Total | 18 | 1.25 | 3 | 0.20 | 21 | 1.45 | 82% |

Source: Education Office, Faculty of Spatial Sciences, task workload model

In academic year 2011-2012, a total of 35 students were registered on the Master's degree programme in Planning. Based on the figures above, the student-staff ratio was 19.9, see Table 7.

**Table 7 Student-staff ratio**

| Ratio | 19.9 |
|---|---|

The Planning department expects a considerable increase in the number of staff. Various factors have made this possible (e.g. internal Faculty budget allocation, cooperation with *Rijkswaterstaat* (the executive agency of the Ministry of Infrastructure and the Environment), temporary positions for top researchers). This will result in a reduction in the number of course units per lecturer, which in turn will mean that lecturers have more time to spend on providing individual student supervision and giving feedback.

## 2.3 Students

### *2.3.1 Enrolments*

The majority of students who enrol for the degree programme are from our own Faculty. The numbers fluctuate, but remain above 20 and show an increasing trend. Male students are in the majority (see Table 8), reflecting the composition of cohorts in the Bachelor's degree programmes that supply the intake.

Table 8 VSNU enrolment figures for the Master's degree programme in Planning

| Year | Enrolments (absolute) | Preliminary education (absolute) | | | | Enrolment by gender | |
|---|---|---|---|---|---|---|---|
| | | Groningen | Other Dutch universities | Universities of applied sciences (HBO) | Outside higher education | male | female |
| 04-05 | 10 | 9 | 1 | 0 | 0 | 05 (50%) | 05 (50%) |
| 05-06 | 15 | 15 | 0 | 0 | 0 | 12 (80%) | 03 (20%) |
| 06-07 | 22 | 21 | 0 | 1 | 0 | 16 (73%) | 06 (27%) |
| 07-08 | 34 | 34 | 0 | 0 | 0 | 25 (74%) | 09 (26%) |
| 08-09 | 22 | 21 | 1 | 0 | 0 | 18 (82%) | 04 (18%) |
| 09-10 | 30 | 27 | 1 | 2 | 0 | 16 (53%) | 13 (47%) |
| 10-11 | 29 | 29 | 0 | 0 | 0 | 17 (59%) | 12 (41%) |
| 11-12 | 35 | 33 | 1 | 1 | 0 | 28 (80%) | 07 (20%) |

Source: VSNU (Association of Dutch Universities), 1cHO file, Tables M 1.1 and M 4.1.
N.B. Those enrolled via an HBO bridging programme are classified here as Groningen students

The majority of students enrolling in the Master's degree programmes of the Faculty of Spatial Sciences come from Bachelor's degree programmes that qualify students for direct admission to those Master's degree programmes. A Bachelor's degree in Environmental and Infrastructure Planning or in Human Geography and Planning qualifies students for direct admission to the Master's degree programme in Planning.

### *2.3.2 Pass rates*

The trend towards more structured and directed processes for thesis writing, as implemented in the Bachelor's degree programme – largely due to the Bachelor-before-Master rule ('*harde knip*') – continues into the Master's degree programme. Although the effect of this on pass rates is not yet known, pass rates in recent years have shown a consistent increase. Due to the Group Project and the Master's thesis, only a few students managed to graduate after 1 year. This should be more feasible now that the Group Project has been discontinued and more thesis supervision is provided, but figures are not yet available.

Table 9 Progress of Master's cohort, pas rates (excluding later enrolments)

| **Year** | **1 October cohort (absolute)** | **% of total cohort** | **Graduated after (%):** | | | | **Graduated at institution after (%):** | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | **1 yr** | **2 yrs** | **3 yrs** | **4 yrs** | **1 yr** | **2 yrs** | **3 yrs** | **4 yrs** |
| 05-06 | 4 | 27 | 25 | 50 | 75 | 75 | 25 | 50 | 75 | 75 |
| 06-07 | 9 | 41 | 33 | 78 | 89 | 89 | 44 | 78 | 89 | 89 |
| 07-08 | 13 | 38 | 15 | 62 | 69 | 85 | 23 | 69 | 77 | 92 |
| 08-09 | 5 | 23 | - | 60 | 80 | 80 | 20 | 60 | 80 | 80 |
| 09-10 | 20 | 67 | 20 | 75 | 75 | | 20 | 75 | 75 | |
| 10-11 | 16 | 55 | 2 | 94 | | | 25 | 94 | | |
| 11-12 | 16 | 46 | - | | | | - | | | |

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 2.1

Table 10 Number of Master's degree certificates per academic year and average time to graduation (in months) for the Master's degree programme in Planning, by student origin

| **Year** | **Own university** | | **Other university** | |
|---|---|---|---|---|
| **Year** | **No. of degrees** | **Average time to graduation *)** | **No. of degrees** | **Average time to graduation *)** |
| 05-06 | 7 | 11 (15) | 1 | 17 |
| 06-07 | 15 | 15 (16) | - | |
| 07-08 | 14 | 16 (17) | - | |
| 08-09 | 21 | 17 (17) | - | |
| 09-10 | 27 | 20 (19) | - | |
| 10-11 | 28 | 20 (20) | - | |
| 11-12 | 23 | 22 (22) | | |

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 3.1 *) in months

The average time to graduation at the other universities is shown in brackets.

### *2.3.3 Student evaluations*

Course unit evaluations for the Master's degree programme in Planning are part of the PDCA cycle (Plan Do Check Act) and are carried out in accordance with Faculty protocols. Students complete a course unit evaluation after each written examination (excluding resits). This means that the response rate is very high. Since 2012 FRW uses a standardized evaluation form (see general introduction). After each semester, the Programme Committee meets to discuss the evaluation results. Percentages are documented, and low scores are noted separately and discussed. The Master's degree programmes in EIP and Planning are dealt with by a single Programme Committee.

A summary of the evaluation results is sent by return to the lecturer for the relevant course unit. The evaluation results also serve as input for the Results & Development interviews with lecturers. The Nestor page for each course unit also includes the evaluation results from the previous year, by way of information for students. This has been the case since September 2012. Lecturers can submit reflections and feedback on the evaluation, if necessary in the form of a plan for improvement.

On the level of course units, students seem generally satisfied, with the exception of the Planning for Quality course unit (see Appendix 7; this refers to the 2012-2013 curriculum, as the standardized forms have been used since then). This course was given for the first time by a teacher with limited experience in teaching in the Dutch system. Students were critical about the organization of the course unit, its level and the line in the course narrative. The teacher is working on improvements, now that she has experienced the Dutch system. The other courses were awarded a mark of 7.1 on average.

On the level of the curriculum, the programme was awarded a mark of 6.4 by the students (but this is based on only 15 evaluations). Specific results are in line with other programmes of FRW, but tend to be more on the neutral side than the other Master programmes. They are also neutral about their preparation for the labour market. For most other masters programmes of FRW students are more critical. The only point that students are really positive about is that the programme is regarded as very interesting.

# 3 Standard III: Assessment and achieved learning outcomes

*Standard 3*

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

## 3.1 Assessment

We train our students to regard planning as deliberate intervention in a locality, with the awareness that a locality is the seedbed for a social structure. We offer a diversity of teaching modes with a diversity of related assessment modes. Each of the assessment modes derives from a central set of principles.

### *3.1.1 Principles*

Student progress is assessed in accordance with the programme-specific Assessment Plan (see Appendix 4). The plan is based on the Assessment Memorandum published by the Faculty in 2012. The quality of assessment is monitored by the Board of Examiners.
The key principle is that lecturers should employ reasoned and appropriate assessment modes in keeping with the learning outcomes of the degree programme, the position of the course unit within the programme and the learning objectives of the course unit itself. This argumentation is part of the description drawn up for each course unit within the degree programme.
The attainment and testing of the learning objectives of a course unit and the learning outcomes of the degree programme are inherent in the type of assessment and its validity. However, the attainment of learning objectives is just as dependent on student study behaviour, which is why the monitoring and encouragement of active study behaviour is also an integral part of the vision of assessment within the degree programme.

Assessments are a stimulus for students to learn. By thinking about content and assessment modes from that perspective, and then communicating clearly to students in advance what will be assessed and how, we stimulate them to learn what we regard as important. The learning objectives formulated for each course unit are crucial. They tell the students how they will be assessed, so that they can focus their efforts on the appropriate competences. Because our assessment modes ensure transparency, they have a highly formative effect. This applies above all to the various writing and design assignments – the exercise of completing the assignments encourages the students to adopt an active learning approach. Intensive supervision and feedback are a very important part of this process. The summative aspect of assessments (i.e. as an instrument for measuring results) is only of secondary importance in our context.

### *3.1.2 Procedures*

Students are informed about assessment modes and criteria at the beginning of the course unit. The modes and criteria are set out in the study guides. The quality of the assessment instrument is assessed in advance through peer review of the instrument by another member of staff. The person responsible for peer review is explicitly stated in the instrument description. Assessment is also covered in the evaluations of course units and degree programmes. In the course evaluations, students can indicate how closely the assessments align with the learning objectives of the course unit. Evaluations are public, and the results are made available to students through

the electronic learning environment. All assessment results and student evaluations are discussed by the Programme Committee.

The mark must be made known to students within 10 working days of sitting an exam. The final mark for a course unit must be established within 10 working days of the end of the teaching period. A single resit is scheduled for each exam. For other assessment modes, the lecturer announces at the beginning of the course unit whether and which remedial options will be offered.

The Faculty has a single Board of Examiners for all degree programmes. We now work in compliance with current legislation. The Board of Examiners meets every six weeks.

#### *3.1.3 Assessment modes*

Within the degree programme, assessment modes are chosen according to the learning objectives and group size (see Appendix 4: Assessment plan). As with the variation in teaching modes (see previous section), students are deliberately introduced to diversity, so that they learn to vary how they work and are able to demonstrate their expertise in different ways.

#### *3.1.4 Thesis assessment*

The degree programme concludes with the Master's thesis. Although we offer plenary components in the degree programme, the graduation research project still involves close interaction between the supervisor and student. How do we ensure that the quality of the research report is accurately assessed?

Commencing with the 2011 cohort, the graduation research projects for both Planning and EIP are marked using a new form (see Appendix 9). The new form is an attempt to make the marking process more consistent and transparent. Although the second assessment – a method used for several years – has been effective in addressing discrepancies in the marking of different staff members, staff nevertheless wished for greater uniformity. The old form was not sufficiently clear regarding the weighting of criteria or how they should be formulated.

The new form incorporates a large number of aspects that we wish to see in a graduation project, set out as clearly as possible in quantitative terms. All aspects are linked to the learning objectives for the graduation project. Each characteristic is worth a certain number of marks.

The form is designed to make it clear to students and lecturers what is important and how many marks it is worth. In the case of a number of criteria, the thesis will not be marked if the related aspect is absent from the thesis or unsatisfactory. This ensures that every thesis includes a survey of international literature, a substantiated and refined method, a conclusion based on data, and a convincing style of argumentation.

Uniform allocation of marks is ensured by means of a marking scheme. In this way, if the marks awarded by supervisors and second assessors differ, the aspects on which they have formed a different judgement are immediately evident. The bonus marks (at the bottom of the mark list) can be used by the supervisor as an appropriate acknowledgement of special qualities shown by students.

The form was evaluated and amended in November 2012, after it had been used for the first time.

## 3.2 Student performance

It is not easy to give an accurate picture of the career route that students take after graduating, be it in the employment market or in a postgraduate study programme. Clear information is not available about graduate careers, except in the case of graduates who continue studying at the Faculty of Spatial Sciences.

### *3.2.1 Student evaluations*

*Assessment evaluations*
In general, students rated the quality of assessment as being between 'reasonable' and 'good' (see Appendix 7). The course units in which the exam was perceived as containing unexpected content and as inaccurately reflecting the material studied were Neighbourhood Revitalization and Programme Management. The formulation of the exam questions was seen as a problem in Revitalization and Planning Theory. These scores were discussed by the Programme Committee and communicated to the lecturers. Course units assessed by assignment only were given good scores.

*Curriculum evaluations*
A systematic Faculty-wide curriculum evaluation was introduced in academic year 2011-2012. When students have completed their thesis, they must upload it to the University Data Archive. This is done by means of a web-based procedure consisting of a number of steps. The procedure now includes uploading the curriculum evaluation. The final step is to upload the thesis itself. As a result of this procedure, the number of evaluations completed is relatively high, and evaluation is now considered a logical step in completing the degree programme.

The curriculum evaluation held at the end of the current academic year showed that the group comprising all Master's students at the Faculty were very satisfied with their degree programmes, i.e. with how it followed on from the previous degree programme, the level of course units, motivational ability of lecturers, good feedback, links between course units, options and educational facilities. Areas for improvement were more activating teaching modes, better explanations by lecturers, and acquisition of problem-solving skills.

For the Master's degree programme in Planning, it is notable that the mark awarded by students to the degree programme (on a 1-10 scale) is mediocre (6.38; see Appendix 6). From the questions that relate to satisfaction with aspects of the teaching-learning environment (on a scale from 1: very satisfied through 3: neutral to 5: very dissatisfied) higher than 3 (neutral). The aspects 'Preparation for employment' scored worst (2.75). Aspects that students really are satisfied with concern the quality of staff and that the programme is interesting.

Apart from evaluations using questionnaires, time is usually set aside on the day of the thesis presentations for a plenary evaluation with students and the coordinator.

Pass rates of course units are fairly high (see Appendix 7). Usually, more than three-quarters of the students pass their degree at the first attempt. We regard this as a healthy proportion, and a sign that the standard we aim for is realistic.

### *3.2.2 Employment*
Because the profile of the degree programme has changed, it is not yet possible to give an accurate picture of graduate employment. Although alumni are encouraged to join the Professor Keuning Society, there is no instrument for tracking students' careers after they graduate. The possibility of setting up a Faculty-wide contact group is currently being considered, the idea being that the contact group would hold informal meetings for all Master's degree programmes.

# 4 Analysis and reflection on all three standards

Following the above analysis of the situation for the Master's degree programme in Planning, we now present an overview of the 'improvement agenda' we are currently working with to continue developing the degree programme. The areas for improvement are listed for each standard. The overview begins with a review of the previous visitation.

## 4.1 Changes resulting from the previous visitation

The most recent visitation for the degree programme resulted in points for attention, which have been addressed in the new format. The summary below sets out the changes for each point for attention.

**More distinct learning outcomes**
More distinct learning outcomes, sharper focus for the degree programme. As stated in sections 1.1 and 1.3, we have indeed reached the conclusion that the profile should be more specific. A profile has now been chosen, namely 'people as users of space and as the target group for planning'. This specification takes account of the **international benchmarks** (section 1.2).

**Learning pathways**
Attention needs to be paid to learning pathways, cohesion within programme and avoiding overlap. Section 1.1 shows that a structure and underlying philosophy have been found that are clear to students and provide a guide for lecturers. The structure and philosophy also reflect the reinforced **international scope**. Consequently, the distribution of the study load over the academic year is now completely different.

**Better theses**
Such better theses would entail conceptual models, more attention to methods and techniques, better international literature references, more diverse subjects, a link to Faculty research, uniform marking. As discussed above, graduation projects are conducted in an environment that is designed to enhance subject-related aspects (section 3.1.4), has a more group-oriented emphasis (section 2.1.6) and is more closely in line with Faculty research activities (section 2.1.4).

**Contact with planning practice**
The contact with planning practice, involvement of the Alumni Council and knowledge of the professional field are all points for attention that requires further work, because the degree programme has been restructured and we want to wait and see where the graduates find employment, and because Faculty structures are being set up (see section 3.2.3). **Placements** are encouraged, and *calls* from host organizations are brought to the attention of students, but a placement is not yet part of the degree programme.

**Availability of lecturers, pressure of work, feedback**
In the curriculum evaluation of 2012 (Appendix 6), the scores given for 'feedback', 'availability of lecturers for questions' and 'support during final study phase' were, respectively, 2.25, 2.0 and 1.94 on a scale of 1 (good) to 5 (poor), which indicates that students are reasonably satisfied with these aspects. Section 2.2.2 also reports an expected increase in staff numbers, which will bring further improvements.

**More intensive supervision**
This is now provided throughout the Master's year (section 2.1.6, first part). The year begins with a plenary opening, and the structure for the final study phase (section 2.1.6, second part) provides crucial support for our learning community. Each degree certificate is presented to the student in person by his/her supervisor.

## *4.2* Developments relating to the profile & learning outcomes (Standard I)

The above description of the degree programme relates to academic year 2011-2012. Since then it has continued to evolve, and new plans are being developed. With regard to the profile, the developments have been as follows.

**Name change**
As of academic year 2012-2013, in accordance with the chosen focus of the degree programme, the title 'Sociale Planologie' will be translated as 'Socio-spatial Planning' on the degree certificate. The CROHO registration has been amended (old = 66622, new = 66653).

**Alumni consultation**
The current profile of the degree programme reflects signals from planning practice and unused opportunities for linking the programme content to Faculty research lines. Now that the first cohorts of students have graduated with this social profile and are entering the employment market, we can adjust the learning outcomes, learning environment or assessment modes on the basis of their experiences. The first alumni gathering will probably take place in 2014.

**Cooperation with related faculties at the University**
The links to other University disciplines call for cooperation in teaching. We want to use the coming years to develop plans for this. Research proposals with opportunities for cooperation can accelerate that process.

**Awareness of the vision during the year**
Despite the fact that a clear vision has been chosen and formulated, we still need to invest in continuing to position each course unit within that vision, so that students are aware of how the course units relate to each other. In the coming year we will begin using a central diagram, which will be shown at the beginning and end of all course units.

**Link to the Bachelor's degree programme in Human Geography and Planning (HG&P)**
The link with EIP Bachelor's degree programme (*Technische Planologie*) is clear. Although the intake for the Master's degree programme in Planning is mainly from the SG&P Bachelor's degree programme, the link needs to be developed further. Before doing this, we have waited to see the effects of the revised Bachelor's degree programme during 2012. We will develop a vision based on this in the coming period.

**Training in methodology**
Not every graduate can recall/identify which research methods were used in his/her Bachelor's degree or how they are applied, apparently. However, a course unit focusing exclusively on methods would take away too many credit points from other, subject-related course units. The workshops for students in the final phase (see next section) meet this need. We are currently looking into whether methodology can be incorporated in the compulsory course units.

## 4.3 Developments relating to the teaching-learning environment (Standard 2)

The above description of the degree programme relates to academic year 2011-2012. Since then it has continued to evolve, and new plans are being developed. The new structure under which students entered the degree programme in 2011 has been well received. We want to continue quality enhancement through a number of changes for the coming years. Some of the changes are in response to external factors and have already been formalized.

**Second intake date**
Although more and more students wished to enter the degree programme in February, their situation up until this year was not ideal. Only a few course units were available because the

September cohort began work on their thesis in February. For the February cohort, this was too soon to work on a thesis. In practice they took extra course units, or found a job alongside their studies. In order to address this, with effect from 2012-2013, the Master's degree programme in Planning will be based on a new annual structure, so that students entering half way through will be offered a feasible study programme. We are now required by law to offer two feasible starting dates. The core course units are therefore concentrated in the first and third quarters, so that the second and fourth quarters are reserved for the thesis. One of the IPD course units is also taught in those quarters. The structure of the degree programme is therefore the same for both the September and the February cohort. The structure is as follows (course units taught in English are shown in italics).

Table 12 New degree programme structure, with the lecturers, for academic year 2012-2013

| | Course unit | Prof. Gert de Roo | Dr Terry van Dijk | Dr Justin Beaumont | Dr Constanza Parra | *W*ard Rauws MSc | Partly external all *MSc* or Dr |
|---|---|---|---|---|---|---|---|
| 1a | *Interactie, samenleving en ruimte* (Interaction, Society & Space) (5 ECTS) | | X | | | | |
| | *Revitalisatie van de wijk* (5 ECTS) (Neighbourhood Revitalization) | | | | | [X] | [X] |
| | *Planning Theory* (5 ECTS) | X | | | | | |
| 1 b | Choose 1 of 2 IPD course units (5 ECTS each): Planning Methods and Evaluation Programme Management in Theory and Practice | | | | | | X |
| | Half of Master's thesis (10 ECTS) | X | X | x | x | X | X |
| 2a | City Matters (5 ECTS) | | | x | | | |
| | *Planning for Quality* (5 ECTS) | | | | x | | |
| | Optional course unit (5 ECTS) | | | | | | X |
| 2 b | Choose 1 of 2 IPD course units (5 ECTS each): Coalition Planning Adaptive Governance | | | | | | X |
| | Half of Master's thesis (10 ECTS) | X | X | x | x | X | X |

Now that the degree programme must allow for course units to be taken in more than one sequence (due to enrolment in Septembre or February), these can no longer form a seamless, continuous 'narrative'. The cohort for individual course units comprises students who have been studying on the Master's degree programme for six months, and students who have only just entered it. This is a disadvantage. We are considering working with an assignment portfolio in future, whereby students from an early intake can review the work of students who joined the course unit later.

**Staff changes**

In the degree programme in 2011, two course units were taught by a staff member who did not have a PhD. Gerard Heins (Revitalization, Group Project) is due to retire and will teach his last course units in 2012. Revitalization is planned to be taught by a talented new staff member, namely Ward Rauws, who is expected to receive his PhD in 2014. The Group Project course unit, which was valuable in terms of design skills, will be replaced by 'Planning for Quality', which involves a great deal of applied group work, as well as introducing new theory perspectives. 'Planning for Quality' will be taught by Dr Constanza Parra, who has been appointed to a Rosalind Franklin Fellowship for promising researchers. 'Heritage Planning' is discontinued, but the theme can be studied as an optional subject in the revised course unit 'Landscape and Heritage Planning'. This change is due to the fact that professor Greg Ashworth (Heritage Planning) has retired. In the new situation, individual students come into contact with more lecturers than previously, and all the lecturers teach at a high academic level.

**Dialogue with students**

Students are very willing to become actively involved with the organization of the degree programme, and new ways of conducting the dialogue are being explored. We are considering holding more frequent Programme Committee meetings and scheduling them more effectively to enable us to mobilize a critical mass for making changes to the degree programme.

**The teaching language**
More and more course units are taught in English. This is due to the Faculty's increasingly international staff profile, and to the fact that the Master's degree programme in Planning shares certain course units with the English-taught Master's degree programme in Environmental and Infrastructure Planning. This begs the question of whether it would be better to switch entirely to English. We will not be doing this for the time being. The reason for this decision is that, for the most part, the students will be working in a Dutch context and, if the degree programme is taught in English, they may miss out on certain jargon or concepts relating to the Dutch setting. Moreover, some of the students deliberately choose a degree programme in which some of the course units are taught in Dutch.

**Availability of supervision for students in the final phase**
Although supervisors are allocated, it is not always easy to find a suitable supervisor in time for students whose degree programme for whatever reason is out of the ordinary. This is due to the large number of students in the final phase in relation to the number of staff. We hope that this will be a temporary issue, given the current growth of the Faculty.

**Course unit ratios**
Now the revised degree programme is beginning to take shape, we want to document and coordinate course unit designs. These didactic elements exist for various course units, but not yet for all of them. We hope to continue with this in 2013.

**Curriculum evaluations and thesis supervision**
Now that a clear and validated evaluation process is in place for individual course units, we wish to hear students' ideas for thesis supervision and curricula. The first steps have been taken in this process.

## 4.4 Developments relating to learning outcomes (Standard 3)

**Feasibility**
Having deliberately opted for activating modes of assessment, we discovered that workload is an issue, particularly during 'peaks' involving several course units simultaneously. The Programme Committee monitors this, and when a problem occurs we discuss how it can be solved. The usual solution is to spread assessments more evenly, within as well as between semesters.

**Examination timetabling**
Sometimes, exams were scheduled too close together. Unfortunately, our Faculty is not decisive in the timetabling. We are looking for ways to ensure that exams are evenly scheduled.

# Appendices

## Appendix 1 Learning outcomes for the Master's degree programme in Planning (now Socio-spatial Planning)

Graduates of the degree programme are able:

*KNOWLEDGE AND UNDERSTANDING*

A to understand issues relating to spatial changes in neighbourhoods and cities, and the social significance of those changes, in their specific administrative and social context (place analysis)

B to describe institutions and decision-making processes relating to spatial changes and place them in the context of broader administrative and social trends and processes (actor analysis)

C to recognize that, given the diversity and complexity of the relationship between society and the spatial environment, politics and friction are concomitant with planning

D to explain relevant theories on the social implications of spatial change, recognize the theories in societal reality and use them to conduct research

E to formulate a critical assessment of the relationships between theoretical concepts, research methodologies and empirical findings in international scientific publications

F to make an independent contribution to knowledge in the field of Planning

*APPLYING KNOWLEDGE AND UNDERSTANDING*

G independently to conduct research into spatial issues, decision-making processes and the social consequences of solutions

H independently to formulate a question, produce a research design, select and apply research methods, and report on these clearly and comprehensively

I to design creative and intelligent effective solutions (to spatial issues) that are effective because they are realistically based on socio-spatial planning theories and can find support because they take account of societal and administrative aspects

J to think in a practical and pragmatic way, but to balance considerations at the conceptual level, leading to well-founded recommendations

*FORMING JUDGEMENTS*

K to reflect critically on ethical and normative aspects of spatial problems and solutions

L to give constructive critical feedback on analyses and solutions produced by others

M to integrate ethical, normative and expressive modes of thought with scientific thinking

N to reflect on possible applications and limitations of science in general, and of planning in particular

O to have an open and critical attitude towards new ideas and developments within the field of planning

# Appendix 2 AESOP draft checklist of required qualities of planning schools

***Explanation***

In the past, the main international reference framework for the EIP Master's degree programme was the 1995 AESOP statement on planning education. Meanwhile, AESOP has started a process towards a clearer definition of the required qualities of planning schools. The report 'Quality issues in a changing European higher education' presents a first draft of a checklist with these required qualities (Verhage, 2010; p. 64).

AESOP recognizes that it will be very difficult to formalize criteria which apply to all planning schools affiliated to AESOP. The draft checklist therefore currently serves as an 'identity document' for the EIP Master's programme and other planning schools.

Source: Verhage, R. (2010). Quality in Planning Education: the Vision of AESOP. In: Geppert, A. & Cotella, G. (eds.) Quality Issues in a changing European Higher Education Area (pp. 61-66). AESOP Planning Education nr 2, July 2010.

**Knowledge:**

- General (disciplinary) knowledge applied to spatial planning (minimum 25% of credits in Bachelors, 15% of credits in Master's degree)
  - Disciplinary (geographical, economical, sociological, historical, …) approaches to the object of spatial planning: the natural and man-made environment.
  - Developments in the natural and man-made (economic and social) environment and knowledge of men's exploitation, i.e. possibilities for sustainable development.

- Specific knowledge of spatial planning (minimum 25% of credits in Bachelors, 15% of credits in Master's degree)
  - The nature, purposes, theory and methods of spatial planning;
  - The history of spatial planning as an institution and a profession;
  - The cultural differences of spatial planning on a European and an international level
  - The political, legal and institutional context of spatial planning practice
  - The instruments and performance of instruments for implementing planning policies
  - Specialised fields in spatial planning and the relationships across and between these fields

**Competencies:**

- Professional skills specific to spatial planning (minimum 15% of credits in Bachelor, 25% of credits in Master's degree)
  - Methods for problem definition and collaborative problem solving in interdisciplinary and multidisciplinary settings
  - Thinking in terms of concepts, instruments and measures and management of knowledge for practical application
  - Valuing and managing the built and natural environment
  - Anticipating future needs of society, including the appreciation of new trends and emerging issues in planning
  - Integrating aesthetic and design dimensions in spatial planning proposals
  - Devising plans, programs and measures and guiding implementation policies

- Tools used in the professional field of spatial planning (minimum 10% of credits in Bachelors, 15% of credits in Master's degree)
  - Techniques for data collection and for data analyses and synthesizing
  - Techniques and tools for the graphic representation of spatial planning proposals
  - Methods for generating strategic spatial planning proposals and the advancement of implementation

**Professional attitude**
Based on an awareness of:
- Spatial planning to be basically oriented towards solving the needs of society within the framework of sustainable development
- The cultural embeddedness of the man-made environment;
- The value dimension of planning;
- The ethical implications of planning

No minimum of credits is attached to this category of learning outcomes, as they are addressed to a large extent throughout courses in the first two categories.
The remaining 25% (Bachelor's degree) or 30% (Master's degree) of credits are to be used according to the particularities of each school.

**Practical requirements**

In order for the above mentioned learning outcomes to be assured, a number of practical requirements
concerning the organisation of the degree, the teaching modalities and the composition of the teaching staff should be fulfilled.

***Duration***
A Bachelor's degree in spatial planning requires a duration of minimum three academic years or 180
ECTS.

A Master's degree in spatial planning requires a duration of minimum one calendar year or 90 ECTS,
to be realised after the successful completion of a Bachelor's degree.

***Teaching modalities***
- Planning schools propose a variety of teaching methods, in order for the students to obtain a variety of skills (lectures, applied work, seminars, workshops, internships, study trips, individual and collective dissertations, …)
- During both the Bachelor and the master's degree, regular exposure to and interaction with planning practice is required. The exposure of students to real life planning problems can take the shape of study trips, intervention of planning professional in course modules, interviews with professionals, training periods, professional workshops, …
- A "European dimension" is present in the curriculum. This can take various forms (student and teaching staff exchanges; field trips; course modules on planning in other countries).
- Students have the possibility to specialise in particular fields of planning, by choosing optional courses, training periods, dissertations, …
- At the Masters level, the individual realisation of an individual dissertation on a spatial planning issue is required of all graduates.

***Teaching staff***
The composition of the teaching staff reflects the interdisciplinary character of planning education:
various disciplinary backgrounds or specialisations should be represented (policy science, geography, architecture, law, economics, …)

Professionals working in the field of planning are involved in various teaching modules (especially at
the masters level) in order to assure the connexion with planning practice.

***Students***
The recruitment of students from a variety of disciplinary backgrounds (geography, economy, sociology, law, policy sciences, architecture, engineers, …) is encouraged, or at least students from
various disciplinary backgrounds have the possibility to enter into degrees in spatial planning.

***Research***
The planning school – through the intermediary of its staff members – is not only involved in transferring knowledge (teaching), but also in producing knowledge (research), and has a concern for linking research to teaching. In order to do this effectively:

- Members of (teaching) staff are involved in research projects and programs concerning spatial planning or related issues.
- Members of (teaching) staff direct PhD theses and actively involve PhD students in teaching activities.
- Members of (teaching) staff are active in the dissemination of research findings to a wide audience, including students.

## Appendix 3 Admission protocol

1) Students who have a Bachelor's degree in *Technische Planologie* (Environmental and Infrastructure Planning), or in Human Geography and Spatial Planning, from any institution in the Netherlands will be directly admitted to the degree programme.
2) The Admissions Board shall determine whether a student who has a Bachelor's degree other than those specified under (1) can be admitted.
   a) The decision on whether to admit the student will depend on whether the knowledge and skills demonstrated through the degree certificate and list of subjects are equivalent to those of the degree programmes specified in (1).
   b) As a condition for admission to the Master's degree programme, the Admissions Board can require the student to take a bridging programme to compensate for knowledge gaps in the prior education.
3) Students must have sufficient command of both Dutch and English, since the degree programme is taught partly in Dutch and partly in English, and since active participation in teaching activities is very important.
   a) Students who grew up in the Netherlands are expected to have a knowledge of English at pre-university (VWO) level.
   b) If there is doubt about their language competence of students who grew up outside the Netherlands, the Admissions Board can ask them to demonstrate their knowledge of Dutch and/or English by taking an officially recognized test.

## Appendix 4 Assessment plan

Separately attached due to size

# Appendix 5 Contact hours per course unit (2011-2012)

| Year | Semester block | Course unit | Contact hours | Total |
|---|---|---|---|---|
| 1 | 1A | *Interactie, samenleving en ruimte* | 8 x 3 hours of lectures<br>8 x 4 hours of practicals<br>2 x 3 hours of exams | 62 hours |
| 1 | 1A | *Revitalisatie van de wijk* | 13 x 2 hours of lectures<br>1 x 5 hours of seminars<br>2 x 3 hours of exams | 37 hours |
| 1 | 1B | Planning Theory | 14 x 2 hours of lectures<br>2 x 3 hours of exams | 34 hours |
| 1 | 1B | Group project | 14 x 2 hours of meetings minimum<br>2 hours presentation | 30 hours |
| | Variable | 20 ECTS optional course units | See calculation* | 60 hours |
| 1 | 1A+1B<br>or<br>2A+2B | Master's thesis | Meeting start of block A = 1<br>Meeting end of block A = 5<br>Meeting supervisor block A = 2<br>Meeting end of block B = 5<br>Meeting supervisor block B = 6 | 19 hours |
| | | | Including exams: | 242 Hours |
| | | | Excluding exams: | 224 Hours |

* The number of contact hours for optional course units depends on the student's chosen combination. The calculation of the number of contact hours is based on the average number of hours per compulsory course unit.

# Appendix 6 Results of curriculum evaluation for Master's degree programme in Planning, June 2012-May 2013

| Planning | N=16 |
|---|---|
| What mark do you give your Master's degree programme? Mark between 1 (extremely poor) and 10 (extremely good). | 6.38 |
| | |
| How many hours a week did you spend on your degree programme on average last year? | 22.38 |
| How many hours a week did you spend on work on average last year alongside your study? | 17.67 |
| | |
| How did you experience the workload in this programme? (0= much too light; 1=too light; 2=just right; 3=too heavy; 4=much too heavy) | 1.94 |
| Next questions: all Likert scales: 1=completely agree; 2=agree; 3=neutral; 4=disagree; 5=completely disagree | |
| This programme fits well with the knowledge and skills I've acquired in my Bachelor's degree programme. | 2.07 |
| My Bachelor's degree programme has adequately prepared me for the attitude and work discipline required for this study. | 2.27 |
| In my opinion, the degree programme was generally interesting. | 1.69 |
| In general I enjoyed this degree programme. | 1.81 |
| I am pleased I chose this degree programme. | 1.81 |
| On average I attended more than two-thirds of the classes. | 1.25 |
| The subjects were interesting. | 1.75 |
| The education was of a good standard. | 2.07 |
| There was sufficient use of active teaching methods to involving students in the course units. | 2.31 |
| The teaching staff motivated me to do my best. | 2.38 |
| I received useful feedback from teaching staff. | 2.25 |
| The teaching staff were available when I needed them. | 2.00 |
| The teaching staff are experts in their discipline. | 1.81 |
| The teaching staff are good at explaining and clarifying the subject matter. | 1.94 |
| I had a clear idea of my study route and what was expected of me. | 2.13 |
| From the beginning the teaching staff made clear what was expected of the students. | 2.13 |
| It was clear to me which criteria were used in various course units. | 2.06 |
| You need more than a good memory to complete this degree programme. | 2.31 |
| The modes of assessment and marking in this course unit requires a thorough understanding of the study material. | 2.31 |
| The examinations were marked within the specified period. | 2.00 |
| There were enough opportunities to resit exams. | 2.08 |
| The course units in the degree programme fit well together. | 2.00 |
| The curriculum offered enough optional course units. | 2.31 |
| I think this Master's degree programme is a good preparation for the labour market. | 2.75 |
| The literature was instructive. | 2.07 |
| The knowledge and skills I acquired in the Bachelor's degree programme were sufficient for writing my Master's thesis without major difficulties. | 2.33 |
| When writing my Master's thesis I was able to make full use of my research skills. | 2.19 |
| I am satisfied with the substantive support when writing my thesis. | 1.94 |
| The degree programme stimulated my skills in creative thinking. | 2.25 |
| Thanks to the degree programme, my skills in solving problems have improved. | 2.19 |
| This degree programme has improved my analytical skills. | 1.94 |
| This degree programme encouraged a critical attitude. | 2.44 |

| | |
|---|---|
| This degree programme improved my ability to cooperate with others. | 2.44 |
| The curriculum has improved my skills in writing (academic) papers. | 1.88 |
| The curriculum has improved my ability to give presentations. | 2.38 |
| This degree programme made me want to continue studying. | 2.38 |
| At the University I learned to appreciate perspectives other than my own. | 2.31 |
| What I have learned in this degree programme, I find valuable for my future. | 1.88 |
| This degree programme takes student contributions seriously. | 2.13 |
| Next questions: How satisfied are you with … (1=very satisfied; 2=satisfied; 3=neutral; 4=not satisfied; 5=not satisfied at all) | |
| the course unit schedule | 1.88 |
| the exam schedule | 1.81 |
| the computer facilities | 2.56 |
| the lecture rooms | 2.19 |
| the exam rooms | 2.13 |
| Nestor | 2.00 |
| Progress | 1.94 |
| Ocasys | 2.40 |
| the library facilities | 2.06 |
| the time you have to wait for the Student Support Desk | 2.00 |
| the assistance given by staff at the Student Support Desk | 2.00 |
| the study advisor | 1.83 |
| the communication about Faculty news | 2.29 |
| the service provided by International Office staff | 2.25 |
| the options for studying abroad during the degree programme | 1.83 |

# Appendix 7 Results of course unit evaluations, 2012-2013

| Socio-spatial planning | Planning Theory | IPD1: Planning Methods and Evaluation | IPD3: Programmamanagement in Theorie en Praktijk | IPD4: Coalition Planning | IPD5: Adaptive Governance | Interactie, Samenleving en Ruimte | Revitalisatie van de Wijk | Master thesis Sociale Planologie | City Matters | Planning for Quality |
|---|---|---|---|---|---|---|---|---|---|---|
| Semester | 1a | 1b | 1b | 2b | 2b | 1a | 1a | 1&2 | 2a | 2a |
| Results (without resits) | | | | | | | | | | |
| N | 108 | 37 | 52 | | | 23 | 75 | | 35 | 34 |
| Pass rate (%) | 73 | 65 | 83 | | | 78 | 95 | | 83 | 62 |
| Average mark | 5.97 | 6.67 | 6.44 | | | 7.17 | 7.01 | | 7.48 | 6.83 |
| Standard deviation mark | 1.22 | 1.6 | 1.12 | | | 0.9 | 0.77 | | 0.62 | 0.94 |
| Evaluation scores | | | | | | | | | | |
| N | 95 | 31 | 48 | | | 18 | 69 | | 15 | 22 |
| Mark awarded to the course | 7.5 | 6.5 | 6.6 | | | 7.9 | 6.9 | | 7.1 | 5 |
| Very satisfied or very satisfied with (%) | | | | | | | | | | |
| Organisation of the course | 90 | 65 | 61 | | | 89 | 79 | | 27 | 41 |
| Line in the course | 85 | 64 | 44 | | | 94 | 82 | | 54 | 14 |
| Level of the course | 80 | 58 | 60 | | | 88 | 70 | | 87 | 45 |
| How course fits in programme | 84 | 72 | 69 | | | 100 | 84 | | 80 | 14 |
| Assessment: representativity | 54 | 74 | 58 | | | 61 | 60 | | n.v.t. | 69 |
| Assessment: formulation of questions/assignments | 33 | 25 | 59 | | | 56 | 56 | | n.v.t. | 78 |

## Appendix 8 List of the most recent Master's theses

| | | | | |
|---|---|---|---|---|
| 1430238 | Grondexploitatiewet antwoord op wurggreep ontwikkelaars? Een onderzoek naar de invloed van de Grondexploitatiewet op het gemeentelijk kostenverhaal en de gemeentelijke regierol bij particuliere grondexploitatie in uitleggebieden. | 7.5 | T. van der Meulen | 29-10-2010 |
| 1591045 | Studie naar stationslocatie Leek/Tolbert. (Her)ontwikkeling en inrichting van een stationslocatie. | 7.0 | T. Van der Meulen | 30-11-2010 |
| 1480405 | Anticipatie op de grondmarkt vooruitlopend op besluitvorming. Een casestudy naar het verloop van grondposities en de invloed daarvan op de besluitvorming omtrent het Wieringerrandmeer. | 7.0 | T.van Dijk | 30-11-2010 |
| 1503235 | Bevolkingskrimp en mobiliteit in Noord-Nederland. | 6.5 | T. Tillema | 31-1-2011 |
| 1419323 | Beleving van externaliteiten en de mate van woontevredenheid van bewoners van snelweglocaties. | 8.0 | T. Tillema | 31-1-2011 |
| 1545809 | De kogel door de kerk; factoren die het behoud en de toekomst van religieus erfgoed uit de wederopbouwperiode beïnvloeden: een kijkje in de Noordoostpolder. | 8.0 | T. van der Meulen | 31-1-2011 |
| 1786830 | Ontwerp als dialoog. Een onderzoek naar de rol van het ontwerp bij de landschappelijke inpassing van gasopslaglocaties. | 7.0 | T. van Dijk | 31-1-2011 |
| 1537784 | Ruimtelijke kwaliteit in de stadsrandzone. Een denkkader voor de beoordeling van ontwikkelingsinitiatieven. | 7.5 | M.J. Beeftink | 31-3-2011 |
| 1614681 | The Environmental Impact Assessment in Seattle's planning practice. | 6.5 | T. van der Meulen | 31-3-2011 |
| 1396668 | Wijkgericht werken. Een onderzoek naar de effictiviteit van het wijkgericht werken als gebiedsgerichte aanpak. | 7.5 | G.H. Heins | 31-5-2011 |
| 1545825 | Hot or Not: een onderzoek onder Nederlandse steden naar de interesse en aanpak van hitte in ruimtelijk beleid. | 7.5 | T. van Dijk | 31-5-2011 |
| 1482084 | Regionale samenwerking bij ruimtelijke projecten..... Een lust of een last? | 7.5 | T. van Dijk | 31-5-2011 |
| 1541765 | Organische ontwikkeling in peri-urbane gebieden. Mogelijkheden voor een nieuw ontwikkelperspectief binnen huidige wet- en regelgeving; een case studie van de A12 zone. | 8.0 | W.S. Rauws | 31-5-2011 |
| 1755919 | Actorbenaderingen in de stadsrandzone; een case study van het stadsdeel Leidschenveen-Ypenburg. | 7.0 | M.J. Beeftink | 29-7-2011 |
| 1846930 | Riga verder op de fiets? Voorwaarden voor de inwoners van de stad Riga om de fiets als vervoersmiddel te gebruiken. | 7.0 | F. Niekerk | 31-8-2011 |
| 1434209 | Het lokale duurzame energiebedrijf (LDEB): een organisatievorm die ruimtelijke planning en energie kan verbinden? | 8.0 | F.M.G. Van Kann | 31-8-2011 |
| 1437836 | Krimp en leefbaarheid. | 7.0 | G.H. Heins | 31-8-2011 |
| 1948547 | Ruimtelijke planning tussen fysiek en virtueel. Een onderzoek naar het huidige en toekomstige gebruik van sociale media in de ruimtelijke planning. | 7.5 | G.H. Heins | 31-8-2011 |
| 1681842 | Win-win-winsituaties bij bewonersparticipatie; een onderzoek naar de werking van stimulansen bij informele bewonersparticipatie. | 8.0 | G.H. Heins | 31-8-2011 |
| 1658964 | Stedelijke vernieuwing en de participatie van jongeren. Een casusstudie over jongerenparticipatie binnen de Groningse aandachtswijk de Hoogte. | 7.0 | J.R. Beaumont | 31-8-2011 |
| 1535595 | Tussen functionaliteit en kwaliteit: het dilemma van de openbare ruimte in Nederland. | 8.5 | M.A. van den Brink | 31-8-2011 |
| 1659200 | Hedendaagse kathedralen; over architectonisch erfgoed van vandaag en morgen. | 7.0 | P.D. Groote | 31-8-2011 |
| 1583166 | Woningbouwontwikkeling langs binnenstedelijke light rail trajecten. Het effect van tramlijn 2 op het woningbouwprogramma van het Oosterhamriktracé in Groningen. | 6.0 | T. Tillema | 31-8-2011 |
| 1934597 | Woontevredenheid en bewonersparticipatie nabij de Zuidelijke Ringweg Groningen. Een onderzoek naar de relatie tussen bewonersparticipatie en woontevredenheid bij omwonenden van de Zuidelijke Ringweg in Groningen. | 7.0 | T. Tillema | 31-8-2011 |
| 1750593 | Eems in beroering: diversiteit aan functies in zijn natuurlijke habitat. | 6.5 | T. van der Meulen | 31-8-2011 |
| 1678558 | De effecten van demografische veranderingen op het voorzieningenniveau van de grotere dorpen in de regio Noordoost Friesland. | 7.0 | T. van der Meulen | 31-8-2011 |
| 1413090 | Atalanta-project Emmen: Metamorfose van het centrum. Sturen in het donker!? | 7.0 | T. van der Meulen | 31-8-2011 |
| 1612719 | Beeldkwaliteitplannen geëvalueerd: Komen voorschriften en sfeerbeelden overeen met de werkelijkheid? | 6.5 | T. van Dijk | 31-8-2011 |
| 1631322 | 'The Olympic Story'. Studie naar de effecten van het Olympisch plan op de ruimtelijke besluitvorming en - voorbereiding in Amsterdam. | 7.5 | T. van Dijk | 31-8-2011 |
| 1948016 | Vastgoedbeleid; van wijken weten! Ontwikkeling van Gebiedsgericht Sociaal Vastgoed Beleid. | 6.0 | G.H. Heins | 30-9-2011 |
| 1754696 | Kantorenleegstand gezamenlijk aanpakken. Het zoeken naar oplossingen door belangen te verenigen. | 6.5 | G.H. Heins | 30-9-2011 |

| | | | | |
|---|---|---|---|---|
| 1620126 | Een onderzoek naar de potentie van de vrije sector huurwoningmarkt in de gemeente Groningen. | 7.0 | G.H. Heins | 30-9-2011 |
| 1461214 | De effectiviteit van regionale beleidsvorming in de ruimtelijke ordening. Een vergelijking tussen op vrijwillige basis samenwerkende stadsregio's en enkele WGR+regio's op de gebieden van volkshuisvesting, bedrijventerreinenplanning en verkeer en vervoer. | 7.0 | T. van der Meulen | 30-9-2011 |
| 1754688 | Betekenis van duurzaamheid in de gemeentelijke structuurvisie. | 7.0 | T. van der Meulen | 31-10-2011 |
| 1694596 | Strategische grondverwerving en gebiedsontwikkeling. Een casestudy naar de wisselwerking tussen planvorming en strategische grondverwerving van het IJsseldelta-Zuid project. | 7.5 | T. van Dijk | 31-10-2011 |
| 1610791 | Geluidbelasting en luchtkwaliteit nabij snelwegen. Een analyse van percepties over de geluidbelasting en luchtkwaliteit. | 7.5 | P. Ike | 30-11-2011 |
| 1684922 | De Wadden, Een gedragen klimaatbuffer natuurlijk! De transitie van een gesloten naar een open planproces. | 6.0 | C. Zuidema | 31-1-2012 |
| 1567292 | Werk aan de winkel. Over de relatie tussen leefbaarheid en voorzieningen in plattelandsdorpen in het Eemsdeltagebied. | 8.5 | D. Strijker | 31-1-2012 |
| 1537482 | Het inzien van urgentie. Een onderzoek naar een afwegingskader voor stadsdistributieprojecten. | 6.5 | F. Niekerk | 31-1-2012 |
| 1922629 | Flexibel ontwikkelen?! Planologische mogelijkheden voor bestemmingsplannen die meer ruimte laten om te kunnen anticiperen op marktontwikkelingen. | 7.5 | G.H. Heins | 31-1-2012 |
| 1952714 | Monumentaal gebouw herbestemt het buitengebied. De invloed van overheidsbeleid op het herbestemmen van monumentale gebouwen in het buitengebied in de provincies Drenthe en Groningen. | 7.5 | T. van der Meulen | 31-1-2012 |
| 1609459 | Herbestemming Industrieel Erfgoed in Nederland: Gekkenwerk? | 7.5 | G.J. Ashworth | 28-2-2012 |
| 1735179 | Verrommeling in de Stadsrandzone. Recreatie als wapen tegen verrommeling. | 7.0 | T. van der Meulen | 30-3-2012 |
| 1917781 | Centrumplan Bedum, van plan tot uitvoering? Onderzoek naar wat er speelt bij het planproces van het centrumplan in Bedum. | 6.0 | G.H. Heins | 31-5-2012 |
| 1609718 | Woningcorporaties: Een evaluatie na de verzelfstandiging. Onderzoek naar het terugtreden van taken voor woningcorporaties. "Oude daden in een nieuwe jas". | 6.0 | T. van der Meulen | 31-5-2012 |
| 1507214 | Het verduurzamen van sociale huurwoningen. Een onderzoek naar het energiebesparingbeleid van Woonconcept. | 7.0 | G.H. Heins | 31-7-2012 |
| 1922564 | Toekomstperspectief voor de Nederlandse binnenstad. Een onderzoek naar de ontwikkeling van Nederlandse kernwinkelgebieden. | 6.5 | R. van Vliet | 31-7-2012 |
| 1822071 | De definitie van succes, Transferia als oplossing voor…? Een evaluatiestudie naar de relatie tussen beleidsdoelstellingen en de effecten van transferia in de praktijk. | 7.5 | T. van der Meulen | 31-7-2012 |
| 1548484 | De invloed vanuit waterbeheer op de ruimtelijke ordening. Instrumenten voor een grotere invloed van water in de ruimtelijke ordening. | 5.5 | J. Woltjer | 31-8-2012 |
| 1629441 | Social cohesion: 'Collectief Particulier Opdrachtgeverschap' two case studies in the Netherlands. | 7.5 | N. Heeres | 31-8-2012 |
| 1012290 | Hoe ziet Natura 2000 eruit in de praktijk? | 5.5 | T. van der Meulen | 31-8-2012 |
| 1460099 | De Wro en de verhouding tussen de provincie Drenthe en de gemeenten. Een onderzoek naar de verhouding tussen de provincie Drenthe en de gemeenten onder het nieuwe regime van de Wro. | 6.0 | T. van der Meulen | 31-8-2012 |
| 1630024 | Speelruimte inrichten is geen kinderspel. Kansen en bedreigingen voor kindvriendelijke speelnetwerken. | 7.5 | F. Niekerk | 31-10-2012 |
| 2057859 | Een zonnige kijk op Duurzame Energie. De ruimtelijke, sociaaleconomische en institutionele consequenties van zonne-energie in Noord-Nederland. | 7.0 | C. Zuidema | 30-11-2012 |
| 1708252 | Binding door de brede school. Hoe de brede school kan bijdragen aan de versterking van de sociale cohesie. | 7.0 | G.H. Heins | 30-11-2012 |
| 1715437 | Het einde van de volkshuisvesting. 'Het verschaffen van woningen aan de bevolking' (Van Dale, 2012) | 6.0 | G.H. Heins | 30-11-2012 |
| 1683616 | Is weerstand tegen windmolens af te kopen? Case: Windmolenpark de Drentse Monden. | 8.0 | T. van Dijk | 30-11-2012 |
| 1787748 | Collectief Particulier Opdrachtgeverschap bij Stedelijke Vernieuwing. Een effectief middel om de ruimtelijke kwaliteit van de buurt te verbeteren? | 7.0 | W.S. Rauws | 30-11-2012 |
| 1944959 | De essentie van Jane Jacobs. Actualiteit van Jane Jacobs op de Nederlandse stedenbouw. | 7.0 | G.H. Heins | 21-12-2012 |
| 2026171 | How different mechanisms influence affordable housing delivery in American cities. A case study analysis in Orange County, California, USA. | 8.0 | J.R. Beaumont | 21-12-2012 |
| 2076675 | Tot hoever Shared Space? Een onderzoek naar in hoeverre de ontwerpuitgangspunten van Shared Space terugkomen in de praktijk. | 6.5 | F. Niekerk | 31-1-2013 |
| 1633686 | 'Visual design quality in inner-city urban space from the perspective of lay-people'. An explorative case study in Groningen. | 8.5 | M.A. Abdelwahab | 31-1-2013 |
| 1645196 | Zelfzorganisatie | 7.5 | W.S. Rauws | 31-1-2013 |

## Appendix 9 Master's thesis evaluation form

Name of student:
Title thesis:
Supervisor:
Second reader:
Date of grading:

### Thesis Evaluation form

| | Learning objective | | Yes | Partly | No |
|---|---|---|---|---|---|
| | | **PROCESS/ATTITUDE** | | | |
| *Remarks:* | | The student worked independently and needed only little input from the supervisor | 2 | 1 | 0 |
| | | The student took de supervisor's comments at heart and used them effectively | 2 | 1 | 0 |
| | | The supervisor was properly informed by the student on progress | 2 | 1 | 0 |
| | | | | | |
| | 2 | **THEORY** | | | |
| *Remarks:* | | The student was able to identify and select appropriate theories for doing this research | 5 | 3 | 0 |
| | | The thesis contains an international literature review of relevant publications * | 8 | 4 | fail |
| | | The selected theoretical concepts were set in a conceptual model and employed consistently as a tool to do research | 8 | 4 | 0 |
| | | The student is critical to existing theories and intelligently proposes modifications | 3 | 2 | 0 |
| | | | | | |
| | 3,4,5 | **METHOD AND DATA** | | | |
| *Remarks:* | | The manuscript shows a conscious consideration of multiple research methods and accounts for the selection of the method(s) used | 8 | 4 | 0 |
| | | Applied methods are framed in a deliberate research strategy * | 5 | 3 | fail |
| | | The thesis well accounts for the collection of data; which data collected when, where and why there * | 5 | 2 | fail |
| | | The raw data are given meaning through analytical representation | 5 | 3 | 0 |
| | | | | | |
| | 6,7 | **CONCLUSIONS** | | | |
| *Remarks:* | | Conclusions are drawn in explicit connection to the theories used | 5 | 3 | 0 |
| | | The link between conclusions and data is clear * | 5 | 3 | fail |
| | | Generalisation of findings was realistically done | 3 | 1 | 0 |
| | | Student reflects critically on own process and outcomes | 3 | 1 | 0 |
| | | | | | |
| | 8 | **PRESENTATION** | | | |
| *Remarks:* | | The written thesis presents the argument in an convincing way * | 5 | 3 | fail |
| | | The oral presentation was clear | 2 | 1 | 0 |
| | | Style of writing is appropriate for a scientific report | 5 | 3 | 0 |
| | | | | | |
| *Remarks:* | | Bonus for excellent research competences | | max 19 | |
| | | | | | |
| | | **TOTAL** | | | |

* These criteria are essential. The score 'no' will imply that the thesis cannot be graded.

# Critical Reflection Master's degree programme in Vastgoedkunde (VG) / Real Estate Studies (RES)

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# 1 Standard I: Intended learning outcomes

Standard 1

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

## 1.1 Vision: programme profile

It is our objective in the Master's degree programme in Real Estate Studies to educate students to become academically trained entrepreneurs, effective policymakers and sound researchers in the field of real estate in the broad sense. In other words, to become entrepreneurs who have learned to turn opportunities into financial and societal benefits, policymakers who are trained to make the right decisions, and researchers who are prepared by the programme to pursue an academic career.

The Master's degree programme in Real Estate Studies is designed to develop, exploit, manage and maintain real estate. Real estate in the broad sense comprises aspects of real estate project and area development, as well as direct and indirect investment in both residential and non-residential real estate (offices, shops, business premises and public real estate). The programme offers a combination of knowledge and understanding, application, analysis and critical reflection. It prepares students for real estate practice and equips them with the skills to think in abstract terms. The added value of the Master's degree programme over and above a Bachelor's degree is that students acquire specific theoretical and methodological academic knowledge about real estate and the actors and processes involved. This includes not only economic and geographical theories, financial and economic calculations and statistical analyses, but equally, attitude, which includes the principles of corporate governance, social responsibility and integrity. The Master's degree programme focuses on encouraging student independence and the ability to reflect. The programme has now acquired an international orientation, which will be consolidated as of academic year 2013-2014 under the title 'Master's degree programme in Vastgoedkunde'. It will aim at the comparative analysis of international real estate markets and institutions. The Master's degree programme in Real Estate Studies draws on knowledge from various domains, in particular the fields of geography and spatial planning, and of spatial and financial economics. In terms of teaching and research, the programme is related to the major subdisciplines in spatial sciences, namely:

*Geography, spatial planning and demography*

The locational behaviour of businesses and households leads to demands for real estate. The real estate market is made up of a number of major, partly overlapping submarkets. In geographical terms, we speak of local, regional, national and international real estate markets. Another distinction is between residential real estate (rental and owner-occupied homes), commercial real estate (offices, shops and business real estate) and public real estate (hospitals and schools). The real estate markets differ in their nature, function and ownership. The geographical and spatial planning literature sheds light on how location decisions are made and on the role played by institutions.

*Spatial economics & financial economics*

Locational behaviour involves considerations of revenues and costs, with economic and financial reasons underpinning the choice of location. The interests of various economic actors – landowners, developers, builders, investors and owners/users – are key in real estate development. The literature on spatial economics and financial economics sheds light on these considerations, while the literature on business and management imparts an understanding of the value chain and processes in real estate development. Table 1 outlines the teaching profile of the Master's degree programme.

Table 1 Teaching profile of the Master's degree programme in Real Estate Studies

***1) Conceptual and theoretical knowledge:***

a) Knowledge of economic geographical principles, including:
   i) Intra-urban location theory
   ii) City formation
   iii) Agglomeration and clustering

b) Knowledge of economic principles, including:
   i) Supply and demand mechanisms and market pricing
   ii) Microprinciples of households and businesses
   iii) External outcomes and implications
   iv) Tiebout issues and public policy

c) Knowledge of business and financial principles, including:
   i) Value chain and process management
   ii) Land utilization
   iii) Investment analysis
   iv) Investment management

***2) Research methods and techniques:***

a) Knowledge of qualitative methods and techniques, including:
   i) Research design for qualitative studies
   ii) Expert interviews, Delphi, participatory methods

b) Knowledge of quantitative methods/econometrics, including:
   i) Research design for quantitative studies
   ii) Descriptive methods: DSTAT, ANOVA, MANOVA, factor analysis
   iii) Explanatory methods: linear and non-linear regression

c) Skills/application of methods and techniques

***3) Practical skills:***

a) Knowledge of process and finance
b) Experience in practice/consultancy practice/projects and drawing up investment proposals
c) Applying methods and techniques to specific research problems

### *1.1.1 Points identified in the 2007 accreditation*

The 2007 visitation prompted fundamental changes to the degree programme. In essence, this entailed the further incorporation of methods and techniques into teaching, and devoting more staffing capacity to academic research. As a result, the programme has gradually become more research-driven and more international. The teaching utilizes international academic publications and is designed to train students in critical analysis and to perform independent research based on a sound knowledge of methods and techniques. Specific improvements made to the degree programme are shown in Table 2.

Table 2 Innovations implemented in the RES Master's degree programme, 2007-2013

| Activity | Description | Year of implementation |
|---|---|---|
| A1 | Academic research:<br>Expanding real-estate staff capacity | 2008 (+.5fte)<br>2009 (+.6fte)<br>2010 (+.5fte) |
| A2 | PhD research:<br>2 full-time PhD students in Real Estate Studies | June 2011<br>September 2011 |
| A3 | Methods and techniques:<br>Introduction of Methods course unit 'Real Estate Research' | 2010-2011<br>Compulsory course unit as of 2012-2013 |
| A4 | International textbooks:<br>Introducing textbooks and journal articles as compulsory literature | 2010-2011<br>Achieved as of 2012-2013 for all compulsory course units |
| A5 | Intensified teaching:<br>More contact hours: from 1 x 2 hours to 2 x 2 hours per week with a larger assignment component | 2011-2012<br>Achieved as of 2012-2013 for all compulsory course units |
| A6 | Master's thesis:<br>Group meetings per supervisor | 2011-2012 |
| A7 | Academic publications | 2008 |
| A8 | Admission:<br>More selective admission to the bridging programme in terms of prior qualifications and motivations, as evidenced by results | 2011-2012 |
| A9 | Internationalization:<br>Transformation into International Master's in Real Estate Studies | Start 2013-2014 |

## 1.2 Disciplinary frames of reference

Compared with other Master's degree programmes in this field, the programme at the University of Groningen has a unique profile as it is rooted in economic geography and spatial planning rather than in financial or business studies or engineering sciences. One of the few comparable programmes in the world is the Master's degree programme in Real Estate at the School of Real Estate & Planning, Henley Business School, University of Reading. Many real estate programmes focus on Finance (Master's in Real Estate Finance, e.g. the University of Cambridge or the University of Central Florida) or Engineering (Master's in Real Estate & Housing, TU Delft).

The learning outcomes of the degree programme in Real Estate are therefore in line with the disciplinary frame of reference for Spatial Sciences that was revised in 2012 by the Discipline Platform for Human Geography and Spatial Planning. All geography degree programmes in the Netherlands are represented in this platform, which formulates the general learning outcomes on the basis of the Dublin Descriptors and international benchmark programmes. Because all Dutch degree programmes in human geography and spatial planning are represented in the platform, the frame of reference provides an automatic Dutch benchmark for all programmes.

## 1.3 Intended learning outcomes

The learning outcomes of the Master's degree programme in Real Estate Studies are based on the disciplinary frame of reference drawn up in 2012. They therefore reflect the general learning outcomes of the framework, but also emphasize specific features of the Groningen degree programme. The learning outcomes can be found in Appendix 1.

# 2 Standard II: Teaching-learning environment

Standard 2

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

## 2.1 Contents of programme

### *2.1.1 Curriculum*

The degree programme reflects the teaching vision, which is based on the acquisition of knowledge from the different domains in which the programme is rooted. The key domains are the spatial sciences (geography, spatial planning and demography) and spatial and financial economics (see Table 3).

Table 3 Knowledge base for curriculum and academic focus

| | From domain spatial sciences | From domain spatial & financial economics |
|---|---|---|
| Real Estate & Land Markets | X | X |
| Real Estate Finance | | X |
| Law | X | |
| Real Estate Research | | X |
| Real Estate Development | X | X |
| Master's thesis in Real Estate | X | X |
| *Optional course units Including* | | |
| Industrial Real Estate | X | |
| Real Estate Investment | | X |

The programme is made up of five compulsory and three optional course units, each worth 5 ECTS. Students may select optional course units from other Master's degree programmes in consultation with the Master's coordinator. A further requirement is that students must write an individual Master's thesis in Real Estate Studies (20 ECTS). See Table 4 for an overview.

Table 4 Course units in the Master's degree programme in Real Estate Studies

| Real Estate course units | Semester block | Teaching method | Contact hours | Assessment |
|---|---|---|---|---|
| *Compulsory course units* | | | | |
| Real Estate & Land Markets | 1a | Lecture + Seminar | 28 (as of 2012-2013) | Exam (60%) Paper (40%) |
| Real Estate Finance /Faculty of Economics | 1a | Lecture+Assignments | 28 (as of 2012-2013) | Exam (60%) Assignment (40%) |
| Law /Faculty of Law | 1b | Lecture | 14 | Exam (100%) |
| Real Estate Research | 2a | Lecture, Seminar, Computer lab | 40 | Exam (60%) Assignment+Seminar (40%) |
| Real Estate Development | 2b | Lecture, Assignments, Seminar | 28 (as of 2012-2013) | Exam (60%) Assignment+Seminar (40%) |
| Master's thesis Real Estate | | Individual Thesis | Minimum of 5 contact times | Thesis assessment |
| *Optional course units including* | 15 | | | |

| | | | | |
|---|---|---|---|---|
| Industrial Real Estate | 2a | Lecture | 14 | Exam (100%) |
| Real Estate Investment | 1b | Lecture+Assignments | 21<br>(as of 2012-2013) | Exam (70%)<br>Assignment (30%) |

### *2.1.2 Teaching arrangements and learning process*

The programme is taught through lectures and computer labs/seminars, in which students complete assignments or deliver a research paper individually or as a team. Whereas lectures focus primarily on knowledge, understanding and their application, and interactive lectures emphasize reflection and judgement, the computer labs/seminars aim at the acquisition and presentation of skills.

A detailed overview of the teaching methods can be found in Section 2.2 (Content of programme).

There are no sequencing rules within the degree programme, with the exception of 'Real Estate Investment' (semester block 1b). As of 2013-2014 a prerequisite for entry is 'Real Estate Finance' (semester block 1a).

### *2.1.3 Study load and contact hours*

The Master's degree programme in Real Estate Studies takes one academic year, which is divided into two semesters. The total programme is worth 60 ECTS credit points. One ECTS is 28 hours, which means that the total study load for the programme comes to 1680 hours. Appendix 4 shows the contact hours for the different semester parts. The contact hours are summarized in Table 5 below.

Table 5 Contact hours per week for RES Master's degree programme in academic year 2011-2012

| | |
|---|---|
| Academic year | 1 |
| Contact hours | 6.8 (including exam weeks |

### *2.1.4 Research in education*

The Master's degree programme is based on research-driven teaching, which means that staff research lies at the heart of the lectures. Staff explain this research to students, together with the arguments for choosing particular methods of data collection and analysis. Students are encouraged to reflect critically on these choices and possible interpretations of the results. Students are also trained in research skills, which are included in the learning outcomes.

### *2.1.5 Excellence policy*

Lecturers and the coordinator of the degree programme can recommend to students who display excellence that they enrol in the Master's Honours programme or switch to the Research Master's degree programme in Regional Studies and choose a profile with a Real Estate focus (see also the general introduction).

### *2.1.6 International arrangements*

As of academic year 2013-2014, the degree programme will be taught entirely in English and students from abroad will be encouraged to enrol. There are several reasons for taking this step.

The increasing research focus of the Master's degree programme is a major reason for making English the language of instruction. Lecturers on the programme increasingly conduct research in partnership with colleagues from abroad. In addition, the Faculty no longer wishes to be confined to Dutch-speaking areas when recruiting new staff. Making English the language of instruction will enable us to advertise and recruit internationally, which will benefit research quality and output.

An advantage of this encouraged internationalization relates to the 'international classroom'. Student diversity encourages critical reflection on your own, familiar situation. Students from

different backgrounds contribute their own experiences, whereby a multiple perspective on the practice and theory of real estate development and real estate evaluation becomes an integral part of the teaching and learning environment.

The 'Real Estate Research' (RER) course unit has been taught in English since its introduction. It is also open to students from the Research Master's degree programme. In practice, about 10% of students are native English speakers (5 out of 50). Over the years we have fielded queries from Germany, Hungary and Austria about whether the programme is – or could be – taught in English. A Memorandum of Understanding has since been drawn up with the University of Central Florida (UCF) for student exchanges in Real Estate Studies. EBS/Wiesbaden (Germany) offers an English-taught programme and also has an active exchange with UCF. The idea is to hook up with this.

### *2.1.7 Preparation for the labour market*

The degree programme is in line with University and Faculty policy on labour market orientation (NEXT), as outlined in the general introduction of this document.

## 2.2 Staff involvement

### *2.2.1 Staff quality*

Table 6 Staff involvement in the VG Master's degree programme (excl. optional course units)

| Name | Degree/Title | M/F | Position | Appointment (fte); research time (%) | UTQ | Expertise |
|---|---|---|---|---|---|---|
| | | | | | | |
| Brouwer, A.E. | Dr | F | Univ. Reader | 0.65 (40%) | Yes | Economic Geography |
| Brouwer, H.J. | Dr | M | Senior lecturer | 0.6 (10%) | ++ | Real Estate Studies |
| Dijk, J. van | Prof. | M | Professor | 0.6 (40%) | No | Regional Labour Market Analysis |
| Groote, P.D. | Dr | M | Univ. Reader | 0.7 (0%) | Yes | Heritage |
| Koster, S. | Dr | M | Senior lecturer | 1.0 (70%) | Yes | Entrepreneurship |
| McCann, P. | Prof. | M | Professor | 1.0 (50%) | No | Economic Geography, Regional Geography |
| Meester, W.J. | Dr | M | Senior lecturer | 1.0 (10%) | No | Economic Geography |
| Nozeman, E.F. | Prof. | M | Univ. Reader/ Prof. by special appoint-ment | 0.2 (0%) | Ex | Real Estate Studies |
| Steen, P.J.M.van | | M | Senior lecturer | 1.0 (10%) | No | Economic Geography |
| Sijtsma, F.J. | Dr | M | Senior lecturer | 0.9 (50%) | + | Real Estate Studies |
| Strijker, D. | Prof. | M | Univ. Reader/ Prof. by special appoint-ment | 1.0 (40%) | ++ | Rural Development |
| Vlist, A.J. van der | Prof. | M | Professor | 1.0 (40%) | ++ | Real Estate Studies |
| | | | | | | |
| Staff from outside the Faculty | | | | | | |
| Stijnenbosch, M. | Dr | M | | | | |
| Jannette Walen, D. | *Drs* | M | | | | |
| De Nooij, F. | *Drs* | M | | | | |
| Terpstra, P | Dr | M | | | | |
| Kramer, B. | Dr | M | | | | |
| Marquard, A. | *Drs* | M | | | | |

Source: University Education Office, Faculty of Spatial Sciences.
UTQ: Yes = completed, + = in UTQ programme, ++ = in fast-track UTQ programme, Ex. = exemption

Table 7 Lecturer quality: in summary

| Degree | MA | PhD | UTQ |
|---|---|---|---|
| Percentage | 100% | 92% | 25% (permanent staff) |

### *2.2.2 Staff numbers and involvement*

The student-staff ratio is calculated using the NVAO formula (September 2012), i.e. the total number of enrolments divided by the number of fte's (full-time equivalents) involved in teaching activities within the programme.

Table 8 shows the deployment of regular staff during academic year 2011-2012. The figures do not include freelancers/staff hired from outside the University. If they are included, the total teaching staff involvement rises to 2.56 fte. (Source: *taakbelastingsmodel* [workload model] 2011-2012, tab '*medewerkers en studiejaren*' [staff and academic years].)

Table 8 Staff involvement in RES Master's degree programme per position 2011-2012 (including optional course units)

| Category | M | | F | | total | | PhD |
|---|---|---|---|---|---|---|---|
| | number | fte's | number | fte's | number | fte's | |
| Full Professor | 4 | 0.81 | 0 | 0.00 | 4 | 0.81 | 100% |
| University Reader | 3 | 0.45 | 0 | 0.00 | 3 | 0.45 | 100% |
| Senior Lecturer | 5 | 0.77 | 2 | 0.12 | 7 | 0.89 | 86% |
| PhD candidates | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0% |
| Lecturer | 2 | 0.08 | 0 | 0.00 | 2 | 0.08 | 50% |
| Researcher | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0% |
| | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0% |
| Total | 14 | 2.11 | 2 | 0.12 | 16 | 2.24 | 92% |

Source: Education Office, Faculty of Spatial Sciences, University of Groningen, workload model

A total of 60 students were enrolled in the Master's degree programme in Real Estate Studies in the 2011-2012 academic year. Based on the above data, this gives a student-staff ratio of 24.2, see Table 9.

Table 9 Student-staff ratio

| Ratio | 24.2 |
|---|---|

## 2.3 Students

### *2.3.1 Enrolments*

The Master's degree programme in Real Estate Studies is open to students from a research university with a Bachelor's degree in Economics, Human Geography & Spatial Planning, Environmental & Infrastructure Planning or Business Administration. Students from a research university with a Bachelor's degree in Civil Engineering (*Bouwkunde/Civiele Techniek*) may be granted entry after their prior results have been assessed. Students from a university of applied sciences (HBO) with a Bachelor's degree in Real Estate & Brokerage, Spatial Planning (*Ruimtelijke Ordening & Planologie*), Construction Management (*Bouwtechnische Bedrijfskunde*) or Building Management may be admitted to the programme following successful completion of a one-year bridging programme (60 ECTS credit points). The bridging programme will include course units from the Faculty's Bachelor's degree programme in Human Geography & Spatial Planning.

In past years about 60 students per year have enrolled in the Master's degree programme in Real Estate Studies.

Students can start the programme at two different times during the year – September and February. The teaching programme was further adapted in line with this in 2012-2013, and also bearing in mind the University-wide introduction of the Bachelor-before-Master rule (*harde knip*).

Table 10 VSNU enrolment data for Master's degree programme in Real Estate Studies

| Year | Enrolments (absolute) | Preliminary education (absolute) | | | | Enrolment by gender | |
|---|---|---|---|---|---|---|---|
| | | Groningen | Other Dutch universities | Universities of applied sciences | Outside higher education | M | F |
| 04-05 | 24 | 18 | | | | | |
| 05-06 | 36 | 32 | 1 | 3 | 0 | 26 (72%) | 10 (28%) |
| 06-07 | 47 | 42 | 0 | 5 | 0 | 38 (81%) | 9 (19%) |
| 07-08 | 87 | 76 | 8 | 3 | 0 | 72 (83%) | 15 (17%) |
| 08-09 | 67 | 60 | 5 | 2 | 0 | 53 (79%) | 14 (21%) |
| 09-10 | 63 | 52 | 7 | 4 | 0 | 46 (73%) | 17 (27%) |
| 10-11 | 63 | 51 | 7 | 5 | 0 | 50 (79%) | 13 (21%) |
| 11-12 | 60 | 52 | 5 | 3 | 0 | 47 (78%) | 13 (12%) |

Source: VSNU (Association of Dutch Universities), 1cHO file, Tables M 1.1 and M 4.1. 'Groningen' enrolments include HBO students who have completed a bridging programme.

About 60 percent of students in the 2008-2011 intake had completed a degree programme at a university of applied sciences (HBO). In practice, we have seen that there needs to be greater emphasis on developing an academic attitude among this group of students. In accordance with the admission protocol (see Appendix 5.2), only students from the above degree programmes have been permitted to enrol since academic year 2011-2012, on the basis of their results in the 'Methods' course units, etc. In 2011-2012, 40 of the 68 HBO students who applied were admitted to the programme; this figure was 28 of the 43 for academic year 2012-2013. The admission protocol for the International Master's degree programme in Real Estate Studies will be supplemented in the coming academic year (2013-2014) by criteria for foreign Bachelor's students in terms of tests in the field of methods and techniques (e.g. MATH) and English (e.g. TOEFL).

### *2.3.2 Pass rates*

Pass rates for the Master's degree programme in Real Estate Studies are presented in Tables 11 and 12.

Table 11 Progress of Master's cohort, pass rates (excluding later enrolments)

| Year | 1 October cohort (absolute) | % of total cohort | Graduated after (%): | | | | Graduated at institution after (%): | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1 year | 2 years | 3 years | 4 years | 1 year | 2 years | 3 years | 4 years |
| 05-06 | 18 | 50 | 33 | 50 | 72 | 72 | 44 | 61 | 89 | 89 |
| 06-07 | 21 | 45 | 33 | 86 | 86 | 90 | 33 | 86 | 86 | 90 |
| 07-08 | 31 | 36 | 32 | 87 | 94 | 94 | 35 | 90 | 97 | 97 |
| 08-09 | 30 | 45 | 30 | 67 | 77 | 87 | 37 | 73 | 87 | 90 |
| 09-10 | 32 | 51 | 31 | 81 | 84 | | 31 | 81 | 84 | |
| 10-11 | 30 | 48 | 23 | 80 | | | 27 | 83 | | |
| 12-13 | 35 | 58 | 26 | | | | 26 | | | |

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 2.1

This data shows that six or seven students in ten successfully completed the programme within two years. The pass rate for individual course units is satisfactory to good. The pass rate for an individual course unit is about 60 percent, and if resits are included, about 85 percent.

Table 12 Number of Master's degrees per academic year and average length of study in months, broken down into student origins

| Year | Groningen | | Other Dutch university | | HBO | | Abroad | |
|---|---|---|---|---|---|---|---|---|
| Year | No. of degrees | Average length of study * | No. of degrees | Average duration of degree programme* | No. of degrees | Average duration of degree programme * | No. of degrees | Average duration of degree programme * |
| 05-06 | 22 | 13 | - | | | | | |
| 06-07 | 28 | 16 | 1 | 20 | | | | |
| 07-08 | 50 | 16 | 4 | 12 | 1 | 29 | | |
| 08-09 | 55 | 15 | 5 | 19 | 1 | 16 | | |
| 09-10 | 59 | 18 | 3 | 16 | | | | |
| 10-11 | 51 | 21 | 2 | 14 | | | | |
| 11-12 | 57 | 19 | 8 | 20 | | | | |

Source: VSNU (Association of Dutch Universities), 1cHO file, Table M 3.1 *) In months

The main reason for the low pass rates after one year is the time taken to complete the Master's thesis. There are various reasons for this. First, it is Master's thesis research that students with a HBO background find difficult. Second, until recently many students had already found a permanent job in the real estate sector during their Master's thesis project. This reduced both the time available and the incentive to fully complete the programme because of the financial implications. A third cause of delay was the time it took for the University to introduce the Bachelor-before-Master rule. Finally, too few permanent staff were available to supervise all the Master's theses and external supervisors had to be called in. With current staffing, 45 theses are supervised by University of Groningen staff and the remainder by external supervisors. Organizing this sometimes takes additional time.

Past efforts to improve pass rates in the Master's degree programme in Real Estate Studies have focused on preventing dropout. At present, students usually complete the programme but with some delay. The intensified teaching means that students attend the compulsory computer labs/seminars more regularly and have fewer opportunities to take on a lot of work alongside the degree programme.

### *2.3.3 Student evaluations (regarding standard 2)*

The evaluation of course units within the Master's degree programme in Real Estate Studies is part of the PDCA (Plan Do Check Act) cycle and operates in accordance with Faculty standards. A compulsory and systematic online curriculum evaluation was introduced throughout the Faculty in academic year 2011-2012. When students complete their thesis, they have to upload it to the University's data archive (UDA). This is done by means of a web-based procedure involving a number of steps, one of which is to complete and upload the curriculum evaluation. The final step in the process is to upload the thesis itself. This has led to a relatively high completion rate and also makes evaluation of the degree programme a logical step that belongs in the teaching programme. The Programme Committee routinely discusses the course unit evaluations after each semester block.

The course units generally score relatively well, with 'financiering' peaking at a mark of 7.9. The curriculum evaluation shows that (on a scale of 1 to 10) students rate the Master's degree programme a 6.7 (see Appendix 5). Students praise in particular the knowledgeable staff; they are also positive about the improvement of their analytical skills thanks to following the programme. They are more critical about their improvements in presentation skills and their abilities to do joint work.

Students regard the study load as slightly on the light side, but at the same time indicate they spent on average 27 hours per week on their studies, and more than 17 hours on paid work. It is the explicit intention to increase the workload, and make students spend more time on their studies. The stronger focus on research-induced teaching will play a major role in this.

# 3 Standard III: Assessment and achieved learning outcomes

Standard 3

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

## 3.1 Principles of assessment

All course units are assessed. Student progress is assessed in accordance with the programme-specific Assessment Plan (see Appendix 5.3), which is based on the 'Assessment Policy' Faculty Memorandum (2012). The Assessment Plan for the Master's degree programme in Real Estate Studies can be found in Appendix 5.3 and is explained in Section 3.3. The Board of Examiners monitors the assessment quality.

The key principle is that lecturers should employ reasoned and appropriate assessment modes based on the learning outcomes of the degree programme, the position of the course unit within the programme and the learning objectives of the course unit itself. This argumentation is part of the course unit description drawn up for each course unit within the programme.

The attainment and testing of the learning objectives of a course unit and the learning outcomes of the degree programme are inherent in the type of assessment and its validity. However, the attainment of learning objectives is just as dependent on student study behaviour, which is why the monitoring and encouragement of active study behaviour is also an integral part of the vision of assessment within the programme.

## 3.2 Assessment procedures

Students are informed at the start of each course unit about how they will be assessed and the assessment criteria. The quality of the assessment instrument is assessed in advance through peer review of the instrument by another member of staff. The person conducting the peer review is explicitly stated in the instrument description.

Assessment is also part of the course unit and degree programme evaluations that are conducted retrospectively. In the course unit evaluations, students can indicate the extent to which the assessment ties in with the learning objectives of a course unit.

Students must be notified of their exam mark within 10 working days of sitting an exam. The final mark for a course unit must be established within 10 working days of the end of the teaching period. A single resit is scheduled for exams. For other assessment modes, the lecturer announces at the beginning of the course whether and which remedial options will be offered. Taking part in an assessment activity in a course unit will always result in a final mark. Individual partial marks are not recorded by the University Education Office. Partial marks expire at the end of the course unit; students who do not pass the course unit are required to do the entire course unit again.

All assessment results and student evaluations are discussed by the Programme Committee. This involves the Programme Coordinator and the Director of Undergraduate and Postgraduate Studies looking at all results and evaluations. If these are disappointing, the Programme

Director contacts the lecturer in question and a plan is drawn up to find a solution. Evaluations are public and are made available via the electronic learning environment to students who have taken part in the course unit and to student and staff members of the Programme Committees and the Faculty Council.

## 3.3 Assessment modes

*Knowledge, understanding and judgement*. All course units in the programme involve a written assessment in the form of an exam to test knowledge, understanding and judgement. Judgement is included in the written assessment by means of essay questions. Each assessment component must rate a pass mark (at least 5.5).

*Skills in applying knowledge, understanding and judgement*. Many course units test skills by means of an assignment (individual or as part of a team) in the form of a research paper or investment proposal (see Table 13 and Appendix 3). Skills are assessed by means of a final assignment that students may work on during seminars and/or computer labs. Each assessment component must rate a pass mark (at least 5.5).

*Communication, learning skills and attitudes*. Assessment of the skill of debating the latest developments within the field covered by the course unit and the consequences thereof for society has recently been integrated more explicitly into existing course units. In the past, assessment often occurred implicitly during presentations of the research paper or investment proposal, or in the final presentation of the Master's thesis. When the programme was revised (which involved shifting the content of the 'Dilemmas and themes' course unit to the bridging programme in order to redevelop the 'Individual Writing Assignment'), argumentation and communication were given a key role. Each assessment component must rate a pass mark (at least 5.5).

Table 13 Summary of learning objectives, teaching methods and assessments

| Learning objective | Teaching method | Assessment |
|---|---|---|
| Knowledge and Understanding | Lecture | Written exam |
| Skills | Computer lab/seminar | Assignments such as essay, paper or investment proposal |
| Judgement | Lecture/computer lab | Written exam and assignments such as essay, paper or investment proposal |
| Communication | Seminar/lecture | Final presentation of assignments |

## 3.4 Thesis assessment

The Master's thesis research project is the final part of the Master's degree programme in Real Estate Studies. The Master's thesis begins with an intake session on the topic and allocating a supervisor. At least five meetings are held with the supervisor, based on papers submitted by the student. These are usually one-to-one meetings between the student and supervisor. The Master's thesis has recently been organized as a course unit, whereby students present and discuss interim results in workshops under the supervision of their supervisors.

For research projects with an institute or company, the Department is responsible for the supervision of content and for assessment. Assessment is based on process, product and presentation, with a second assessor assessing the product and presentation. According to Faculty guidelines, the departmental chair must be consulted in the event of a mark of 9 or above. An exit interview is held after the presentation, in which the assessment form is discussed and the student is notified of his or her mark.

## 3.5 Level achieved

It is not easy to produce a validated picture of the link between the degree programme and what students do next, either in the labour market or in further education. Other than for students who go on to further study within the Faculty of Spatial Sciences, we have no clear picture of what our graduates do.

### *3.5.1 Student evaluations (with regard to assessment)*

Students are relatively critical about the assessment of a number of courses. The assessment in 'werkgebieden', real estate research, 'vastgoed en grond', and 'financiering' score less than 50% (very) satisfied about one or two aspects of assessment evaluated. This is not alarming, but lower than the ambition in the FRW master's programmes. As real estate research is the first course in which the new, research-oriented vision is exemplified, low scores will have to do with students' expectations lagging behind the changes in the programme. 'Werkgebieden' is discontinued in its present form; assessment has played a (minor) role in this decision.

### *3.5.2 Student performance*

The performance of individual students can best be judged by the individual Master's theses.
See Appendix 5.8 for a list of the most recent Master's theses. Marks awarded range between 5.5 and 7.5, with an average of 6.9.
The Master's theses show the diversity of subjects, methods and techniques that are used, which in turn reflects the diversity of staff and the multiple methods and techniques that students learn during the programme.

### *3.5.3 Graduate performance: labour market position*

Students are qualified in a wide range of knowledge and skills that are essential for research positions within real estate practice. These focus specifically on:

1. Knowledge and understanding of area development, planning and investment.
2. The application of knowledge and understanding in land utilization, real estate evaluation, investment analyses, allocation in investment portfolios.
3. Judgement by means of critical evaluation.
4. Communication: convincingly presenting investment proposals, formulating points of view, presenting research results.

Comparisons within FRESH (Foundation for Real Estate Students from Holland) show that RES students at the University of Groningen have learned to think by means of demand-driven, location-focused real estate development assignments and to use appropriate financial tools to come up with investment proposals. The degree programme therefore has added value when compared with other Dutch Master's degree programmes in Real Estate Studies (Masters of Real Estate Finance, Faculty of Economics and Business, UvA; Masters of Real Estate & Housing, Faculty of Architecture and the Built Environment, TU Delft; Masters of Real Estate Management & Development, Faculty of the Built Environment, TU Eindhoven).

Our graduates succeed in securing a wide range of jobs, both in private real estate companies and in consultancy bureaus and public or semi-public agencies (e.g. municipal real estate departments). The kind of job that graduates get is of course determined by their different interests and skills and by the vacancies available. Naturally, quite different jobs and professions are open to them at the end of their career than at the beginning. Graduates from the Master's degree programme in Real Estate Studies will pursue different career paths, depending on their interests, personal qualities and opportunities.

# 4 Analysis of and reflection on all three standards

## 4.1 Analysis and concerns regarding intended learning outcomes

Prompted in part by the previous visitation, it was decided to implement changes to make the RES Master's degree programme an academic programme based on academic research, and less a programme with a direct focus on professional practice for students with a Bachelor's degree from a university of applied sciences or research university. For this to happen, there first needed to be further development of academic research in the real estate field. Staff capacity was made available for this purpose (permanent professor, lecturers and PhD students). Gradual changes were then made to the nature of the degree programme as more methods and techniques course units were added to the curriculum and the vision of research-based teaching was implemented. These changes have placed immense pressure on existing staff capacity in recent years. In particular, the supervision of Master's theses has been partly outsourced to supervisors brought in from outside. The quality of these individuals is constantly monitored. Nevertheless, this transformation process has demanded enormous efforts from existing staff in order to maintain teaching quality. A Real Estate Plan was drawn up recently (in spring 2013) and new staff are currently (May 2013) being recruited.

The extra emphasis on methods and techniques means that other, more content-based components of course units are receiving less attention in relative terms. Student evaluations of excursions and guest lectures have led to modifications to the programme. The teaching content was often perceived as too narrative in character, with not enough emphasis on method and reflection. As a consequence, no more excursions have been organized in recent years (as had happened earlier in the 'Real Estate Development' course unit). There are also fewer guest lectures planned.

## 4.2 Analysis and concerns regarding teaching-learning environment

The Master's degree programme in Real Estate Studies originally focused rather more on substance than on research methods. It has been observed that many students from universities of applied sciences (HBO) have difficulty making the switch to a more academic, research-based approach. This is most noticeable in the Master's thesis, where they are inclined to pay little attention to theoretically grounded research and instead move on quickly to interpreting the data. They do not automatically make the link back to theory.

The Faculty is aware of this difference in student backgrounds and has therefore placed greater emphasis on basic academic skills in the curriculum. For example, since 2011-2012 a library instruction course has been included in the bridging programme for HBO Bachelor's students, and as of academic year 2012-2013, an individual written assignment is part of the 'Dilemmas and themes' course unit in the transition year. Here, students are required to present and receive feedback on an academic article, so that they can acquire the requisite reflection skill.

The shift towards a research-focused academic degree programme needs to be implemented still further in the years ahead. Specifically, this will involve the following changes:

- intensification of teaching with the introduction of 2 x 2 contact hours per week (instead of 1 x 2 hours), made up of 1 x 2 hours of lectures, and 1 x 2 hours of seminars and computer labs in the compulsory course units. These teaching methods focus on the application of knowledge, and the development of learning skills and an academic attitude.
- the introduction of the Master's thesis course unit containing thesis workshops where students present interim results in groups under a supervisor's supervision so that they can learn from one another.

Table 14 presents the programme's strengths and weaknesses and the opportunities and threats that have been identified.

Table 14 SWOT: Master's degree programme in Real Estate Studies

| **Strengths** | **Weaknesses** |
|---|---|
| - Identifiable profile and unique embedding in the spatial sciences, particularly economic geography<br><br>- Special market position within university real estate degree programmes<br><br>- Interplay between theory and practice because several lecturers have worked in real estate practice | - Little emphasis on methods and techniques in the past<br><br>- Still too little research-based teaching and too few academic publications in the field of real estate<br><br>- Bringing in external supervisors for the Master's thesis |
| **Opportunities** | **Threats** |
| - Commitment to intensification and to methods and techniques<br><br>- A focus on the international real estate market from 2013-2014<br><br>- Two students have begun a PhD in Real Estate Studies; new senior lecturer can be appointed; option of international recruitment<br><br>- Internationalization offers opportunities for more intensive learning culture through 'international classroom' | - Capacity for academic research should be further extended<br><br>- Internationalization can lead initially to a higher perceived workload for lecturers because of greater student diversity |

## 4.3 Analysis and concerns regarding learning outcomes

The degree programme has a multidisciplinary character. Graduates usually find work in real estate practice, for example as project developers, real estate investors or real estate managers. There are also a number who opt for an academic career at a university. In addition, there are various job options at policy level. In practice, most students are employed in policy implementation.

Recent evaluations of the Master's thesis show that there are still some students who fail to complete the Master's thesis on time despite the improvements made. This suggests that there is inadequate preselection with regard to research during the Master's thesis in the teaching-learning environment and in the assessment. Students explicitly mention 'research' as a point for improvement in the *Keuzegids Hoger Onderwijs*, a guide that ranks higher education programmes.

Assessment should focus even more on skills in applying the acquired knowledge and understanding and on encouraging the desired learning behaviour. This means that the teaching needs to contain more analysis-based and problem-solving components. Intensified teaching through the introduction of computer labs/seminars is designed to fill this gap. We have noted that students doing the 'Real Estate Research' course unit are better equipped to write a

Master's thesis. 'Real Estate Research' has therefore been made a compulsory course unit as of 2012-2013.

A related priority area is to boost pass rates by reducing the time students take to complete the programme. The best way to achieve this is to reduce the time spent on the Master's thesis. For academic year 2012-2013, the plan is as follows:

- Information meeting about Master's thesis in September (instead of November) and January to present the schedule and a list of research themes based on staff research
- Compulsory submission of the research idea on 1 December or 1 March
- Introduction of and experimentation with Master's thesis workshops involving peer review and peer instruction.

# Appendices

## Appendix 1 Learning outcomes for VG Master's degree programme 2011-2012

### I. Knowledge and understanding

The degree programme is designed to ensure students

1. acquire sufficient knowledge and understanding in the field or subject matter so that they can make a substantial and original contribution to the development and/or implementation of ideas, particularly with regard to research.

2. have knowledge at the level of international academic publications of the theories, methods and techniques, and ethical foundations of the field of geography and spatial planning, and spatial and financial economics within the domain of Real Estate Studies, and they develop the capacity to interpret this knowledge in context.

3. acquire knowledge and understanding of the application possibilities and limitations of the discipline in general and Real Estate Studies in particular.

### II. Application of knowledge and understanding

1. Graduates are able to apply the knowledge and understanding and problem-solving abilities they have gained and to integrate them into new or unknown situations within wider contexts related to the field of Real Estate Studies.

2. Graduates are able to reason logically, to independently formulate and analyse a problem, and on the basis of theoretical insights from inside and outside the field to use appropriate methods and techniques in an ethical manner in order to arrive at a solution-driven synthesis in concrete issues in the field of Real Estate Studies.

3. Graduates are able to state in specific situations the application possibilities and limitations of the discipline in general and of Real Estate Studies in particular and to integrate them into proposed and applied theories, methods and techniques, and ethical foundations.

### III. Judgement

1. Graduates can reflect and formulate judgements on the diversity and complexity of societal structures and processes, as well as interactions with environmental structures and processes within Real Estate Studies.

2. Graduates are able to form a critical judgement on the relationships between theoretical concepts, research methods and empirical findings in academic publications by themselves or others in the field of Real Estate Studies.

3. Graduates are able to reflect critically on their own academic behaviour and that of others based on incomplete or limited information, bearing in mind social and ethical responsibilities.

### IV. Communication

1. Graduates are able to debate the latest developments in the field and their implications for society.

2. Graduates are able to clearly and straightforwardly present conclusions as well as the knowledge and motives behind them to specialist and non-specialist audiences, both in oral and written form.

3. Graduates are able to communicate their assessment of their own academic behaviour and that of others.

**V. Learning skills**

1. Graduates have developed the ability to independently and critically continue to follow the relevant developments within their field after graduation.

2. Graduates have developed the learning skills to allow them to continue to study in a manner that is largely self-directed or autonomous in an area of academic research within but not confined to the discipline.

3. Graduates have developed the ability to follow and assess independently the application possibilities and limitations of the discipline and of academic behaviour in new situations after graduation.

**VI. Attitudes**

1. Graduates have developed an investigative and critical attitude to content and to new ideas and developments within the field of Real Estate Studies, i.e. they will be able to take a stand.

2. Graduates have developed an attitude towards relationships, proposed by themselves or others, between theoretical concepts, research methods and empirical findings in specific social or academic situations in the field of Real Estate Studies.

3. Graduates have developed an academic attitude in order to be able to work professionally in relevant social and academic positions.

## Appendix 2 Admission protocol

| | |
|---|---|
| 1 | Holders of a Bachelor's degree in Human Geography & Spatial Planning from the University of Groningen or a comparable Bachelor's degree from another university in the Netherlands will be granted direct admission to the Master's degree programme. Holders of a Bachelor's degree in Environmental and Infrastructure Planning from the University of Groningen will also be granted direct entry, but it is recommended that they follow the Economics & Spatial Planning Minor within the Bachelor's degree programme. |
| 2 | For students with other previous qualifications (Master's degree, Bachelor's degree from research university/university of applied sciences): |
| 2.1 | Admission is considered on a case-by-case basis to check whether a student's previous qualifications meet the entry-level requirements of the Master's degree programme and the student is sufficiently motivated, as evidenced by a letter outlining the reasons for wishing to enrol and the student's past performance. This will ensure that the student is indeed able, following admission, to complete the Master's degree programme according to plan. It has also been established that students with the following Bachelor's degrees from a research university will be admitted:<br>Economics, Business or Econometrics with a Minor in Economics & Spatial Studies<br>Sociology with a Minor in Economics & Spatial Studies<br>but that students with a Bachelor's degree in Civil Engineering (*Bouwkunde*, *Civiele Techniek*), Law, and Facilities Management will not be directly admitted.<br>If the student does not meet the entry-level requirements, an individual bridging programme will be drawn up. A bridging programme will not be drawn up if the prerequisites amount to more than 60 ECTS credit points. Instead, the student will be advised to enrol in the full Bachelor's degree programme in Human Geography and Spatial Planning. |
| | The entry-level requirements for the Master's degree programme are of a content-related, methodological and technical nature. The requisite levels are gauged by referring to corresponding course units from the Bachelor's degree programme in Human Geography and Spatial Planning. In the event of any deficiencies, these will also serve as part of the bridging programme. The Admissions Board will evaluate the student's prior qualifications, and may call on advice from experts within the Faculty of Spatial Sciences (e.g. the Statistics lecturer). |
| 3.1 | Content<br>Economic geography. Level 1, 2 and/or 3<br>Real Estate Studies |
| 3.2 | Methodology<br>Conducting academic research under supervision and reporting on this orally and in writing. Level: 'Introduction to Academic Research'/IWO (propaedeutic phase) and Bachelor's project (3rd year)<br>Basic philosophy of science, including an understanding of its practical use in research. 'Philosophies of Social Sciences' course unit |
| 3.3 | Technical<br>Methods of data collection and analysis. Level: 'Academic Research Methods'/MWO (2nd year)<br><br>Statistics: level 1 & 2 Statistics (or specific parts thereof: linear regression, logistical regressions, ANOVA or dummies in regression, chi-square test, t-test) |

## Appendix 3 Assessment plan: types of teaching, assignment types and assessment modes per course unit; aims and contributions to learning outcomes

Separately attached due to size

## Appendix 4 Contact hours per course unit

| Year | Semester block | Course unit | Contact hours | Total |
|---|---|---|---|---|
| 1 | 1A | Real estate finance | Lectures: 7 x 4 hours<br>Exam: 2 x 3 hours | 34 hours |
| 1 | 1A | Real estate and land supply | Lectures: 7 x 4 hours<br>Exam: 2 x 3 hours | 34 hours |
| 1 | 1B | Construction law in comparative perspective | Lectures: 7 x 2 hours<br>Exam: 2 x 3 hours | 20 hours |
| 1 | 1B | Real estate investment (optional course unit) | Lectures: 8 x 3 hours<br>Exam: 2 x 3 hours | 30 hours |
| 1 | 2A | Real estate research | Lectures: 6 x 4 hours<br>Computer lab: 8 x 2 hours<br>Exam: 2 x 3 hours | 46 hours |
| 1 | 2A | Work sectors (optional course unit) | Lectures: 7 x 2 hours<br>Exam: 2 x 2 hours | 18 hours |
| 1 | 2B | Real estate development | Lectures: 14 x 2 hours<br>Exam: 2 x 3 hours | 34 hours |
| | Variable | 10 ECTS optional course units | See calculation * | 62 hours |
| 1 | 1A+1B<br>or<br>2A+2B | Master's thesis | Lectures: 3 x 2 hours<br>Meeting start of block A = 4<br>Meeting end of block A = 6<br>Meeting supervisor block A =4<br>Meeting end of block B = 6<br>Meeting supervisor block B =6 | 19 hours |
| | | | **Including exams:** | **267-279 hours** |
| | | | **Excluding exams:** | **233-243 hours** |

# Appendix 5 Results of the VG Master's degree programme curriculum evaluation, June 2012-May 2013

| Real Estate Studies | N=41 |
|---|---|
| What mark do you give your Master's degree programme? Mark between 1 (extremely poor) and 10 (extremely good). | 6.72 |
| | |
| How many hours a week did you spend on your degree programme on average last year? | 26.61 |
| How many hours a week did you spend on work on average last year alongside your degree programme? | 17.15 |
| | |
| How did you experience the workload in this degree programme? (0=much too light; 1=too light; 2=just right; 3=too heavy; 4=much too heavy) | 1.90 |
| Following questions: all Likert scales: 1=completely agree; 2=agree; 3=neutral; 4=disagree; 5=completely disagree | |
| This degree programme fits well with the knowledge and skills I acquired in my Bachelor's degree programme. | 2.27 |
| My Bachelor's degree programme has adequately prepared me for the attitude and work discipline required for this study. | 2.37 |
| In my opinion, the degree programme was generally interesting. | 1.95 |
| In general I enjoyed this degree programme. | 2.00 |
| I am pleased I chose this degree programme. | 2.05 |
| On average I attended more than two thirds of the classes. | 1.39 |
| The subjects were interesting. | 1.95 |
| The teaching was of a good standard. | 1.95 |
| There was sufficient use of active teaching methods involving students in the course units. | 2.45 |
| The teaching staff motivated me to do my best. | 2.27 |
| I received useful feedback from the teaching staff. | 2.32 |
| The teaching staff were available when I needed them. | 2.27 |
| The teaching staff are experts in their discipline. | 1.85 |
| The teaching staff are good at explaining and clarifying the subject matter. | 2.12 |
| I had a clear idea of my study route and what was expected of me. | 2.15 |
| The teaching staff made clear what was expected of students right from the beginning. | 2.22 |
| It was clear to me which criteria were used in various course units. | 2.38 |
| You need more than a good memory to complete this programme. | 2.23 |
| The modes of assessment and grading in this course requires a thorough understanding of the study material. | 2.08 |
| The examinations were marked within the specified period. | 2.10 |
| There were enough opportunities to resit exams. | 2.27 |
| The course units in the programme fit together well. | 2.27 |
| The curriculum offered enough optional course units. | 2.30 |
| I think this Master's degree programme is a good preparation for the labour market. | 2.43 |
| The literature was instructive. | 2.18 |
| The knowledge and skills that I learned in the Bachelor's degree programme were sufficient to write my Master's thesis without significant obstacles. | 2.54 |
| When writing my Master's thesis I was able to make full use of my research skills. | 2.15 |
| I am satisfied with the substantive support when writing my thesis. | 2.25 |
| The degree programme stimulated my skills in creative thinking. | 2.15 |
| Thanks to the degree programme, my problem-solving skills have improved. | 2.24 |
| This degree programme has improved my analytical skills. | 1.85 |
| This degree programme encouraged a critical attitude. | 2.07 |

| | |
|---|---|
| This degree programme improved my ability to cooperate with others. | 2.63 |
| The curriculum improved my skills in writing (academic) papers. | 2.00 |
| The curriculum improved my ability to give presentations. | 2.76 |
| This degree programme has made want to continue studying. | 2.39 |
| At the University I learned to appreciate perspectives other than my own. | 2.02 |
| What I have learned in this degree programme I find valuable for my future. | 1.93 |
| This degree programme takes student contribution seriously. | 2.22 |
| Following questions: How satisfied are you with … (1=very satisfied; 2=satisfied; 3=neutral; 4=not satisfied; 5-not satisfied at all) | |
| the course unit schedule | 1.98 |
| the exam schedule | 2.17 |
| the computer facilities | 2.71 |
| the lecture rooms | 2.15 |
| the exam rooms | 2.03 |
| Nestor | 2.10 |
| Progress | 2.15 |
| Ocasys | 2.29 |
| the library facilities | 2.18 |
| the time you have to wait for the Student Support Desk | 2.11 |
| the assistance given by the staff at the Student Support Desk | 2.00 |
| the study advisor | 1.97 |
| the communication about Faculty news | 2.34 |
| the service provided by the International Office staff | 2.23 |
| the options for studying abroad during the degree programme | 2.14 |

# Appendix 6 Results of course unit evaluations

| | Vastgoed en Grond | Financiering | Master's Thesis RS | Bouwrecht | Vastgoedbelegging | Real Estate Research | Werkgebieden | Vastgoedontwikkeling |
|---|---|---|---|---|---|---|---|---|
| Semester | 1a | 1a | 1&2 | 1b | 1b | 2a | 2a | 2b |
| Results (without resits) | | | | | | | | |
| N | 54 | 62 | | 50 | 53 | 47 | 33 | |
| Pass rate (%) | 80 | 81 | | 90 | 79 | 70 | 54 | |
| Average mark | 6.64 | 6.6 | | 6.96 | 6.88 | 6.15 | 5.3 | |
| Standard deviation mark | 1.26 | 1.22 | | 1.02 | 0.62 | 1.29 | 1.51 | |
| Evaluation scores | | | | | | | | |
| N | 46 | 54 | | n.v.t. | 46 | 43 | 31 | |
| Mark awarded to the course | 5.6 | 7.9 | | | 7.7 | 6.4 | 6.5 | |
| Very satisfied or very satisfied with (%) | | | | | | | | |
| Organisation of the course | 13 | 96 | | | 96 | 56 | 83 | |
| Line in the course | 37 | 96 | | | 87 | 33 | 63 | |
| Level of the course | 41 | 90 | | | 93 | 61 | 77 | |
| How course fits in programme | 74 | 92 | | | 95 | 70 | 83 | |
| Assessment: representativity | 66 | 50 | | | 76 | 24 | 33 | |
| Assessment: formulation of questions/assignments | 44 | 48 | | | 66 | 52 | 38 | |

# Appendix 7 List of most recent Master's theses in Real Estate Studies

| student number | title | mark | supervisor | date of graduation |
|---|---|---|---|---|
| 1837672 | Albanees Vastgoed als „emerging market. belegging. "Commercieel vastgoed in Albanië". Een institutioneel beschrijvend onderzoek voor potentiële beleggers. | 6.0 | A.R. Marquard | 30/11/2010 |
| 1467972 | Albanees Vastgoed als „emerging market. belegging. "Commercieel vastgoed in Albanië". Een institutioneel beschrijvend onderzoek voor potentiële beleggers. | 6.0 | A.R. Marquard | 30/11/2010 |
| 1905538 | Huurprijsbepalende factoren voor winkelvastgoed; een theoretische studie en een kwantitatief onderzoek naar de mogelijk huurprijsdeterminerende factoren en hun mate van invloed op contracthuren in de praktijk van 2005 tot 2010. | 8.0 | D. Jannette Walen | 30/11/2010 |
| 1810456 | Verhuisgeneigdheid; een onderzoek naar de verhuisgeneigdheid van scheefwoners en dure huurders van corporatiewoningen. | 7.0 | M.H. Stijnenbosch | 30/11/2010 |
| 1838857 | Monumentenorganisatie, de sleutel voor een behouden toekomst. | 7.0 | A.R. Marquard | 24/12/2010 |
| 1384872 | Lokale duurzame energiebedrijven; een middel voor gebiedsontwikkeling op bedrijventerreinen. | 7.0 | E.F. Nozeman | 31/01/2011 |
| 1351648 | Risicomanagement bij projectontwikkeling. | 6.0 | E.F. Nozeman | 31/01/2011 |
| 1656392 | Verkoopstimulerende maatregelen voor nieuwbouwwoningen. | 7.0 | E.F. Nozeman | 31/01/2011 |
| 1397028 | Het voetbalstadion als vastgoedconcept: Een studie naar de succes- en faalfactoren in het ontwikkelingsproces van een voetbalstadion. | 7.0 | E.F. Nozeman | 31/01/2011 |
| 1822160 | Krimpgebieden in Zuid-Nederland. De invloed van krimp op het beleid en de waardeontwikkeling van vastgoed. 'Een kwestie van grensverleggend denken?" | 7.0 | F. de Nooij | 31/01/2011 |
| 1483838 | Verbetering door verduurzaming; het effect van verduurzaming op de marktwaarde van bestaande kantoren. | 7.5 | H.J. Brouwer | 31/01/2011 |
| 1389033 | Vastgoedfinanciering na de crisis. Onderzoek naar gedegen risicoanalyse voor regionaal te financieren vastgoed. | 7.0 | H.J. Brouwer | 31/01/2011 |
| 1384279 | Hoe financieer ik mijn zorgvastgoed? Een verkennend onderzoek naar de investeringseisen voor zorgvastgoed van financiers en beleggers. | 7.0 | H.J. Brouwer | 31/01/2011 |
| 1668064 | Revitalisering bedrijventerreinen. Creëren van de juiste omstandigheden! | 6.0 | J.H.J. van Dinteren | 31/01/2011 |
| 1809695 | Concessies voor een gewenst stedelijk woonmilieu; een onderzoek naar de gewenste verhouding tussen en de uitruilbaarheid van woonruimte, buitenruimte en openbare ruimte in de stadsregio Amsterdam | 7.0 | M.H. Stijnenbosch | 31/01/2011 |
| 1822098 | Strategie projectontwikkelaars in crisistijd; onderzoek naar het handelen van projectontwikkelaars ten tijden van de afnemende nieuwbouwwoningmarkt. | 7.0 | P.R.A. Terpstra | 31/01/2011 |
| 1833316 | Starters versus doorstromers; een verkennend onderzoek naar de positie van starters in relatie tot doorstromers. | 6.0 | T. van der Meulen | 31/01/2011 |
| 1389009 | Meer dan de som der delen - Van duurzaamheid op objectniveau naar duurzaamheid op wijkniveau. | 5.5 | F.M.G. Van Kann | 31/03/2011 |
| 1822047 | Consumentgerichte projectontwikkeling: ervaringen en toekomstvisie.<br>Onderzoek naar de ervaringen met consumentgerichte projectontwikkeling bij projectontwikkelaars in Nederland en vertaling hiervan naar toekomstvisie. | 7.5 | A.E. Brouwer | 28/04/2011 |
| 1835408 | Maatschappelijk Vastgoed. Op weg van non-profit naar profit. | 7.5 | A.R. Marquard | 28/04/2011 |
| 844268 | Waardesturing bij de huisvesting van primair onderwijs. | 7.0 | E.F. Nozeman | 28/04/2011 |
| 1809369 | Een vergelijking op regionaal niveau tussen vraag- en aanbodvariabelen en winkelbeleggingen in Nederland. | 7.5 | H.J. Brouwer | 28/04/2011 |

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|---|---|---|---|---|
| 1822101 | Science Parks: specifiek klimaat voor innovaties of prestigieuze vastgoedontwikkeling? | 7.0 | J.H.J. van Dinteren | 28/04/2011 |
| 1671464 | Recreatiepark en het platteland. | 5.5 | D. Strijker | 31/05/2011 |
| 1452770 | De invloed van het nieuwe werken op gemeentelijk vastgoed. | 7.0 | E.F. Nozeman | 31/05/2011 |
| 1822039 | Studentenhuisvesting: kansen voor de commerciële ontwikkelaar. | 7.0 | E.F. Nozeman | 31/05/2011 |
| 1590243 | Starters en starters, appels en peren; de effectiviteit van gemeentelijk beleid ten aanzien van de startersproblematiek op de woningmarkt. | 7.0 | E.F. Nozeman | 31/05/2011 |
| 1750631 | Nieuwe landgoederen, een hausse op de golven van de welvaartt? | 7.0 | F. de Nooij | 31/05/2011 |
| 1554093 | De invloed van cultureel erfgoed op de leefbaarheid in aandachtswijken. Een casestudy in de Arnhemse wijk Klarendal. | 7.5 | P.D. Groote | 31/05/2011 |
| 1396242 | Vestigingsonderzoek en beoordeling van het vastgoedconcept incubator. | 7.0 | S. Koster | 31/05/2011 |
| 1605127 | Het verduurzamen van huurwoningen. Hoe krijgen we de huurders mee? | 7.0 | W. van der Post | 31/05/2011 |
| 1830589 | 'What's in it for me?' Onderzoek naar de medewerking van private partijen bij de herstructurering van bestaande bedrijventerreinen. | 6.0 | W. van der Post | 31/05/2011 |
| 1397052 | De waardering van recreatiewoningen. Een onderzoek naar prijsbepalende factoren van recreatiewoningen. | 7.5 | A.J. van der Vlist | 29/07/2011 |
| 1574531 | Mismatch op de huurwoningmarkt. Prijs vs. kwaliteit. | 8.0 | A.J. van der Vlist | 29/07/2011 |
| 1810626 | Barrières bij de verduurzaming van bestaand corporatievastgoed; verduurzaming in de praktijk. | 6.5 | E.F. Nozeman | 29/07/2011 |
| 1856782 | P+P is niet gelijk aan PPS; op zoek naar kwaliteit door samenwerking. | 7.5 | M.H. Stijnenbosch | 29/07/2011 |
| 1595040 | Krimp en beleid in Nederland: de toekomst van maatschappelijk vastgoed in beeld. | 7.5 | P.R.A. Terpstra | 29/07/2011 |
| 1500597 | De haalbaarheid en betaalbaarheid van verplaatsbaar vastgoed/ | 6.5 | A.E. Brouwer | 31/08/2011 |
| 1545809 | Europese vastgoedfondsen en de relatie tussen duurzaamheid/ en financiële prestatie. | 8.0 | A.R. Marquard | 31/08/2011 |
| 1834797 | Effecten van het DOC en Retail Park op de binnenstad van Roermond. Ruimtelijk-economische effectenanalyse van grootschalige winkelvoorzieningen buiten de binnenstad op de detailhandel in de binnenstad van Roermond. | 6.0 | D. Jannette Walen | 31/08/2011 |
| 1823299 | Herontwikkeling van buurt- en wijkwinkelcentra in Nederland. Kansen voor een gezonde detailhandelsstructuur met positief rendement voor winkelvastgoed. | 7.0 | D. Jannette Walen | 31/08/2011 |
| 1348027 | Regulering van de huurwoningenmarkt. Het woningwaarderingsstelsel als instrument voor huisvestingsbeleid. | 6.0 | E.F. Nozeman | 31/08/2011 |
| 1839853 | De gevolgen van internetwinkelen voor de toekomstige ruimtebehoefte in de Nederlandse winkelmarkt. De betekenis voor ontwikkelaars en beleggers. | 7.5 | E.F. Nozeman | 31/08/2011 |
| 1631152 | Zorgvastgoedconcepten binnen de curatieve gezondheidszorg. Een verkenning naar toekomstige (nieuwe) zorgconcepten in de curatieve eerste- en tweedelijnsgezondheidszorg. | 7.5 | E.F. Nozeman | 31/08/2011 |
| 1474987 | Zorgvastgoedontwikkeling. Strategiebepaling voor woningcorporaties. | 7.0 | E.F. Nozeman | 31/08/2011 |
| 1664212 | Institutionele beleggers en direct vastgoed; een onderschatte combinatie. Een onderzoek naar de houdbaarheid van de moderne portefeuille theorie in | 6.0 | H. op 't Veld | 31/08/2011 |
| 1656058 | Success factors in shopping centre performance. To what extent is size explanatory? | 7.5 | H.J. Brouwer | 31/08/2011 |

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|---|---|---|---|---|
| 1927612 | Science park: ontmoetingsplek voor open innovatie? Een verkennend onderzoek naar de invloed van fysieke en organisatorische kenmerken. | 7.5 | J.H.J. van Dinteren | 31/08/2011 |
| 1923196 | Woningcorporaties 2.1: een nieuw verdienmodel voor de corporatiesector? Een verkennend onderzoek naar de mogelijkheden voor een nieuw verdienmodel voor woningcorporaties. | 7.0 | M.H. Stijnenbosch | 31/08/2011 |
| 1592904 | Behoud van industrieel erfgoed bij een integrale binnenstedelijke gebiedsontwikkeling. Obstakel of synergie? | 6.0 | P.D. Groote | 31/08/2011 |
| 1672169 | Public and private actors in area development; USA versus the Netherlands. | 6.5 | P.J.M. van Steen | 31/08/2011 |
| 1925830 | Dat staat als een huis? Een onderzoek naar integriteitmanagement in de vastgoedsector. | 7.0 | P.R.A. Terpstra | 31/08/2011 |
| 1836269 | Universitaire spin-offs en spin-outs: wat zijn de belangrijkste vestigingsplaatsfactoren en knelpunten? | 7.0 | S. Koster | 31/08/2011 |
| 1482602 | Zorgvastgoed: Strategie of noodzaak? | 6.5 | A.E. Brouwer | 30/09/2011 |
| 1605968 | Households' willingness to pay for attractive green areas. | 8.5 | A.J. van der Vlist | 30/09/2011 |
| 1653121 | Woningbouwproductie & economische groei: De voorspellende waarde van economische factoren voor de woningbouwproductie in Nederland. | 8.0 | A.J. van der Vlist | 30/09/2011 |
| 1501445 | Het functioneren van winkelgebieden: de attractiefactoren nader beschouwd. Een confrontatie van consumentenwaarderingen met de kenmerken en eigenschappen van winkelgebieden. | 6.5 | E.F. Nozeman | 30/09/2011 |
| 1945963 | Olst-Wijhe en Raalte, nuchter genoeg voor anticipatie op demografische verandering? | 7.5 | F. de Nooij | 30/09/2011 |
| 1742655 | Gebiedsontwikkeling Randmeer Noordoostpolder. Haalbare kaart? | 6.5 | F. de Nooij | 30/09/2011 |
| 1822055 | Verbetering van de energie-efficiëntie door het energielabel? | 6.5 | F.M.G. Van Kann | 30/09/2011 |
| 1839888 | Consumentgericht ontwikkelen als meerwaarde voor de ontwikkelaar. | 6.0 | P.R.A. Terpstra | 30/09/2011 |
| 1511211 | De generatiebestendigheid van dorpen. | 6.5 | P.R.A. Terpstra | 30/09/2011 |
| 2051818 | Meedenken in de vastgoedwaardeketen. Toepassing van ketensamenwerking op het ontwikkelingsproces van een woningcorporatie. | 6.5 | M.H. Stijnenbosch | 31/10/2011 |
| 2001497 | Een methode ter bepaling van de haalbaarheid van een eerstelijnszorgconcept. | 6.0 | E.F. Nozeman | 30/11/2011 |
| 1916424 | Risicomanagement & Gebiedsontwikkeling. Een onderzoek naar verbeterpunten voor risicomanagement op programmaniveau binnen het ontwikkelproces van gebiedsontwikkeling. | 6.5 | P.R.A. Terpstra | 30/11/2011 |
| 1337505 | Krimp en de problematiek van de eigenaar - bewoner. Een kwalitatief onderzoek naar de problemen in de goedkope koopsector in Fryslân volgens de betrokken actoren. | 7.5 | A.E. Brouwer | 23/12/2011 |
| 1548425 | De creatieve stad en de waardeverandering van vastgoed. | 7.0 | T. van der Meulen | 23/12/2011 |
| 1859366 | Mogelijkheden en effecten van het scheiden van wonen en zorg. | 6.5 | A.E. Brouwer | 31/01/2012 |
| 1822152 | Van huurder naar koper. Een onderzoek naar consumentengedrag met betrekking tot de koop van huurwoningen. | 7.5 | A.J. van der Vlist | 31/01/2012 |
| 1401726 | Huishoudens en CO2 uitstoot. Een onderzoek naar de bereidheid van huishoudens om elektriciteit- en gasemissies van hun woning te reduceren. | 5.5 | A.J. van der Vlist | 31/01/2012 |
| 1956477 | Onderwijskwaliteit en de omgeving. Een onderzoek naar de invloed van schoolkwaliteit op de woningwaarden in Nederland. | 7.5 | E.F. Nozeman | 31/01/2012 |
| 1459902 | Collection and delivery points. Een kritisch onderzoek naar de factoren die het succes van een CDP beïnvloeden. | 7.0 | E.F. Nozeman | 31/01/2012 |
| 1922661 | Transformatiegebieden een zegen voor de directe omgeving? Een case-study naar de economische waarde-effecten en ruimtelijke impact. | 7.0 | E.F. Nozeman | 31/01/2012 |

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|---|---|---|---|---|
| 1922661 | De Loan-to-income en Loan-to-value ratio's van de Nederlandse hypotheekmarkt nader verklaard. Een profielschets van de koopwoningbezitters die (te)veel geleend hebben. | 7.5 | E.F. Nozeman | 31/01/2012 |
| 1929224 | Pensioenfondsen: van direct vastgoed naar indirect vastgoed. Een onderzoek naar de beweegredenen van pensioenfondsen ten aanzien van de overstap van direct vastgoed beleggen naar indirect vastgoed beleggen. | 7.5 | H.J. Brouwer | 31/01/2012 |
| 1937766 | Vastgoedfinanciering boven water. Onderzoek naar de fundamenten van commerciële vastgoedfinanciering. | 6.5 | H.J. Brouwer | 31/01/2012 |
| 1950762 | Verplicht Consumentgericht. Een schets van een waarschijnlijk toekomstscenario voor de koopwoningmarkt, met handreikingen voor ontwikkelaars. | 7.0 | H.J. Brouwer | 31/01/2012 |
| 1257129 | Verrommeling van bedrijventerreinen. Een onderzoek naar het verschijnsel van het verrommelen van bedrijventerreinen in Nederland. | 7.0 | J.H.J. van Dinteren | 31/01/2012 |
| 2061430 | Innovatieve energiebesparing. | 7.0 | M.H. Stijnenbosch | 31/01/2012 |
| 1937839 | Woonconcepten voor medioren. Hoe kan de ontwikkelaar succesvol inspelen op de woningvraag van medioren? | 7.0 | P.R.A. Terpstra | 31/01/2012 |
| 1742590 | Beleggen in studentenhuisvesting. Onderzoek naar de potentie van studentenhuisvesting als alternatieve vastgoedbelegging. | 6.0 | W. van der Post | 31/01/2012 |
| 1913379 | Van Wens naar Werkelijkheid. Een methodiek voor het opstellen van een portefeuilleplan voor woningcorporaties. | 7.0 | H.J. Brouwer | 27/04/2012 |
| 1535226 | Loan to value ratio's in krimpgebieden. | 7.5 | H.J. Brouwer | 27/04/2012 |
| 1937324 | 'De stem van de woonconsument'. Een onderzoek naar de wensen en benaderingswijzen van consumenten op de nieuwbouwmarkt. | 7.5 | H.J. Brouwer | 27/04/2012 |
| 1650262 | Doorstroming op de woningmarkt, de mogelijkheden van Bottom-up initiatieven. | 6.0 | P.R.A. Terpstra | 27/04/2012 |
| 1539477 | Reacties op scheefwonen. Scheefwonen volgens woningbouwcorporaties in de regio Groningen-Assen. | 7.0 | P.R.A. Terpstra | 27/04/2012 |
| 1339834 | Rapid housing development in the Seoul Metropolitan Area. Lessons for the Dutch Randstad? | 6.0 | A.J. van der Vlist | 31/05/2012 |
| 2038137 | Op weg naar commercieel inzetbaar zorgvastgoed: een analyse van de vraag van de gebruiker naar zorgvastgoed in de VVT-sector. | 7.5 | A.J. van der Vlist | 31/05/2012 |
| 1144049 | Flexibiliteit versus bescherming. Een onderzoek naar de toepasselijkheid van de huurtermijnbescherming bij de huur van bedrijfsruimte en de mogelijke ruimtelijke gevolgen van de afschaffing daarvan. | 7.5 | E.F. Nozeman | 31/05/2012 |
| 1950738 | De huisvestingswensen van bedrijven. Een onderzoek naar de huisvestingseisen en -wensen en locatievoorkeuren van bedrijven in de gemeente Groningen. | 6.5 | E.F. Nozeman | 31/05/2012 |
| 2072998 | Duurzaam wonen, duurzaam gedrag. | 7.5 | A.E. Brouwer | 29/06/2012 |
| 2045443 | Persoonsgebonden wonen. De woning van Nederlandse huishoudens in een geindividualiseerde maatschappij. | 8.0 | A.E. Brouwer | 31/07/2012 |
| 1552104 | De verhuismobiliteit van de lage middeninkomens in de huursector. | 6.5 | A.J. Van der Vlist | 31/07/2012 |
| 1662821 | Woningwaarde: de perceptie van woningbezitters versus de statistieken. Het geheel is meer dan de som der delen. | 7.0 | A.J. van der Vlist | 31/07/2012 |
| 2065517 | Aanpak van scheefwonen. De mogelijke effecten van het wetsvoorstel 33129: Huurverhoging op grond van inkomen. | 8.0 | E.F. Nozeman | 31/07/2012 |
| 1616951 | Kwaliteitsvraag van kantoorgebruikers. Wat wordt er verstaan onder het begrip kwaliteitsvraag en welke relatie is er te leggen tussen de kwaliteitsvraag en toekomstige marktontwikkeling? | 6.5 | H.J. Brouwer | 31/07/2012 |
| 1610058 | De luchthaven als vestigingslocatie. Een onderzoek naar de Airport City en de regionale luchthaven als vestigingslocatie voor niet-luchtvaartgerelateerde bedrijven. | 7.0 | S. Koster | 31/07/2012 |

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|---|---|---|---|---|
| 1923110 | De invloed van erfpacht op de woningwaarde. Een onderzoek naar de mate van depreciatie in een variërende context. | 7.5 | A.J. van der Vlist | 31/08/2012 |
| 2062534 | Leefbaarheid als voorspeller van de woningwaarde. | 7.5 | A.J. van der Vlist | 31/08/2012 |
| 2061104 | Het succes van Ruimte voor Ruimte. | 6.0 | D. Strijker | 31/08/2012 |
| 1924338 | Leegstaande bedrijfslocaties in krimpgebieden. Een onderzoek naar de succes- en faalfactoren bij de herinvulling van leegstaande bedrijfslocaties in krimpgebieden. | 6.5 | E.F. Nozeman | 31/08/2012 |
| 2067587 | Betalingsbereidheid voor karakteristieken van de woonomgeving in Amsterdam. | 8.0 | E.F. Nozeman | 31/08/2012 |
| 1924354 | Transformatie versus Nieuwbouw: Een beoordelingsmodel voor het meten van duurzaamheid. | 6.0 | E.F. Nozeman | 31/08/2012 |
| 1928694 | Een beoordelingsmodel voor woningcorporaties bij herstructureringen. | 7.5 | E.F. Nozeman | 31/08/2012 |
| 1937162 | Prijsvechters als sleutelelement. Een onderzoek naar de ruimtelijke en economische effecten van low cost carriers op regionale luchthavens. | 6.5 | E.F. Nozeman | 31/08/2012 |
| 2074729 | Optimale tijdelijkheid. Een onderzoek naar de optimale ontwikkelingsstrategie van tijdelijk ruimtegebruik. | 7.0 | F. de Nooij | 31/08/2012 |
| 2074281 | De beleving van de woonomgeving. De invloed van duurzaamheid en natuur op de belevingswaarde van bewoners in vier Delftse buurten. | 6.5 | F.J. Sijtsma | 31/08/2012 |
| 1880853 | Energieprestatie en beleggingswaarde. de meerwaarde van energiezuinige huurwoningen voor beleggers. | 7.5 | F.J. Sijtsma | 31/08/2012 |
| 1704311 | Van beklemmende chaos naar fietspaleizen. Een onderzoek naar de planning, financiering, exploitatie en het beheer van de nieuwe fietsenstallingen rond Utrecht CS. | 7.5 | F. de Nooij | 31/08/2012 |
| 1653385 | De waarde van architectuur in de stad. Welke aspecten van architectuur kunnen leiden tot een economische meerwaarde? Een verkennend literatuuronderzoek naar de aspecten van architectuur die kunnen leiden tot een economische meerwaarde. | 7.5 | H.J. Brouwer | 31/08/2012 |
| 2073099 | Right to buy. Een onderzoek naar de gevolgen van het Right to buy in Nederland en de stad Groningen. | 7.5 | H.J. Brouwer | 31/08/2012 |
| 1924605 | WOZ-waarde versus taxatiewaarde 'ten behoeve van het verstrekken van een passend hypothecair krediet'. | 7.0 | H.J. Brouwer | 31/08/2012 |
| 1921711 | Verzakelijking van bedrijventerreinen in Duitsland. Duitse bedrijventerreinenmarkt wordt getoetst aan de Nederlandse ideeën omtrent de verzakelijking van bedrijventerreinen | 6.0 | J. van Dinteren | 31/08/2012 |
| 1656031 | Evaluatie revitaliseren van bedrijventerreinen. | 7.0 | J.H.J. van Dinteren | 31/08/2012 |
| 2214652 | Strategisch samenwerken in de bouw. De mogelijkheden en knelpunten van de strategische alliantie als samenwerkingsvorm voor de Nederlandse bouwsector. | 7.5 | M.H. Stijnenbosch | 31/08/2012 |
| 2061031 | De Europese Commissie en de Nederlandse woningcorporaties. Een onderzoek naar de implicaties van het EC-besluit voor woningcorporaties. | 7.0 | M.H. Stijnenbosch | 31/08/2012 |
| 2075520 | Ketenintegratie in de zorgvastgoedmarkt biedt meerwaarde creatie! “Onderzoek naar ketenintegratie binnen de Nederlandse zorgvastgoedmarkt”. | 6.5 | M.H. Stijnenbosch | 31/08/2012 |
| 1347993 | Monumentaal Vastgoed: Lust of last? Een studie naar het nut van de rijksmonumentale en de gemeentelijk monumentale status voor de bezitter van een monument. | 7.0 | P.H. Pellenbarg | 31/08/2012 |
| 1618989 | Energiezuinige renovatie van bedrijfshallen. Een onderzoek naar factoren van invloed op het energiezuinig renoveren van bedrijfshallen. | 6.5 | P.R.A. Terpstra | 31/08/2012 |
| 2066564 | A Real Options Theory: Quantifying and valuing the possibility of a lease renewal. | 8.0 | A.R. Marquard | 30/11/2012 |
| 2053675 | De invloed van internetwinkelen op winkelvastgoed. Het gedrag van consument en ondernemer. | 6.0 | D. Jannette Walen | 30/11/2012 |
| 2065231 | Intense laagbouw en binnenstedelijke transformatie. Een onderzoek naar de mogelijkheden en effect van intense laagbouw op binnenstedelijke transformatielocaties. | 6.5 | H.J. Brouwer | 21/12/2012 |

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|---|---|---|---|---|
| 1950681 | Effecten van de revitalisering van verouderde bedrijventerreinen. Een onderzoek naar de invloeden van revitalisering van verouderde bedrijventerreinen. | 7.0 | J. Van Dinteren | 21/12/2012 |
| 2066165 | 'Science & Technology Parks' als alternatieve en/of aanvullende beleggingsasset voor de belegger. | 7.0 | P.H. Pellenbarg | 21/12/2012 |
| 1541102 | Andersom denken: 'omgekeerde erfpacht als katalysator voor de Nederlandse woningmarkt'. | 7.5 | P.R.A. Terpstra | 21/12/2012 |
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| 2208253 | Performancemeting van Nederlandse Pensioenfondsen vanuit een asset-only benadering. Leidt direct vastgoed in de vastgoedportefeuilles tot betere prestaties? | 8.0 | A.R. Marquard | 31/01/2013 |
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| 1482599 | Kwaliteit in de kantorenmarkt in kaart. Een onderzoek naar de verklaring tussen verschillen in courante en incourante kantoren en hun locatie. | 7.5 | H.J. Brouwer | 31/01/2013 |
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