

QUALITY RECOGNITION PROGRAMME

13th March, 2025

AESOP Heads of Schools Meeting,
University of Liverpool

Christopher Maidment

University of Reading

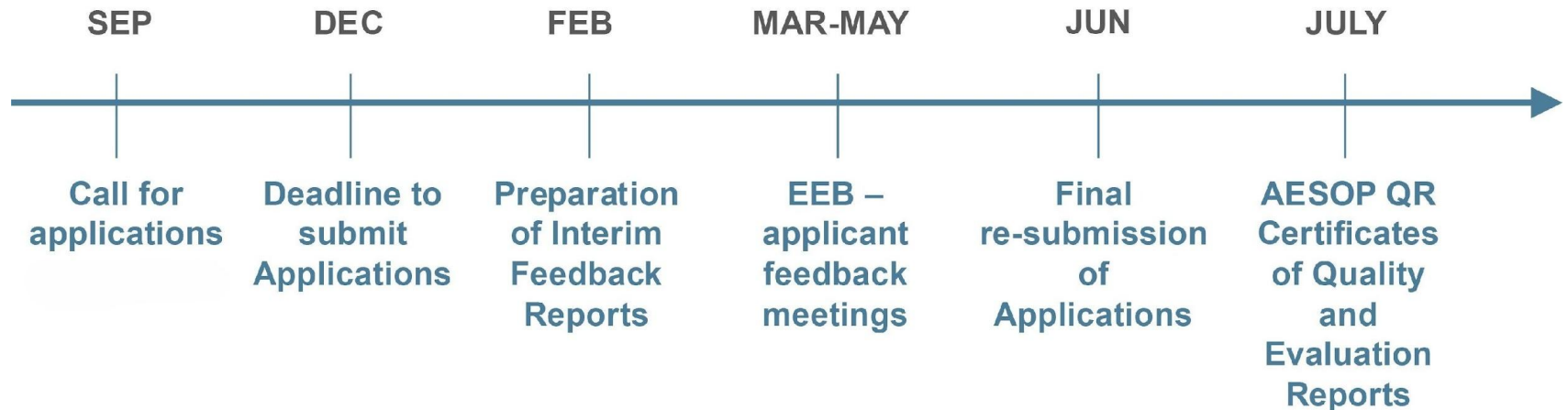
Member of the Excellence in Education Board



MISSION:

To safeguard the quality of planning education and enable continual quality support to AESOP member schools under constantly changing demands

AESOP QUALITY RECOGNITION TIMELINE





2023 – 2026 EXCELLENCE IN EDUCATION BOARD



Chair of the board

Tijana Dabović

Tijana Dabović is Associate Professor in the Department of Spatial Planning at the University of Belgrade.



Member

Mina Di Marino

Mina Di Marino is Associate Professor at the Norwegian University of Life Sciences



Member

Zeynep Enlil

Zeynep Enlil is Professor at the Yildiz Technical University



Member

Alenka Fikfak

Alenka Fikfak is Head Chair of Urbanism in the Faculty of Architecture at the University of Ljubljana.



Member

Declan Redmond

Declan Redmond is Associate Professor of Urban and Regional Planning at University College Dublin (UCD) and a chartered Member of the Royal Town Planning Institute.



Member

Federica Scaffidi

Federica Scaffidi is Assistant Professor at the Leibniz Universität Hannover



Member

Patrick Witte

Patrick Witte is Associate Professor at the Utrecht University



Member

Anna Kaczorowska

Anna Kaczorowska is Professor at the Department of Architecture and Planning Norwegian University of Science and Technology - NTNU



Member

Chris Maidment

Chris Maidment is a Lecturer in planning in Henley Business School at the University of Reading.



Member

Juliana Martins

Juliana Martins is Associate Professor at the University College London



Member

Ana Peric

Ana Peric is a Lecturer and Senior Researcher in the Institute for Spatial and Landscape Development at ETH Zürich.



Member

Paulo Silva

Paulo Silva is Assistant Professor at the University of Aveiro, Department of Social, Political and Territorial Sciences.



2024 Strategic Advisor

Angelique Chettiparamb

Angelique Chettiparamb is Professor at the University of Reading



2024 Strategic Advisor

Daniel Galland

Daniel Galland is Associate Professor at the Aalborg University



2023 – 2026 FRAMEWORK

AESOP QR builds on peer learning and engagement, reflexivity, creativity, deliberation and openness to trigger change in response to current and future challenges and opportunities for planning education.





2024-25 REVISED APPLICATION FORM

HOW TO FILL IN THE FORM?

- **The Excellence in Education Board (EEB) advises the applicants to complete the AESOP Quality Recognition (QR) application form through a collective group programme meeting.**
- **QR Criteria:** The application form comprises a total of 13 QR criteria and a final item (14) to nominate showcase practices. You can find the full list of QR criteria below.
- **Guidance text:** Applicants must refer to the guidance given for each QR criteria, which outlines the rationale behind these, poses questions to prompt reflection, and provides possible examples to consider.
- **Examples:** When responding to each criterion, applicants are encouraged to make a claim followed by examples that support/illustrate the claim. At most, two examples should be provided in sufficient detail to evidence each claim. The detail is required for: (i) reviewing the application, (ii) engaging in dialogue with the EEB, and (iii) showcasing exemplary practices within the AESOP community. Examples of programme structures, pedagogies and quality assurance mechanisms that may appear routine internally can sometimes hold examples of innovation for the international planning education community. To help assessors identify these, please ensure that all practices mentioned in the application are described clearly in their structure, operation and scope.
- **Structure:** Please feel free to use sub-titles, bullet-points and diagrams. Please review the final application to ensure that all the practices discussed are assigned to most appropriate criterion. Where practices apply to more than one criterion, please refer back to the first place this is mentioned, rather than repeating text.
- **Use of Supplementary Material.** Where possible and practical, we ask that smaller diagrams be embedded in the form itself. Where separate appendices are attached, please ensure these are clearly referred to within the main body of the application.
- **Quality Assurance Mechanisms:** For assessors coming from outside your university it can be difficult to understand at which institutional level quality assurance mechanisms operate and the scope that they have. It can be helpful to include an organisational chart as part of the application, showing the different organisational levels of the institution.
- **Applicability:** Please ensure it is clear how widely a practice is applicable: is it part of a core or optional course? Does it just apply to a small number of students or is it fully embedded throughout a programme? Is it ad-hoc or fully integrated into the structure of the programme? Where programmes have multiple 'tracks' or 'branches' ensure it is clear where practices apply to the whole programme and where they only apply to a particular branch or track.
- **Word Counts:** Applicants should adhere to the specified word limits of 500 words and consider the use of attachments to set out additional information. The use of embedded tables/diagrams to provide supplementary information within the application form do not count towards the specified word count for each criterion.

[AESOP Quality Recognition webpage](#) gives further information regarding the QR process.

QR CRITERIA

Planning perspectives	1. Programme distinctiveness
	2. Spatial foci
	3. Cross-disciplinarity
Themes / contents	4. Global context
	5. Contemporary socio-spatial challenges and opportunities
	6. Professional ethics
Skills development	7. Research and inquiry
	8. Independent learning and group learning
	9. Practical reasoning and judgement
	10. Reflexive praxis
Institutional/ programme settings	11. Student diversity
	12. Recognition and promotion of excellence
	13. Engagement in the development of the programme curriculum
14. Showcase practices	

TOP TIPS for completing a high quality QR application form

➤ QR is a collective process

QR is an opportunity for collective reflection on the quality of the programme (not an accreditation process). Applications should be developed through the collective effort of the programme team.

➤ It's about learning-oriented pedagogies

QR aims to highlight where learning-oriented pedagogies are used in planning education. We want applicants to focus on how and where learning-oriented pedagogies are embedded in their programmes.

➤ Illustrative Examples are crucial

Following from above, it is essential that evidenced-examples are provided of how and where different learning-oriented pedagogies are being used.

➤ QR aims to disseminate showcase practices

QR aims to disseminate 'showcase practices' to the wider AESOP community. Applicants should tell us about their practices in enough detail to enable wider dissemination.

HOW TO APPLY?

EEB advises the applicants to complete the AESOP Quality Recognition (QR) application form through a collective group programme meeting:

- **QR Criteria:** The application form comprises a total of 13 QR criteria and a final item (14) to nominate showcase practices.
- **Guidance text:** Outlines the **rationale** behind QR criteria, poses **questions** to prompt **reflection**, and provides possible **examples** to consider.
- **Examples:** At most, **two** examples, in enough detail to evidence each claim and showcase exemplary practices.
- **Structure:** We encourage the use sub-titles, bullet-points and diagrams.
- **Use of Supplementary Material:**
- **Quality Assurance Mechanisms:** Tell us about the institutional structure and how the programme sits within it.
- **Applicability:** How integrated into the programme is it? Is it core or optional?
- **Word Counts:** Please stick to the word limits!

QR CRITERIA

Planning perspectives	1. Programme distinctiveness
	2. Spatial foci
	3. Cross-disciplinarity
Themes / contents	4. Global context
	5. Contemporary socio-spatial challenges and opportunities
	6. Professional ethics
Skills development	7. Research and inquiry
	8. Independent learning and group learning
	9. Practical reasoning and judgement
	10. Reflexive praxis
Institutional/ programme settings	11. Student diversity
	12. Recognition and promotion of excellence
	13. Engagement in the development of the programme curriculum
14. Showcase practices	

QR CRITERIA

Planning perspectives	1. Programme distinctiveness	Temporal Dimensions
	2. Spatial foci	
	3. Cross-disciplinarity	
Themes / contents	4. Global context	Spatial Justice
	5. Contemporary socio-spatial challenges and oppo	
	6. Professional ethics	
Skills development	7. Research and inquiry	Artificial Intelligence <i>(embedded in a several criteria)</i>
	8. Independent learning and group learning	
	9. Practical reasoning and judgement	
	10. Reflexive praxis	
Institutional/ programme settings	11. Student diversity	
	12. Recognition and promotion of excellence	
	13. Engagement in the development of the programme curriculum	
14. Showcase practices		

TOP TIPS

for completing a high quality QR application form

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Following from above, it is essential that evidenced-examples are provided of how and where different learning-oriented pedagogies are being used.

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1. PROGRAMME DISTINCTIVENESS

GUIDANCE: This criterion asks for evidence regarding the autonomy and identity of the planning programme. In general terms, it is quite simply about demonstrating that the programme is, in fact, a planning programme in line with AESOP's Core Curriculum – and **not** a programme in either architecture, engineering, geography, public administration including some planning content. It can be helpful to say something about the national context for the programme, and how this influences the programme structure and content, where this is particularly distinctive within the European context

Applicants should clearly:

- Evidence the extent of planning content within the programme and where it sits within its academic institutional environment and wider national context (i.e., how it distinguishes itself from other existing planning programmes in its country of origin).
- Elaborate on whether the planning programme specialises in any key subfield(s) of the planning discipline (e.g., community planning; spatial planning; urban planning; regional planning; environmental planning; development planning; urban design; urbanism, etc.).

A planning programme can focus on imparting broader planning knowledge – or be more specialised in a particular planning subfield. Both situations may elicit cases of programme distinctiveness, e.g., a programme's structure, its broader or specific contents, and/or its learning outcomes. A programme's distinctiveness can emphasise its particular planning tradition, i.e., how planning is substantially embedded in the course modules, their learning outcomes, etc., so long as it is aligned with AESOP's Core Curriculum. Please, note that in 2024 the Council of Representatives adopted the new AESOP Core Curriculum.

(500 words max.)

Rationale

Questions

Examples



REVISED REPORT TEMPLATES

Interim Report



Final Evaluation Report

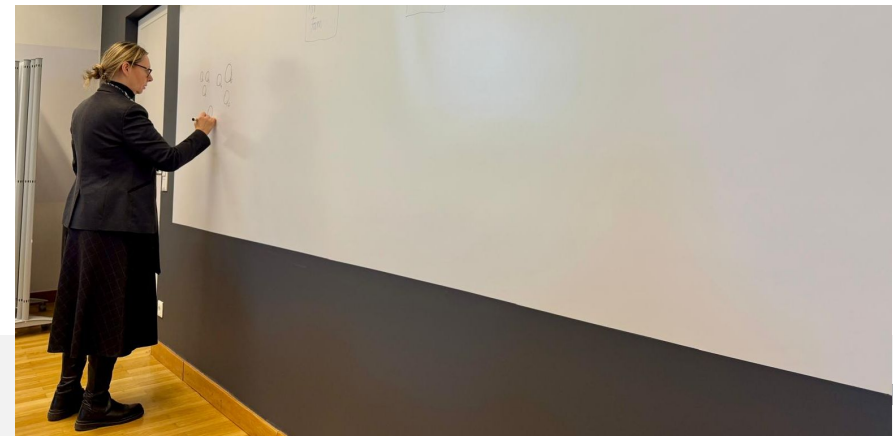
- I. GENERAL COMMENTS
- II. COMMENTS CONCERNING THE QR CRITERIA divided into sections

- I. GENERAL INFORMATION;
- II. QUALITY IN PLANNING EDUCATION:
 - Key Characteristics of the Programme (educational vision, mission, distinctiveness)
 - Principles of Pedagogy (recognised in sections and particular criteria)
 - Showcase Practices

FEEDBACK MEETING

- Serves to **clarify possible doubts** about the suggestions and comments **given in the Interim Report.**
- Opportunity to **meet colleagues and jointly discuss** both general and specific **aspects of programme's quality.**
- Aimed to discuss **which best practices** should be **disseminated** within the AESOP community.

EEB MEETING



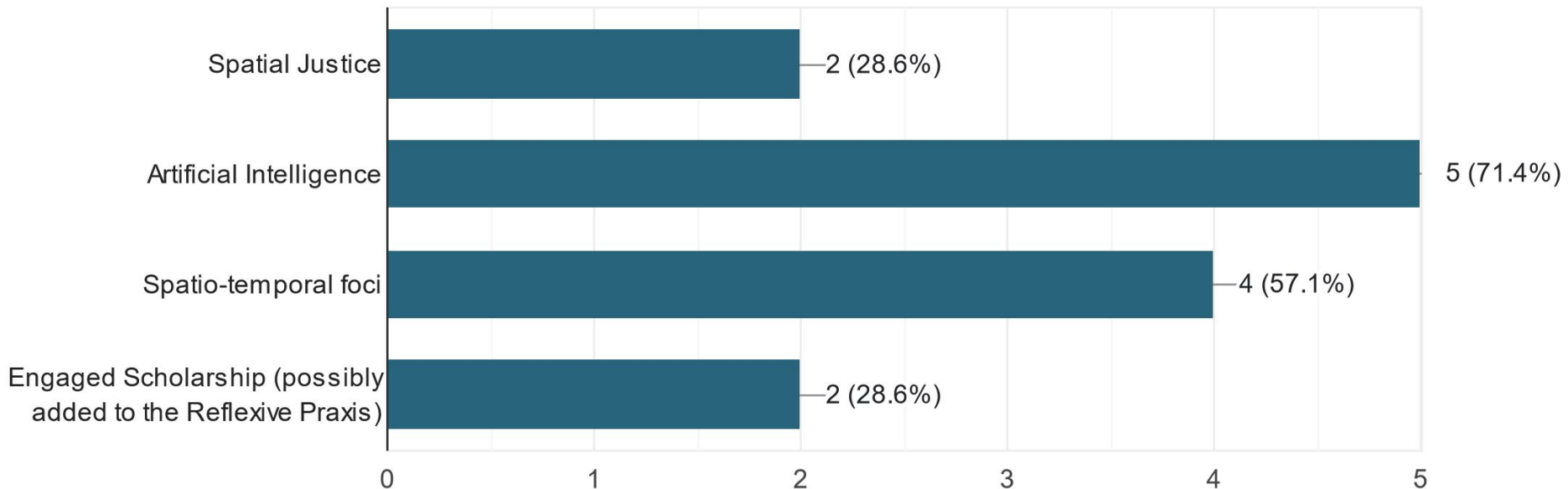


THANK YOU

REVISION - Topics of Interest

I have interest in exploring the topic of:

7 responses



EXPLORATIONS ON TOPICS OF INTEREST

SOCIO-SPATIAL JUSTICE in Planning Education Interview/Webinar,
1 September, 2024 organised by **Zeynep Enlil** with

Roberto Rocco, TU Delft, and **Federico Savini**, University of Amsterdam +
EEB Participants: Mina di Marino, Angelique Chettiparamb, Tijana Dabovic

aesop-eeb---socio-spatial-justice-pedagogi... - Shared screen with speaker view



RR

TD

AC

47:59

00:26:52 / 01:13:46

Speed

EXPLORATIONS ON TOPICS OF INTEREST

AI IN PLANNING EDUCATION – Interview with Andy Hudson-Smith, UCL, organised by Juliana Martins & Paulo Silva – will be organised as a webinar in May, 2025.

Revision of the QR documents for the next Call (2024-25) on Artificial Intelligence (AI)

Juliana Martins | Paulo Silva

Advancements in AI technologies are having a significant impact across many sectors, including spatial planning and education. It is thus timely to revise the QR criteria to reflect these (ongoing) transformations.

In order to support the proposal, we drew on our own knowledge and experience regarding AI in (planning) education and the existing literature on AI in planning, and we discussed these issues with Andy Hudson-Smith, Professor of Digital Urban Systems at CASA - Centre for Advanced Spatial Analysis, Bartlett, UCL.

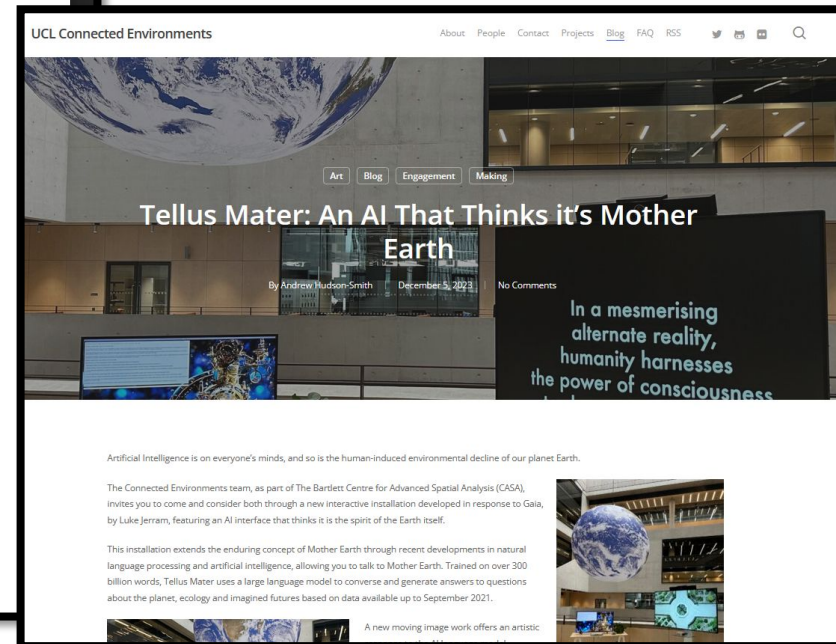
We identified two main impacts of AI in planning education relevant for revising the QR criteria:

1. Teaching, Learning & Assessment

Generative AI (GenAI) technologies (such as Chat GPT, etc) are increasingly being used by students to support their learning and assessment raising challenges regarding academic integrity and knowledge/skills development. In this context, planning programmes should consider:

- Academic integrity: How are programmes dealing with these tools in assessment to maintain academic integrity?
- AI academic literacy: how are programmes preparing students to use these tools effectively and ethically in their studies? Is the use of AI permitted and/or encouraged? What is the support given to students at programme and/or faculty/uni level?
- AI in teaching: are AI tools being used to enhance teaching / pedagogical practices?

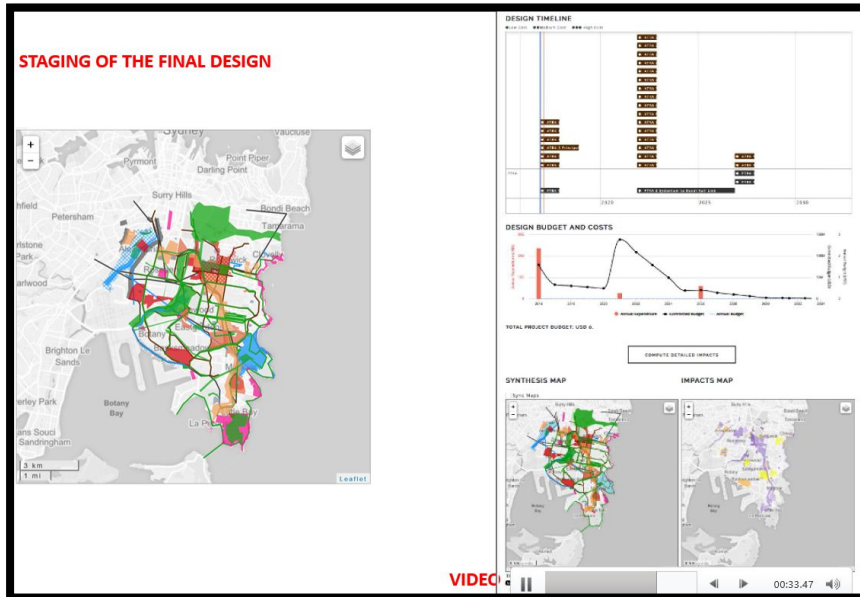
2. AI in Spatial Planning:



EXPLORATIONS ON TOPICS OF INTEREST

TEMPORAL DIMENSION - Interview with **Carl Steinitz**, Harvard, UCL + explorations at the **Round Table on Temporality in Planning Thought**, Paris +

literature review conducted by **Tijana Dabovic** and **discussion** within **EEB**.



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COMMENT



Time, Temporality, and Planning – Comments on the State of Art in Strategic Spatial Planning Research

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^aResearch Area Built Environment – Resources and Environmental Risks, Leibniz Institute of Ecological Urban and Regional Development (IOER), Dresden, Germany; ^bSchool of Spatial Planning, TU Dortmund University, Dortmund, Germany

1. Introduction

Since past and present inevitably form the basis for the future distribution of activities in space, the time dimension is as essential for spatial planning as it is for any other type of planning. This also applies to strategic spatial planning, which is commonly understood as “transformative governance work” (Healey, 2009, p. 440, with reference to Albrechts 2004).

RESULTING REVISION of the QR AF:

- QR Criteria Reordering and Clustering;
- Additions to the Introduction, Top Tips;
- Adding guidance on topics of interest (SJ, AI, TD);
- Merging the QR Application Form with the Guidance document

Applicants should consider the following questions:

- Which specific territorial/spatial scale(s) (e.g., national, regional, subregional, metropolitan, neighbourhood)/ types of geographical area(s) (e.g., rural, urban, coastal, marine) and/or temporal categories of spatial changes and interventions (e.g. time horizons, duration, tempo, rhythm, sequences, anticipation and reparation, timing of planning efforts, etc.) is/are emphasised in the programme?
- How do students gain knowledge and skills to anticipate future societal needs through scenario developments or future-casting for particular territorial/spatial scale(s) and geographical area(s)?
- How do students learn to distinguish between episodes, gradual changes, path dependencies, moments of transition, critical junctures and/or deep cultural conditions as time-sensitive perspectives of spatial changes and planned interventions?

Examples of how this could be achieved include (but are not limited to):

- Core planning courses (e.g., planning theory, planning law, policy-making, data collection) that incorporate cases with a specific spatial foci.
- Courses focused on a specific territorial/spatial scale (e.g., regional planning) and the

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QR QUALITY RECOGNITION AESOP

scalar implications of specific issues (e.g., climate change) in different temporal categories (e.g. sequence).

- Courses focused on development of technical skills to work with spatial foci (e.g., mapping, surveying, GIS, 3D visualisation). If students are thought to use AI to make visions and scenarios, please explain how this is framed in the class.

4. Global Context

September 23, 11:53 AM

- All anonymous users
- AESOP Quality Recognition

September 23, 10:37 AM

- All anonymous users

September 23, 10:02 AM

- Zeynep Enilil

September 23, 8:43 AM

- All anonymous users

September 23, 12:43 AM

- Zeynep Enilil

September

September 20, 5:42 PM

- AESOP Quality Recognition
- All anonymous users

September 20, 4:48 PM

- AESOP Quality Recognition

Show changes