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AESOP CERTIFICATE OF QUALITY

**Bachelor's Programme in Urban and Regional Planning**  
**Department of Thematic Studies (TEMA)**  
**Linköping university**  
**Sweden**

## EVALUATION REPORT

After an in-depth examination of its academic curriculum and teaching pedagogy, the 3-year study (180 credits) BSc Programme in Urban and Regional Planning offered by Linköping University, Sweden, has been conferred the AESOP Certificate of Quality.

The Programme has been evaluated by two members of the AESOP Excellence in Education Board (EEB) appointed by the Chair. The EEB certifies that the above programme fulfils the Quality Recognition criteria.

## Quality in Planning Education

The Programme brings together the following aspects of quality in planning education:

### Key Characteristics of the Programme

- A core curriculum with a **distinct focus on urban and regional planning**, setting it apart from other programmes in Sweden that primarily emphasize human



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geography. This is enriched by a **cross-cutting focus on sustainability and an interdisciplinary perspective** that leverages the department's diverse expertise. The curriculum fosters a progressive understanding of planning as a scientific discipline, gradually integrating perspectives from related fields

- A strong commitment to developing a **reflective praxis**, considering the role, responsibilities, and competences of the planner, ethical principles underpinning the profession, and students' personal and academic growth as learners
- An effective and consistent exposure of students to **research approaches and methods**.

### Principles of Pedagogy

- **Interdisciplinary learning approaches.** Students work on concrete planning tasks within interdisciplinary courses (considering the different disciplinary background of teachers from human geography, sociology, political science, anthropology, Science and Technology Studies etc). Students are exposed to **transdisciplinary concepts and methods** through the whole program.
- **Integrating research** findings and methodologies **into educational practices to enhance learning and working with real cases** (selected from research projects).
- **Moving from knowledge to action.** Students learn how to lead consultations and be engaged in co-creation processes with communities, interest groups and stakeholders at various spatial levels.
- **Leading seminars and workshops** as central forms of examination. **Reflection documents** are submitted in advance by the students. In the reflection documents, the students propose questions to discuss at the seminar. Students are expected to lead the discussions, while the **teachers act as a 'sounding board'**



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- **Group learning:** students **work in small and large groups** in courses, seminars, laboratories and practical works, within a larger focus on municipal planning issues and to some extent to regional and national planning contexts.
- **Individual learning:** which seeks to emphasize the role of an individual within a group. Interactions between students and all those involved in the learning process (teachers/stakeholders/communities) to mastering communication and visualization skills.

### Showcase Practices

- Role-play simulations, in particular the **fictive public consultation** exercise that creates an opportunity for students to develop their capacity to conceive and evaluate spatial interventions from a multi-actor perspective, and their understanding of power dynamics and democratic processes in planning
- Strong engagement with real places through **field trips and studies**. The (elective) field course provides an opportunity to visit and investigate a selected city or region. Students make use of field diaries (with notes, pictures, videos), and develop both their practical knowledge of analysing the natural and anthropogenic environment and an understanding of the spatial dynamic of contemporary socio-spatial challenges
- Consistent interactions between students and external stakeholders across several modules through **presentations, workshops, and an internship**
- **Effective engagement with both students and external stakeholders from practice** to support educational and curriculum development.





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The AESOP Certificate of Quality and this Evaluation Report are valid for a period of six years (2025-2031).

03/07/2025

**Tijana Dabovic**  
*Chair*  
AESOP  
Excellence in Education Board

**Giancarlo Cotella**  
*AESOP Secretary General*  
AESOP  
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**Mina Di Marino**  
*Assessor*  
AESOP  
Excellence in Education Board

**Juliana Martins**  
*Assessor*  
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After a thorough examination of its academic curriculum and teaching pedagogies, the

**Bachelor's Programme in Urban and Regional  
Planning**

offered by

**Linköping university – Department of Thematic Studies**

has been highly distinguished with the

**AESOP CERTIFICATE OF QUALITY**

We certify that:

This programme fulfils the European quality standards of planning programmes according to the AESOP Charter, complemented by an effective internationalization of teaching and learning processes. The AESOP Certificate of Quality is valid for a period of six years (2025-2031).

03 July 2025

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