

AESOP
QUALITY RECOGNITION
APPLICATION FORM
2022-2023
(Draft version – March 2022)

Instructions:

- The Excellence in Education Board (EEB) advises the applicants to fill out the AESOP Quality Recognition (QR) application form through a **collective group programme meeting**.
- The application form comprises a total of 13 QR criteria and a final item (14) to nominate best practices.
- Before filling out the application form the applicants must refer to the accompanying **guidance document**, which outlines the rationale behind each criterion, poses questions to prompt reflection, and provides possible examples to consider.
- In responding to each criterion, applicants are encouraged to make a claim followed by examples that support/illustrate the claim. Not more than two examples should be provided in sufficient detail to clearly 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.
- Filling out the application form is the first step of the QR process. More detailed information regarding how the QR process takes place in practice is accessible at the [AESOP Quality Recognition webpage](#).

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APPLICATION FORM**

Name of the school	
Name of the programme	
Address	
Websites	<p>Please Include links to the programme's:</p> <ul style="list-style-type: none"> - General website - Curriculum grid (<i>break-up of core subjects and elective subjects by semester, including ECTS; attach as an appendix</i>) - Learning outcomes (<i>profile of the graduates from the students' perspective; what do the students learn?</i>) <p>The programme's curriculum grid and learning outcomes can be alternatively appended to the application.</p>
Official representative of the school and e-mail	
Contact person and email	

AESOP QUALITY RECOGNITION APPLICATION FORM

1. Programme distinctiveness	<p><i>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).</i></p> <p><i>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.).</i></p>
2. Professional ethics	<ul style="list-style-type: none"> • <i>How are different ethical reasonings embedded in the teaching?</i> • <i>How are ethical attitudes promoted within the programme?</i> • <i>How are ethical dilemmas discussed in the programme?</i>
3. Spatial foci	<ul style="list-style-type: none"> • <i>Which specific territorial/spatial scale(s) (e.g., national, regional, subregional, neighbourhood) is/are emphasised in the programme?</i> • <i>Which types of geographical area(s) (e.g., rural, urban, coastal, marine) are emphasised in the programme and how is spatially relevant content integrated?</i> • <i>How do students gain awareness about relationships between territorial/spatial scales?</i>
4. Global content	<ul style="list-style-type: none"> • <i>How are students introduced to issues and processes operating at the global scale, e.g., neoliberalisation, climate change, migration, financialisation, inequality, geopolitics, urbanisation, digitalisation, pandemics, etc.?</i> • <i>How are different global perspectives embedded in the programme, e.g., climate change mitigation, financialisation, conflict, etc.?</i> • <i>How are students encouraged to see themselves as global citizens?</i>
5. Contemporary socio-spatial challenges and opportunities	<ul style="list-style-type: none"> • <i>How do students acquire skills to understand the multiscale processes driving socio-spatial challenges and opportunities in a geographical area and/or at a specific territorial/spatial scale?</i> • <i>How do students engage with the implications of contemporary socio-spatial challenges and opportunities in a geographical area and/or at a specific territorial/spatial scale?</i>
6. Cross-disciplinarity	<ul style="list-style-type: none"> • <i>What disciplinary knowledges, methods and action orientations are embedded within the programme and/or course and project modules?</i> • <i>What pedagogic practices encourage students to integrate cross-disciplinary approaches into their thinking, problem-framing and action orientations?</i> • <i>How are different cross-disciplinary approaches brought into a programme and/or course and project module?</i>

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7. Research and inquiry	<ul style="list-style-type: none"> • <i>How are students encouraged to identify research problems and formulate research questions?</i> • <i>How do students learn to design research and choose appropriate research methods?</i> • <i>How does the programme provide opportunities for students to develop analytical and critical research skills?</i> • <i>How do students learn to articulate evidence-based arguments to different audiences?</i> • <i>How do students learn to link research to societal impact?</i>
8. Practical reasoning and judgement	<ul style="list-style-type: none"> • <i>How is practical reasoning and judgement promoted through course and project modules?</i> • <i>How are students given opportunities to test their practical reasoning and judgement?</i> • <i>How do students learn to synthesise multiple knowledges and ethical principles as a basis for practical reasoning?</i>
9. Reflexive praxis	<ul style="list-style-type: none"> • <i>How are students equipped to make decisions within a practical situation and reflect on it?</i> • <i>How is self-reflection encouraged on practical decisions made in a particular situation?</i> • <i>How are students given opportunities to zoom out to the 'big picture' and debate the dilemmas and ethical implications of planning decisions made?</i>
10. Independent learning and group learning	<ul style="list-style-type: none"> • <i>How do students set their own goals?</i> • <i>What opportunities are given to students to develop their skills as independent learners?</i> • <i>How is group work embedded in course and project modules?</i> • <i>What opportunities are given to students to reflect on the quality of their independent or group work?</i>
11. Student diversity	<ul style="list-style-type: none"> • <i>What safeguards and mechanisms exist to address the challenges of student diversity?</i> • <i>How are students provided with environments where they can discover and confidently draw on their own identities, abilities, and experiences?</i>
12. Student/alumni/employer engagement in the development of the curriculum	<ul style="list-style-type: none"> • <i>How is feedback from students/alumni/employers sourced and embedded in the development of the programme curriculum?</i> • <i>How are dialogue and debate between planning education and practice facilitated and conducted in the development of the programme curriculum?</i>
13. Recognition and promotion of excellence	<ul style="list-style-type: none"> • <i>How is pedagogic innovation within the programme identified and promoted?</i> • <i>How are exemplary teaching practices identified and shared within the school?</i> • <i>How is excellence in students recognised and rewarded?</i>

14. Best practices

- *Which particular practice(s) would you consider best showcase the quality of the programme and is/are worth disseminating within the AESOP community? Please provide no more than two examples.*
- *Each nominated best practice should be able to relate to at least three criteria. Please explain why you selected the best practice with reference to the contents, pedagogies used and the criteria that it relates to.*

PLACE, DATE AND SIGNATURE

Last updated: 1 March 2022