

# STUDY REGULATION for **Nordic Urban Planning Studies**

CAND.SOC.

Version: 1

Valid per 1 september 2021

**ROSKILDE UNIVERSITY**



This study regulation is determined pursuant to Ministerial Order no. 247 of 13 March 2015 on universities' international education programmes and Ministerial Order no. 20 of 9 January 2020 on Bachelor and Master's (Candidatus) Programmes at Universities (the University Programme Order) with any subsequent amendments and Roskilde University's Common Rules of 5 July 2018 with any subsequent amendments.

The study regulation will become effective on 1 September 2021 and apply to students enrolled 1 September 2021. For students admitted before 1 September 2021, see section 6.2 of the transitional rules.

The study regulation amendments apply for thesis contracts concluded in terms of initiating the thesis work 1 August 2021 or later.

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# 1. About the programme

## 1.1 Title

Graduates of the programme are entitled to use the title: MSc Social Science in Nordic Urban Planning Studies.

Completion of the master's programme in Nordic Urban Planning Studies leads to the granting of a joint degree, documented by one or more Diplomas and another Diploma Supplement. The Diploma and Diploma Supplement are issued by the home university, Roskilde University.

With the issuing of certificates from Roskilde University, the results achieved at other universities will be credit transferred. Examinations that are passed at a foreign university are always credit transferred with "passed".

The master's programme in Nordic Urban Planning Studies may also result in the granting of the following degrees:

- Master of Science (MSc) in Nordic Urban Planning (UiT – The Arctic University of Norway)
- Master of Science (120 Credits) with a Major in Urban Studies (Malmö University)

Students who wish a degree from the partner UiT – The Arctic University of Norway as well as Malmö University, must pass exams corresponding to at least 30 ECTS points at the individual university.

## 1.2 Overall objective

The objective of the master's programme in Nordic Urban Planning Studies is to offer Norwegian, Swedish, and Danish students as well as other international students, a research-based international interdisciplinary and scientific master's degree in urban planning with a global perspective aimed at PhD education and employment in the public and especially the private sectors.

The purpose of the programme is to create a holistic understanding of planning processes through theoretical insight and knowledge and understanding from concrete planning practices. To enable this, explicit use is made of planning cases and external actors with experience related to planning processes. The main focus is thus on students gaining insight into the many different dimensions of planning processes and being able to act as bridge builders between the many professional bodies involved in these processes.

The programme is offered in a collaboration between Roskilde University, UiT – The Arctic University of Norway and Malmö University. All universities are degree issuing in relation to the programme, which is a so-called joint degree programme.

The programme is structured around international research environments at the three participating universities, which complement each other in the urban planning field with different areas of strength.

Roskilde University has special expertise in research on urban development and the globalization of cities in relation to welfare, mobility, immigration, sustainability, minorities, and social innovation and social inclusiveness. Malmö University has expertise in the current economic crisis within the real estate market, economic framework conditions for urban development and social sustainability in planning. UiT – The Arctic University of Norway has strengths in research on places, culture, planning theory, local democracy, sustainability, and the planning and development of Arctic areas.

During the studies at partner universities, the rules of the host country and the partner university are applicable, including concerning the organisation of exams, the number of exam attempts, etc.

### **1.3 The programme's objective and competence profile - academic and professional skills**

With reference to the University Programme Order section 3, the programme will provide students with the knowledge and understanding, skills and competences within: international urban development and urban planning. International urban development and urban planning are today constantly evolving fields and the need for solutions on international scales to the many challenges of cities is great. On the basis of the complementary research expertise at the three universities, the programme offers a broad and solid research-based introduction to how varying perspectives on urban planning and different planning traditions in the Nordic welfare states create different frameworks and conditions for planning. The programme thus provides the students with a solid foundation to work holistically with urban development and urban planning projects on local, regional and international scales.

The programme has been designed with a particular view to qualifying for work within:

practical planning and in offering solutions to urban challenges at local, regional and global level.

Students will acquire knowledge and understanding, skills and competences that enable them to engage in practical planning and offer solutions to urban challenges at the local, regional and global levels. The programme qualifies students to carry out consultancy and planning tasks around the world with a focus on innovation, development and sustainability. Students will be equipped to study, develop and implement planning processes and strategies based on their knowledge and understanding of urban management strategies, everyday life and political, economic and social challenges and conditions. Students will be introduced to strategies and methods to effectively involve social actors and citizens in the analysis and preparation of holistic planning strategies. They will also gain competences in project management. The overall aim is for graduates to be able to work with presenting solutions for developing cities and urban areas in the future and, on this basis, to be able improve urban strategies and projects, whether for private companies or other stakeholders.

On an interdisciplinary basis, students will be able to translate knowledge and understanding into the analysis and design of planning strategies within a number of planning-related areas such as urban and regional (welfare state) planning, urban regeneration, local social work and design of different types of plans. Students will have a deep understanding of the market and the economic conditions related to planning as well as sustainability in urban regeneration projects.

The programme is aimed at preparing students to work in the nexus between project developers, advisers and project operators in urban planning. The programme is therefore specifically geared towards employment in the private sector, in companies that work on all types of urban and regional development tasks on local, regional and international scales.

Knowledge and understanding:

- Research-based knowledge and understanding of, and critical insight into, how economic, political, social and cultural processes create the conditions and frameworks for planning and urban development
- Advanced knowledge and understanding of the significance of urban development economies for urban planning, including in relation to business models, profitability and investment
- In-depth knowledge and understanding of strategic planning and urban planning strategies at local, national and global scales
- Solid knowledge and understanding of intercultural planning, everyday life and cultural diversity as basic conditions for globalizing cities and planning challenges
- Knowledge and understanding of the practical application of geographic information systems (GIS), mapping and visualisation as well as quantitative and qualitative analytical methods
- In-depth knowledge and understanding of citizen involvement, network management and participatory planning processes
- Advanced knowledge and understanding of project management, innovation and negotiation in complex urban management networks

- Knowledge and understanding of Nordic planning traditions and welfare planning challenges, opportunities and limitations

#### Skills:

- Ability to conduct an independent, advanced research or developments project in accordance with current research ethics standards, under supervision
- Proficiency in the use of relevant theories and methodologies from a critical perspective as well as ability to translate knowledge and understanding into action, advice and innovation related to challenges in planning and urban development in an international perspective
- Proficiency in being able to reflect critically on strengths and weaknesses of relevant theories and methodologies, and to use them in analysing concrete urban issues in a local and global perspective
- Ability to analyse urban research questions from the perspectives of multiple actors and from intercultural perspectives, and to propose holistic solutions and business models within urban development and planning
- Ability to carry out economic, political, social and intercultural analyses of urban research questions and to bring them together for collective analysis. That includes through economic analyses of planning and urban development projects
- Proficiency in clearly communicating analyses and conclusions to different target groups as well as in engaging in dialogue with relevant actors in urban planning and urban development
- Proficiency in independently and creatively identifying, formulating and analysing the city as a spatial field and, against this background, proposing action strategies
- Proficiency in being able to collaborate on and manage defined projects dealing with urban issues and urban regeneration

#### Competences:

- Competences to collaborate on new ideas and solutions to complex urban issues
- Competences to engage in negotiation-oriented urban development networks and processes, and to coordinate and implement urban development and planning strategies based on a holistic understanding of urban challenges
- Competences to lead and implement urban development projects and enter into agreements with key actors
- Competences to engage in interdisciplinary project collaboration and to be a bridge builder between different professions in urban planning and urban development, including through being able to combine design, technical, economic and wider social science knowledge
- Competence to translate, in practice, business, technical and methodological skills into innovative and alternative solutions to urban development and planning problems
- Intercultural understanding and competences to navigate global urban development networks
- Competences to identify, understand and involve relevant actors in international urban development projects

## 1.4 Languages

The programme is offered in English.

The examination language is identical to the teaching language.

## **1.5 Admission requirements**

See admission requirements

## **1.6 ECTS rating and duration**

The programme is a full-time programme corresponding to 120 ECTS.

## **1.7 Main area affiliation**

The programme belongs under the main subject area of social sciences.

## **1.8 Board of Studies and Corps of External Examiners**

The programme is administered by the Board of Studies for Planning and Geography. The programme is affiliated with the Corps of External Examiners for Technology-Social Science Planning.

# **2. Course of the programme**

## **2.1 Structure of the programme**

The first semester is a core introduction at Roskilde University. Thereafter students may choose between the semester tracks below. There is a requirement to be mobile for at least one semester (30 ECTS) during the first three semesters, i.e. students must attend at least two universities during that period and they have the opportunity to attend all three.

1 semester (Roskilde)

- Approaches to Urban Planning (5 ECTS)
- Critical Urban Studies (5 ECTS)
- Liveable Cities (5 ECTS)
- Project: Urban Planning in a Welfare Context (15 ECTS)

2 semester:

EITHER: Specialisation at Roskilde University: Mobility and Globalizing Cities

- Cities, Culture and Politics (5 ECTS)
- Methods in Community Planning (5 ECTS)
- GIS and Visualisation (5 ECTS)
- Project: Mobilities and Globalizing Cities (15 ECTS) or
- Project-oriented Internship (15 ECTS)

OR: Specialisation at Malmö University: Social Sustainable Planning

- Catching Urbanity (15 ECTS)
- Making Urban Studies (15 ECTS)

3 semester:

EITHER: Specialisation at UIT The Arctic University of Norway: Planning and Culture in the Urban North - Comparative Perspectives

- Arctic Cities Field Course (20 ECTS)
- Culture, Politics and Planning (10 ECTS)

OR: Specialisation at Roskilde University: Planning in Practice

- Project: Planning in Practice (30 ECTS) or

- Project-oriented internship (30 ECTS)

4 semester (Master Thesis)

- Master Thesis in Nordic Urban Planning Studies (Roskilde, Malmö or UIT The Arctic University of Norway) (30 ECTS)

## 2.2 First semester

### Objective

The objective of the semester is to equip students with critical insight into and understanding of urban planning, conditions, challenges and strategies. The semester introduces students to economic, political, social and cultural conditions for urban planning, and provides them with knowledge and understanding of the economies of urban development and planning projects. The semester also provides a research-based introduction to planning theories and paradigms. The teaching is based on translating and exemplifying theoretical knowledge and understanding through concrete cases, including through guest lectures by key private and public actors that illustrate planning in practice. The theme of the project work is the economic, political and social conditions for planning where work is done on selected planning and urban development issues in a welfare state context.

### Programme elements

- Approaches to Urban Planning (5 ECTS)
- Critical Urban Studies (5 ECTS)
- Liveable Cities (5 ECTS)
- Project Module 1: Urban Planning in a Welfare Context (15 ECTS)

Title	Approaches to Urban Planning
Amended	01.09.2020
Teaching language	English
Type of activity	Course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> <li>• Research-based knowledge and understanding of different planning theories and approaches to planning</li> <li>• Knowledge of and insight into current urban and societal challenges, and how different planning theories address them and propose solutions in a Nordic welfare state context</li> <li>• Knowledge and understanding of the management of planning processes in different contexts and at different scales</li> <li>• Ability to reflect critically on the strengths and weaknesses of theories and their applicability for analysing and understanding specific cases</li> <li>• Ability to understand different forms of knowledge used in planning processes and designing plans that involve and mobilize actors across the state, market and civil society</li> <li>• Competences to be able to apply key theories to research questions and problems within the planning field</li> </ul>



	<ul style="list-style-type: none"> <li>• Competence to develop possible solutions to improve planning strategies</li> <li>• Competences to engage in planning processes as a bridge builder with a holistic understanding of the professions involved</li> </ul>
Overall content	<p>This course introduces the Nordic Urban Planning Studies programme by presenting core current approaches to urban planning, and by discussing key theories, themes and forms of knowledge in the field. Drawing on varied social science disciplines, the course addresses how different forms of knowledge, understanding and visions can be used to develop plans and planning practices that frame and guide future action.</p> <p>The course starts by introducing and discussing distinctive histories, challenges and potentialities of Nordic urban planning specifically, situating these in the context of the development of (post)welfare states. The following sessions present key themes and concerns within current urban planning more broadly, considering Nordic perspectives in relation to approaches developed in a global context where cities have become central to many social and environmental challenges of our times. Local and international case studies and empirical examples are used to exemplify and explore different planning theories, strategies and processes.</p>
Teaching and working methods	Lectures, seminars and workshops
Type of exam	<div style="background-color: #e0e0e0; padding: 10px;"> <p><b>Type of exam</b> Individual written take-home assignment given by the lecturer.</p> <p>The character limit of the assignment is: 14,400-19,200 characters, including spaces. The character limit includes the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>The students start writing the take-home assignment during the course. The duration is 14 days and may include public holidays. The submission deadline will be announced on <a href="http://study.ruc.dk">study.ruc.dk</a>.</p> <p>Assessment: 7-point grading scale.</p> </div>

<b>Title</b>	<b>Critical Urban Studies</b>
Amended	01.09.2020
Teaching language	English
Type of activity	

	Elective course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> <li>• Knowledge and understanding of how economic, political, social and cultural processes create urban spaces and places</li> <li>• Knowledge and understanding of how space and place matter for the constitution and conduct of urban life</li> <li>• Ability to identify, discuss, apply and work with advanced urban theories and concepts in relation to specific urban questions and cases</li> <li>• Ability to understand and reflect on the implications of different approaches and theories for analysing urban-geographical issues, and for developing potential interventions and/or solutions</li> <li>• Ability to formulate relevant problem statements and research questions, and to develop appropriate interdisciplinary ways of analysing and communicating them.</li> </ul>
Overall content	<p>This course aims to provide strong foundations for critical urban studies and related debates in planning. It does so by addressing key theoretical approaches to urbanization and urban life, and by exploring their significance for understanding and intervening in contemporary urban processes. At a time of intensifying urbanisation and acute urban crises on a global scale, there is a need to understand and develop further critical perspectives on the social, economic, political and cultural processes through which urban spaces are made and hence might be remade.</p> <p>The course starts with an introduction to critical urban studies in a global context. This is followed by lectures that address different influential theoretical perspectives and approaches to cities and urbanization as they have developed over recent decades. The course draws out the distinctive qualities of these approaches while also considering their interconnections, not only in how they interpret and analyse urban worlds but also in how they seek to change them.</p> <p>Case studies and examples from cities around the world are used throughout the course, and students are encouraged to relate ideas, concepts and theories to their own exploration of research questions related to urban spaces and their current project work.</p>
Teaching and working methods	Lectures, reading groups, workshops or seminars.
Type of exam	<p><b>Type of exam</b>  Take-home assignment - individual or in a group given by the lecturer.  Assignments written by a group must be individualised.</p> <p>Permitted group size: 2-6 students.</p>

	<p>The character limits of the assignment:  For 1 student: 16,800-24,000 characters, including spaces.  For 2 students: 28,800-36,000 characters, including spaces.  For 3 students: 38,400-43,200 characters, including spaces.  For 4 students: 43,200-48,000 characters, including spaces.  For 5 students: 48,000-60,000 characters, including spaces.  For 6 students: 67,200-72,000 characters, including spaces.  The character limits include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>The students start writing the take-home assignment during the course. The duration is 28 days and may include public holidays. The submission deadline will be announced on <a href="http://study.ruc.dk">study.ruc.dk</a>.</p> <p>Assessment: 7-point grading scale.</p>
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Title	Liveable Cities
Amended	01.09.2021
Teaching language	English
Type of activity	Elective course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> <li>• Research-based knowledge and understanding of contemporary agendas and practices of urban planning in the Nordic context, specifically in relation to liveability and its relations to welfare state traditions of planning</li> <li>• Knowledge and understanding of the social, political, cultural, economic and technological aspects of urban planning projects</li> <li>• Knowledge of the political economic basis of urban planning projects, including in relation to public-private partnerships, business models, investment , urban innovation and strategic planning.</li> <li>• Knowledge and understanding of urban innovation and entrepreneurship in relation to planning</li> <li>• Ability to use interdisciplinary methods and theories to prepare holistic analyses of planning projects and cases, and to evaluate their conditions and possibilities</li> </ul>

	<ul style="list-style-type: none"> <li>• Competences to understand and discuss different elements and professions involved in planning processes with respect to specific cases, and to communicate analyses of these effectively to different audiences</li> <li>• Competences to understand the positions of different and potentially conflicting urban actors, and to identify joint action proposals and/or strategies based on a holistic understanding of planning challenges and opportunities</li> </ul>
Overall content	<p>Through a focus on current cases, this course aims to provide critical knowledge and understanding of contemporary urban planning practices in Nordic welfare states. The course is concerned specifically with agendas of ‘liveability’ that have been prominent in recent urban development in the Nordic and specifically Danish contexts, and with examining the social, political, cultural, economic and technological processes that have been shaping efforts to make more ‘liveable cities’, including new entrepreneurial forces associated with local-global interrelations.</p> <p>The course introduces and critically explores different perspectives on what makes cities liveable, and for whom. Referring to cases from around the world and especially Copenhagen, attention is given to specific sites through which ideas and practices of urban living are being explored, promoted and contested, and to the potential lessons of these for wider efforts to improve urban conditions. Through collaboration with local practitioners, site visits and conducting their own group research, students learn from multiple perspectives while gaining practical experience of planning analysis, in the process developing insights into real-life challenges experienced by various urban agents.</p>
Teaching and working methods	Lectures, workshops, site visits and presentations. The course includes contributions from external actors and practitioners in order to illuminate different aspects of planning conditions related to actual planning tasks for public and private companies.
Prerequisites for participation in the exam	<p>Active participation in the conference day and oral group presentation.</p> <p>If the prerequisites are not fulfilled, the prerequisites can be fulfilled by an individual written assignment that must be approved by the lecturer. The assignment is a presentation and reflection paper. The character limit of the assignment is 4,800-7,200 characters, including spaces. The character limits include the title page, table of contents, bibliography, figures, and other illustrations, but does not include appendices.</p>
Type of exam	<p><b>Type of exam</b> Individual written take-home assignment given by the lecturer.</p> <p>The character limit of the assignment is: 7,200-9,600 characters, including spaces. The character limit includes the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p>

	<p>The students start writing the take-home assignment during the course. The duration is 14 days and may include public holidays. The submission deadline will be announced on <a href="http://study.ruc.dk">study.ruc.dk</a>.</p> <p>Assessment: Pass/Fail.</p>
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<b>Title</b>	<b>Project Module 1: Urban Planning in a Welfare Context</b>
Amended	01.09.2021
Teaching language	English
Type of activity	Project
ECTS-rating	15 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> <li>• Knowledge and understanding of central elements of planning theories and practical areas of planning based on the highest levels of international research</li> <li>• Knowledge and understanding of how to identify and discuss the characteristics of data and methods used in analysis or design</li> <li>• Knowledge and understanding of social, political, cultural, economic and technological conditions for planning projects</li> <li>• Knowledge and understanding of urban economies underpinning planning projects including in relation to sustainable business models, innovation and strategic planning</li> <li>• Ability to carry out independently, and on an interdisciplinary basis, in-depth studies of planning challenges with an emphasis on practical application</li> <li>• Ability to understand and apply a holistic approach to planning processes and their actors</li> <li>• Ability to translate knowledge and understanding into action-oriented potential solutions</li> <li>• Ability to express oneself clearly and with nuance in accordance with scientific requirements and norms by means of relevant terms</li> </ul>

	<ul style="list-style-type: none"> <li>• Competence to justify and discuss independently the relevance of selected social scientific literature as well as its value in the light of the chosen research question and/or planning practice</li> <li>• Competence to identify and discuss independently the characteristics of data and methods used in analysis or design</li> <li>• Competence to understand and conduct a holistic approach to planning processes</li> <li>• Competence to communicate and discuss the results the project as well as its implications for both theory and practice</li> <li>• Competence to manage complex study situations and to collaborate in an academic and interdisciplinary manner.</li> </ul>
Overall content	<p>Students should use relevant planning theories and methods to analyse planning processes and/or work with a concrete planning challenge. They should apply theories that are relevant to the research question while developing a holistic view that takes into account the economic, political, social and cultural elements of the project. They should also reflect on the implications of the analysis for planning debates and practice in the field of study, including for possible proposals, recommendations and solutions. If appropriate, students may include self-produced photographs, video and/or sound recordings as part of the submitted materials.</p> <p>Prior to starting the project, students participate in a workshop on project-oriented group work and in events with invited experts working in the planning field with strategic planning innovation and sustainable business models. These sessions are aimed at supporting abilities to formulate a project in cooperation with a private or public actor on the basis of a concrete planning task, and to create group formations across professional competences in the student cohort.</p>
Teaching and working methods	Workshops, project group work and supervision
Type of exam	<p><b>Type of exam</b> Group exam for the participants in the project work.</p> <p>The exam is based on the students' project report. The exam includes individual presentations on a topic of the students' own choice. The topic must be relevant to the issues highlighted in the project report. Each individual presentation lasts up to 5 minutes. The individual presentations are followed by a dialogue between the students and the assessors based on the project.</p> <p>There may be posed questions related to the subject area of the project report.</p> <p>The assessment is individual and is based on the project report and the student's oral performance.</p> <p>Permitted group size: 2-6 students.</p>

The character limits of the project report are:

For 2 students: 60,000-96,000 characters, including spaces.

For 3 students: 81,600-108,000 characters, including spaces.

For 4 students: 96,000-112,800 characters, including spaces.

For 5 students: 112,800-122,400 characters, including spaces.

For 6 students: 134,400-146,400 characters, including spaces.

The character limits include the cover, table of contents, summary, bibliography, figures and other illustrations, but exclude any appendices.

The project report must include a summary in English, that is part of the assessment.

Time allowed for exam including time used for assessment is for:

2 students: 60 minutes.

3 students: 75 minutes.

4 students: 90 minutes.

5 students: 105 minutes.

6 students: 120 minutes.

Spelling and communication skills in the project report are part of the assessment.

Permitted support and preparation materials during the exam:  
All.

Assessment: 7-point grading scale.

Moderation: External examiner.

## 2.3 Second semester

### Objective

Students must choose from one of the specialisation tracks below.

#### **Specialisation at Roskilde University: Mobility and Globalizing Cities**

The objective of this track is to provide students with in-depth knowledge and understanding of how globalization and its mobilities create and transform cities and urban areas, as well as with understanding of some of the tools that can be used to map and analyse cities and development projects. In this semester, particular attention is given to issues that include citizenship, cultural identity, governance, new challenges for global cities, and planning related to cosmopolitan urbanism at local, national and global scales. In addition, there is consideration of the challenges for addressing urban development and welfare in an interconnected world. During the semester, the aim is for students to acquaint themselves with participatory and qualitative planning methods, including forms of action research, ethnography and creative methods, as well as to gain experience in using geographical information systems and techniques of

visualization. The semester equips students with the competences to undertake holistic planning analyses and action plans as well as competences to work with innovation, future cities and project management related to urban issues.

### Specialisation at Malmö University: Social Sustainable Planning

The objective of this track is for students to develop their knowledge and understanding methodologically and theoretically in relation to contemporary urban challenges and in relation to questions of inclusion, exclusion, segregation, empowerment, participation, migration and inequality. Students develop their proficiency in identifying and communicating urban contexts and engaging in dialogue with urban development actors. Students develop their ability through specialisation to be able to relate independently to current research in the main subject areas of urban studies. Students can make use of the city of Malmö in their work on social sustainability, where various urban actors have developed ideas on social investments, social budgeting and their work with the Commission for Social Sustainability in Malmö.

#### Programme elements

Specialisation at Roskilde University: Mobility and Globalizing Cities

- Cities, Culture and Politics (5 ECTS)
- Methods in Community Planning (5 ECTS)
- GIS and Visualisation (5 ECTS)
- Project: Mobilities and Globalizing Cities (15 ECTS) or
- Project-Oriented Internship (15 ECTS )

Specialisation at Malmö University: Social Sustainable Planning

- Catching Urbanity (15 ECTS)
- Making Urban Studies (15 ECTS)

Title	Cities, Culture and Politics - Roskilde
Amended	01.09.2020
Teaching language	English
Type of activity	Mandatory Course for students studying Nordic Urban Planning Studies. Elective Course for students studying Geografi as Subject 1 or Subject 2.
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> <li>• Research-based knowledge and understanding of how globalization and mobility are transforming cities and urban life, creating new conditions and challenges for cosmopolitan urbanism and planning</li> <li>• Knowledge and understanding of the significance of urban politics, cultural diversity and everyday life for planning</li> <li>• Knowledge of, and critical insights into, practices of intercultural planning as well as forms of tactical urbanism, performance and art in relation to urban development</li> <li>• Knowledge and appreciation of the potential of different textual, visual and audio means to conduct and disseminate urban research</li> <li>• Ability to analyse forms and consequences of policy, planning and spatial practices in relation to diverse and power-laden geographies of cities and urban life</li> </ul>



	<ul style="list-style-type: none"> <li>• Competence to identify and engage with significant urban questions, issues and contexts that relate to the course themes, and to communicate analysis effectively using text, images and/or audio.</li> </ul>
Overall content	<p>This course address how processes of globalization and mobility are transforming cities and urban life, and how they are creating new political and cultural conditions and challenges for planning. Questions include: how are diverse cities organized, governed and planned? What are 'good cities', and how might they be created with room for diversity and cultural coexistence? What is the potential for intervening in urban spaces and processes through planning as well as forms of tactical urbanism, performance and art practice?</p> <p>These questions are considered through the use of current research-based cases, and by bringing together theoretical and analytical knowledge and understanding of cultural and political processes with specific practices and interventions on the ground. Emphasis is put on students having opportunities to explore course themes in relation to contexts and cases of their choosing, and to develop ways of investigating and communicating their analyses using different textual, visual or audio means.</p>
Teaching and working methods	Lectures, seminars and workshops and field visits.
Type of exam	<div style="background-color: #f0f0f0; padding: 10px;"> <p><b>Type of exam</b> Portfolio written in a group or individually</p> <p>The portfolio consists of 2 products developed completely or partially during the course. For example, products can be exercise responses, speech papers for presentations, feedback, reflection, written assignments, wiki contributions, sound productions and visual productions. The preparation of the products may be subject to time limits. Written parts of the portfolio must be individualised.</p> <p>Permitted group size: 2-6 students.</p> <p>The character limits of the portfolio are :</p> <p>For 1 student: maximum 12,000 characters, including spaces.  For 2 students: maximum 16,800 characters, including spaces.  For 3 students: maximum 19,200 characters, including spaces.  For 4 students: maximum 24,000 characters, including spaces.  For 5 students: maximum 28,800 characters, including spaces.  For 6 students: maximum 30,000 characters, including spaces.</p> <p>The character limits include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>The portfolio's specific products and the (if relevant) recommended size (character limits) for the individual products are made public on study.ruc.dk before the course begins.</p> </div>

	<p>The entire portfolio must be handed in at the same time (uploaded to eksamen.ruc.dk). Handing in the portfolio or parts of the portfolio to the supervisor for feedback, cannot replace the upload to eksamen.ruc.dk.</p> <p>The submission deadline will be announced on study.ruc.dk before the course begins.</p> <p>The assessment is individual and based on the entire portfolio.</p> <p>Assessment: 7-point grading scale.</p>
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Title	Methods in Community Planning - Roskilde
Amended	01.09.2021
Teaching language	English
Type of activity	Course
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> <li>• Research-based knowledge and understanding of key participatory, qualitative and creative methods within social planning and planning processes</li> <li>• Knowledge and understanding of the strengths and weaknesses of different methods</li> <li>• Ability to master key methodologies and assess their use in planning and planning research</li> <li>• Ability to understand how and which methods can be used to create social innovation, participation in planning processes, and societal engagement</li> <li>• Competences to use these methods in concrete planning situations and tasks</li> <li>• Competences to assess the strengths and weaknesses of different methods in planning projects.</li> </ul>
Overall content	<p>This course aims to introduce students to key methods within planning, planning processes and urban development. This includes the use of participatory, qualitative and creative methods. The course provides students with informed means to address and analyse planning tasks, processes and outcomes that involve different actors and partners. It enables them to become more critically reflexive about the positions of the actors involved, and how they can work with different and sometimes conflicting voices and interests.</p> <p>Through the methodological exercises of the course, students will gain experience and be better able to use different methods relevant to</p>

	planning practice. Emphasis is placed on the theoretical background and orientation of key participant-oriented and qualitative methods, as well as the challenges posed by applying them in a practical context.
Teaching and working methods	Lectures, seminars, workshops and practical exercises
Type of exam	<p><b>Type of exam</b> Oral group exam based on a PowerPoint presentation made by the group.</p> <p>The exam starts with a presentation from each of the students of maximum 5 min. After the presentations the exam is conducted as a dialogue There may be posed questions in any part of the curriculum.</p> <p>Permitted group size: 2-6 students.</p> <p>Time allowed for exam including time used for assessment is for: 2 students: 35 minutes. 3 students: 40 minutes. 4 students: 45 minutes. 5 students: 50 minutes. 6 students: 55 minutes.</p> <p>The assessment is individual and based on the student's individual performance. The assessment is based on the product(s) and the oral exam.</p> <p>Permitted support and preparation materials for the oral exam: All.</p> <p>Assessment: Pass/Fail. Moderation: Internal co-assessor.</p>

<b>Title</b>	<b>GIS and Visualisation</b>
Amended	01.09.2020
Teaching language	English
Type of activity	Mandatory for Nordic Urban Planning and Elective course for SDS
ECTS-rating	5 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> <li>• Knowledge:</li> <li>• Knowledge of principles behind visualization of spatial data</li> <li>• Knowledge of basic spatial operations</li> </ul>

	<ul style="list-style-type: none"> <li>• Knowledge of principles for representation of spatial information</li> <li>• Knowledge of management-relevant data sets and their limitations</li> <li>• Skills:</li> <li>• Apply the knowledge of principles for spatial data visualization to produce relevant visualizations.</li> <li>• Apply the knowledge of basic spatial operations to plan and perform spatial analysis.</li> <li>• Apply the knowledge of management-relevant data sets and principles of spatial data representation to determine the necessity of performing an independent data collection and the principles hereof.</li> <li>• Deconstruct solutions to spatial problems into relevant spatial operations</li> <li>• Apply and pass on acquired knowledge aimed at developing future work life</li> <li>• Competences:</li> <li>• The competence to act as the primarily responsible for the use of spatial analysis tools including GIS in both study and work contexts</li> <li>• The competence to concretize and translate non-expertly expressed wishes for spatial analysis into feasible spatial operations.</li> <li>• Make a critical assessment of the use of spatial technologies in relation to given issues</li> </ul>
Overall content	<p>The course aims to give the students the necessary knowledge, skills and competencies to be the primary responsible for collecting, analysing and disseminating spatial data in both study and work contexts. This includes the ability to translate for instance policy formulated visions to concrete operations. It is also envisaged that the student should be able to reflect critically to the use of spatial data analysis and their relevance to specific issues.</p>
Teaching and working methods	<p>The course consists of a series of lectures with associated lab sessions. It is expected that the students participate in the lab sessions</p>
Prerequisites for participation in the exam	<p>The students must participate in 2 of 3 rounds of pergrading of exercises.</p>
Type of exam	<div style="background-color: #e0e0e0; padding: 10px;"> <p><b>Type of exam</b> Individual written take-home assignment given by the lecturer.</p> <p>The character limit of the assignment is: maximum 1.200 characters, including spaces. The character limit includes the cover, table of contents,</p> </div>

	<p>bibliography, figures and other illustrations, but exclude any appendices.</p> <p>The duration of the take-home assignment is 7 days and may include weekends and public holidays.</p> <p>Assessment: 7-point grading scale.</p>
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<b>Title</b>	<b>Project Module 2: Mobilities and Globalizing Cities - Roskilde</b>
Amended	01.09.2021
Teaching language	English
Type of activity	Project
ECTS-rating	15 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> <li>• Knowledge and understanding of central elements of planning theories and practical areas of planning based on the highest levels of international research</li> <li>• Knowledge and understanding of the importance of globalization and mobility in relation to concrete planning contexts</li> <li>• Knowledge and understanding of how to identify and discuss the characteristics of data and methods used in analysis or project design</li> <li>• Ability to independently, and on an interdisciplinary basis, carry out in-depth studies of planning challenges with the emphasis on either a more theoretical-analytical or more practical application-oriented approach</li> <li>• Ability to express oneself clearly and with nuance in accordance with scientific requirements and norms by means of relevant terms</li> <li>• Ability to use relevant theoretical and methodological tools in the analysis and during the collection of empirical evidence for the research question</li> <li>• Competence to independently justify and discuss the relevance of selected social scientific literature, as well as to discuss its value in the light of the chosen research question and/or planning practice</li> <li>• Competence to identify and discuss the characteristics of data and methods used in analysis or project design</li> </ul>

	<ul style="list-style-type: none"> <li>• Competence to communicate and discuss the results of the project along with implications for planning theory and practice</li> <li>• Competence to use planning tools and methods in solving concrete research questions</li> <li>• A further developed competence to manage complex study situations and to collaborate in an academic and interdisciplinary manner.</li> </ul>
Overall content	<p>Students must, through the project work, translate relevant planning theories and methods into analyses or design of planning processes and plans in relation to a concrete case or case field to be agreed with the study leader. They should also reflect on the implications of their analysis for planning debates and practice in the field of study.</p> <p>Students should further consider the value of and make use of GIS and/or participatory methods and/or creative and qualitative methods, as appropriate for their specific project. If relevant, use may be made of self-produced photographs, video and/or sound recordings as part of the submitted materials.</p>
Teaching and working methods	Group work and supervision
Type of exam	<p><b>Type of exam</b> Group exam for the participants in the project work.</p> <p>The exam is based on the students' project report. The exam includes individual presentations on a topic of the students' own choice. The topic must be relevant to the issues highlighted in the project report. Each individual presentation including questions lasts up to 5 minutes. The individual presentations are followed by a dialogue between the students and the assessors based on the project.</p> <p>There may be posed questions related to the subject area of the project report.</p> <p>The assessment is individual and is based on the project report and the student's oral performance.</p> <p>Permitted group size: 2-6 students.</p> <p>The character limits of the project report are:  For 2 students: 69,600-96,000 characters, including spaces.  For 3 students: 84,000-108,000 characters, including spaces.  For 4 students: 96,000-112,800 characters, including spaces.  For 5 students: 112,800-122,400 characters, including spaces.  For 6 students: 134,400-146,400 characters, including spaces.  The character limits include the cover, table of contents, summary, bibliography, figures and other illustrations, but exclude any appendices.</p>

	<p>Time allowed for exam including time used for assessment is for:</p> <p>2 students: 60 minutes.  3 students: 75 minutes.  4 students: 90 minutes.  5 students: 105 minutes.  6 students: 120 minutes.</p> <p>Spelling and communication skills in the project report are part of the assessment.</p> <p>Permitted support and preparation materials during the exam: All.</p> <p>Assessment: 7-point grading scale.  Moderation: Internal co-assessor.</p>
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Title	Project-oriented Internship – Roskilde University
Amended	2021
Teaching language	English
Type of activity	Project-oriented Internship – Roskilde University
ECTS-rating	15 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> <li>• Knowledge and understanding of how relevant theories and methods can be used to address urban planning issues and problems</li> <li>• Knowledge of and insight into current academic literature relevant to addressing the research questions of the internship project</li> <li>• Ability to identify, work with and analyse academically relevant research questions in specific practical contexts</li> <li>• Ability to apply theories, methods and approaches from the programme to address practical problems and issues within the context of the internship</li> <li>• Ability to reflect on the academic competences needed to participate in, understand or solve practical tasks/research questions</li> <li>• Ability to evaluate and reflect on how knowledge, skills and competences obtained through the programme can be applied to work on practice assignments/research questions</li> </ul>

	<ul style="list-style-type: none"> <li>• Competency in independently compiling a project-oriented internship, including planning and managing the workflow</li> <li>• Competency in relating practical knowledge and experience to the programme's academic theories, concepts and methods.</li> </ul>
Overall content	<p>The project-oriented internship may be taken as an alternative to the Project Model 2. It provides an opportunity to learn through a mix of practical work, reflection on the intersection between theory and practice, and independent preparation of the internship report under the guidance of an internship supervisor.</p> <p>Students are themselves responsible for finding and securing an internship host, and for the practical implementation of the internship, including ensuring that both their tasks for the host and their obligations to the university are fulfilled.</p> <p>The internship must be approved by the study leader before it is commenced. The main activities must be described, and they must lie within the field of the programme. The total work commitment is around 400 hours, of which at least 100 hours should be used for specific study activities.</p> <p>A written project report must be prepared. The problem statement is defined by the student but must relate to theoretical or empirical issues from the field of the programme, which the internship at the host organization or its activities provide an opportunity to explore and illuminate.</p> <p>The student must complete a midway report. Details will be published on Moodle before the start of term.</p>
Teaching and working methods	Project-oriented internship, including supervision meetings and evaluation.
Type of exam	<p><b>Type of exam</b> Oral exam based on the internship project report</p> <p>The exam starts with an individual presentation on a subject of the student's own choice that is relevant for the issues highlighted in the project report. The presentation may last up to 5 minutes. The presentation is followed by a dialogue between the student and the assessors on the basis of the internship project report.</p> <p>There may be posed questions related to the subject area of the project report. The assessment based on the project report and the student's oral performance.</p> <p>The character limit of the internship report is 38,400 - 50,400 characters, including spaces. The character limits include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p>



	<p>The report must include a summary with a maximum 4,800 characters that presents the main overall aims and points of the project. It should also include a discussion of relevant academic literature that addresses the field that the internship report deals with, and that serves to frame the report.</p> <p>The time allowed for the examination, including time for assessment, is 30 minutes.</p> <p>Permitted support and preparation materials during the examination: All</p> <p>Assessment: 7-point grading scale.</p> <p>Moderation: Internal co-assessor.</p>
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Title	Catching Urbanity - Malmö
Amended	01.09.2021
Teaching language	English
Type of activity	Course
ECTS-rating	15 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> <li>• Knowledge and understanding of key methodologies in the field of urban studies</li> <li>• Insight into the possibilities and limitations of urban research, its potential roles in society and the responsibility of the individual for how it is used</li> <li>• Ability to critically and systematically integrate knowledge and analyse, assess and deal with complex urban phenomena, issues and situations even with limited information</li> <li>• Ability to critically, autonomously and creatively, in cooperation with social actors, identify and formulate issues in relation to contemporary urban challenges</li> <li>• Ability to plan and implement and, using appropriate methods, undertake advanced tasks within predetermined time frames and thus contribute to the formation of knowledge as well as the ability to evaluate this work</li> <li>• Ability to make assessments in the main field of urban studies informed by relevant disciplinary, social and ethical issues, and to demonstrate awareness of ethical aspects of research and development work</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to clearly report and discuss conclusions and the knowledge and the arguments on which they are based in dialogue with different groups</li> <li>• Introductory knowledge about GIS methods and applications for urban planners, and in relation to planning projects</li> <li>• Ability to work with GIS data and techniques in relation to urban planning</li> </ul>
Overall content	<p>The purpose of the course is for students to develop their knowledge of methodological and theory of knowledge issues in the main field of urban studies. A further aim is for students to develop their skills in identifying and concretely addressing urban contexts and questions in order to achieve a dialogue with urban development actors. The course is structured around three interactive themes that form a complex unity: • Identifying important and interesting urban contexts. • Analysing these urban contexts based on the use of different methodologies. • Concretising in text and image the urban contexts as a means of communication, critique and development. The course consists of several interactive elements: • Introductory lectures on methodological and theory of knowledge themes relevant to urban studies. • Practical workshops where students identify important and interesting urban contexts and develop their skills in analysing them. • Examination presentations where students analyse, interpret and comment upon urban contexts in text and image, for example using a poster format.</p>
Teaching and working methods	<p>Lectures, workshops, exercises, various kinds of seminars, and presentations in the form of text and image, in addition to individual literature studies.</p>
Type of exam	<p><b>Type of exam</b> Examination is through a combination of the following:</p> <ul style="list-style-type: none"> <li>• Active individual participation in workshops where students identify significant urban contexts (5 ECTS) (objectives 1-3) (grading scale A-E, U)</li> <li>• Analysis, interpretation and concrete accounts of urban contexts presented orally at mandatory seminars (5 ECTS) (objectives 1-7) (grading scale U/G) as well as with text and images (5 ECTS) (objectives 1-7) (grading scale A-E, U).</li> </ul> <p>For rules regarding the examination, re-examination etc. reference should be made to the Examination Regulations of Malmö University.</p>

<b>Title</b>	<b>Making Urban Studies - Malmö</b>
Amended	01.09.2020
Teaching language	English

Type of activity	Project
ECTS-rating	15 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> <li>• Specialised knowledge in selected areas of urban studies as well as a deepened insight into current research and development work</li> <li>• Specialised methodological knowledge in the field of urban studies</li> <li>• Ability to participate in research and development work or autonomous employment in some other qualified capacity within urban studies</li> <li>• A further developed ability to critically, independently and creatively identify and formulate issues within urban studies</li> <li>• A further developed ability to critically and systematically integrate knowledge and to analyse, assess and deal with complex phenomena, issues and situations even with limited information</li> <li>• Ability to plan and implement and, using appropriate methods, undertake advanced tasks within predetermined time frames and thus contribute to the formation of knowledge as well as the ability to evaluate this work</li> <li>• A further developed ability to critically, autonomously and creatively, in cooperation with social actors, identify and formulate issues in relation to contemporary urban challenges</li> <li>• A further developed ability to clearly report and discuss conclusions and the knowledge and the arguments on which they are based in dialogue with different audiences within the framework of the international context of the program</li> <li>• A further developed ability to make assessments in urban studies informed by relevant disciplinary, social and ethical issues and also to demonstrate awareness of ethical aspects of research and development work</li> <li>• Ability to critically discuss the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used</li> <li>• Ability to identify the personal need for further knowledge and take responsibility for ongoing learning.</li> </ul>
Overall content	<p>The purpose of this course is for students, through specialization, to develop their ability to independently relate to current research within the main field of urban studies. The course consists of independent research work under qualified supervision. The course consists of several integrated elements: • Introductory presentations of possible student projects within the main field of urban studies. • Group supervision where students comment on each other's ongoing work. • Seminars where students present and express criticism of each other's research products.</p>

Teaching and working methods	Essay writing and assembling presentation material, inspiration seminars of various types, gathering of research material, and group supervision and opposition seminars, in addition to individual literature studies.
Type of exam	<p><b>Type of exam</b> Examination is by the following means:</p> <ul style="list-style-type: none"> <li>• Written and oral presentations of research work in the field of urban studies, either in the form of an essay or in the form of a realised project cooperation in groups (10 ECTS) (objectives 1-11) (grading scale A-E, U)</li> <li>• Criticism of another students' equivalent work (2.5 ECTS) (objectives 1-11) (grading scale U/G)</li> <li>• Active participation in group supervision and active participation in seminars (2.5 ECTS) (objectives 1-11) (grading scale U/G).</li> </ul> <p>For rules regarding the examination, re-examination, etc. reference should be made to the Examination Regulations of Malmö University.</p>

## 2.4 Third semester

### Objective

The third semester includes more practice-orientated perspectives with the aim of providing students with (further) understanding of and experience in practical planning and methods related to urban development. The semester overall strengthens the students' abilities to integrate theoretical understanding and analytical tools in order to study and work with urban development processes in different international contexts, and provides insights into modes of cooperation between public authorities and private actors on various scales. It further advances the students' abilities to reflect independently on different aspects of urban development in terms of their impact on, for example, everyday life and intercultural environment. Students should choose one of the following tracks.

### **Specialisation at UIT - The Arctic University of Norway: Planning and Culture in the Urban North - Comparative Perspectives**

This track allows students to study urban challenges, opportunities and planning practices of Arctic cities in a global context. It also develops skills and experience in methodology, in explorative fieldwork methods and in the use of geographical information systems (GIS) for addressing ongoing planning processes and issues. The Arctic Cities Field Course integrates theoretical understanding and reflection on regional development with analytical methods and tools. Through a course on Culture, Politics and Planning, students also explore urban development and geopolitics in the North in relation to macro trends in the Global South in terms of climate change, migration to cities, generational and economic inequities, privatization and securitization of city spaces, before zooming in on specific urban cases.

### **Specialisation at Roskilde University: Planning in Practice – Project or Project-Oriented Internship (30 ECTS)**

This track provides students with an opportunity to develop their interests, skills, practical experience and profiles either through an extended group project or through a semester-long project-oriented internship. The project or

internship is supported and supplemented by mandatory workshops and taught sessions, which develop understanding and skills relating to planning in practice, project and process management, and ways of collaborating and working with different actors on planning issues and projects. (Note that since students must be mobile for at least one of semester 2 and 3, it is not possible to take two internships for this programme at RUC).

**Programme elements**

**Specialisation at UiT - The Arctic University of Norway: Planning and Culture in the Urban North – Comparative Perspectives**

- Arctic Cities Field Course (20 ECTS)
- Culture, Politics and Planning (10 ECTS)

**Specialisation at Roskilde University: Planning in Practice**

- Project: Planning in Practice (30 ECTS) or
- Project-oriented internship (30 ECTS)

<b>Title</b>	<b>Arctic Cities Field Course – UiT The Arctic University of Norway</b>
Amended	1 September 2021
Teaching language	English
Type of activity	Field course
ECTS-rating	20 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> <li>• Insight into the characteristics of Arctic cities, and a theoretical understanding of their specificities, similarities and differences, as well as the challenges they face in the development of today’s Nordic countries</li> <li>• Understanding of fieldwork methodology</li> <li>• Analytical understanding of the driving forces behind urbanization and regional development</li> <li>• Understanding of the dynamics between players at various geographical levels - local and global forces</li> <li>• Make use of perspectives on urban life in the North, with an emphasis on the sustainability, governance and planning of Arctic cities</li> <li>• Use available data sources, undertake participant observation and apply qualitative interview techniques</li> <li>• Apply field work methods relevant to the study and practice of urban planning, urban development and process management</li> <li>• Work in a group, both in the ongoing academic discussions and when writing a field report after the field trip</li> <li>• Competent use of theoretical and analytical concepts relevant to urban planning and development in an Arctic environment</li> <li>• Competencies in understanding processes and conflicts in planning processes</li> </ul>

	<ul style="list-style-type: none"> <li>• Competencies in navigating between different professional skills in planning processes</li> </ul>
Overall content	<p>In this course, emphasis is placed on important aspects of the development of the urban Arctic, and on how cities in the Arctic are undergoing socio-cultural and spatial reorganisation and changes. In contrast to the impression given by conventional images of the Arctic landscape, urbanisation processes in the Arctic are common and widespread. The course provides an overview of urban development in the Arctic, and research-based reflection on what urbanisation means to people in an Arctic context. In this course, students will be invited to reflect more deeply on issues of Arctic urbanisation, in which the relationship between nature and culture, centre and periphery, and majority and minority cultures is challenging traditional methods and practice in physical planning.</p> <p>The course involves field studies in a Nordic city. The course integrates theoretical understanding and reflections on regional development with analytical tools to study ongoing processes of urban development in a Nordic context. The focus is on how planning methods and tools are used and combined in ongoing planning processes involving conflict management and resolution. The course will address issues both in relation to the urban core, such as the compact city, cultural heritage, etc., and processes of interaction between the urban center and the regional periphery. The course materials and syllabus will cover theories of planning and development of cities and regions, methods of urban analysis (e.g. socio-cultural place analysis and mapping), research ethics and insight into planning practice and planning documents.</p>
Teaching and working methods	Lectures, seminars, and workshops with student presentations are combined with field studies in an Arctic urban region.
Prerequisites for participation in the exam	<p>The following course work requirements must be completed and approved in order to take the final exam:</p> <p>Presentation of an Arctic urban case study at a seminar.</p> <p>Field report (in groups and with the option to deliver an individual group report) illustrating all or either of the following field work methods and aspects: observation, interview, mapping, reflection on the researchers' position in an Arctic environment</p>
Type of exam	<div style="background-color: #e0e0e0; padding: 10px;"> <p><b>Type of exam</b> The exam will consist of:</p> <ul style="list-style-type: none"> <li>• Group presentations of the field work</li> <li>• One week home exam</li> </ul> <p>The students will obtain a final grade on the first two points, where the project presentation and the home exam are weighted 40% and 60% respectively.</p> </div>

The exam will be assessed on an A-F grades scale. Grades are A-E for passed and F for failed

<b>Title</b>	<b>Culture, Politics and Planning – UiT The Arctic University of Norway</b>
Amended	01.09.2020
Teaching language	English
Type of activity	Course
ECTS-rating	10 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> <li>• Basic theoretical insights into how mega-trends in urban development in the Global South increasingly influence the frame conditions of Arctic cities, their cultural diversity and planning challenges</li> <li>• Abilities to reason around current central High North/Global South interdependences and to project alternative scenarios for Arctic urban development and planning challenges</li> <li>• Competences to apply practice-relevant theoretical and analytical concepts that address policy development and planning</li> <li>• Proficiency in making use of these global comparative perspectives in reflecting critically on concrete urban policy and planning issues</li> </ul>
Overall content	<p>This course starts with a brief theoretical introduction to major contestations around the concept of culture in contemporary social sciences and humanities. This is followed by an overview of shifts in interdisciplinary and thematic angles on ‘culture in development’, from the classical era of development in the late 20th century to current rather instrumental uses of culture as a result of the neo-liberal turn and a policy focus on integration and smart city concepts, within which privatization and securitization figures prominently.</p> <p>A major focus is on how planning cultures and urban projects in Asian and African mega cities respond to mega trends (climate changes, tourism, youth unemployment, voluntary and involuntary migration, violent conflict, privatization of security and basic services) and emerging and future implications for Arctic cities.</p>
Teaching and working methods	Lectures, seminars, workshop and student presentations, in addition to individual literature studies.
Type of exam	

	<p><b>Type of exam</b>  Individual essay assignment of approx. 8-10 pages (3500-4000 words). The students are given a week to write the assignment.</p> <p>Permitted support and preparation materials during the examination: All.</p> <p>Assessment: A-F. The grading scale goes from A (highest grade) to E (passed) and F (not passed).</p> <p>Moderation: External</p>
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<b>Title</b>	<b>Project module 3: Planning in Practice - Roskilde</b>
Amended	1 September 2021
Teaching language	English
Type of activity	Project
ECTS-rating	30 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> <li>• Knowledge and understanding of relevant planning theories and practical areas of planning based on the highest levels of international research</li> <li>• Knowledge and understanding of how to identify and discuss the characteristics of data and methods used in analysis or project design</li> <li>• Knowledge and understanding of project management, and of forms of project development and organization</li> <li>• Knowledge and understanding of how processes in planning, development and governance shape outcomes</li> <li>• Ability to independently, and on an interdisciplinary basis, carry out in-depth studies of planning challenges and practices</li> <li>• Ability to express oneself clearly and with nuance in accordance with scientific requirements and norms by means of relevant term</li> <li>• Ability to use relevant theoretical and methodological tools in the analysis and during the collection of empirical evidence</li> <li>• Ability to reflect critically on management and/or governance of urban development projects and practices</li> <li>• Competence to independently justify and discuss the relevance of selected social scientific literature, as well as to discuss its value in the light of the chosen research question and/or planning practice</li> </ul>



	<ul style="list-style-type: none"> <li>• Competence to identify and discuss the characteristics of data and methods used in analysis or project design</li> <li>• Competences to identify, understand, involve and collaborate with relevant actors in urban development projects</li> <li>• Competence to communicate and discuss the results of the project along with implications for planning theory and practice</li> <li>• Competence to use planning tools and methods in solving concrete research questions</li> <li>• A further developed competence to manage complex study situations and to collaborate in an academic and interdisciplinary manner</li> </ul>
Overall content	<p>Students must, through the project work, translate relevant planning theories and methods into analyses or design of planning processes, practices and plans in relation to a concrete case or case field to be agreed with the study leader. They should reflect on the implications of their analysis for planning debates and practice in the field of study.</p> <p>Students should further consider the value of and make use of relevant methods for their specific project. If relevant, use may be made of self-produced photographs, video and/or sound recordings as part of the submitted materials.</p> <p>The group project work is accompanied by mandatory workshops and taught sessions that cover relevant areas of knowledge and competence, including in project management and organisation, and in the roles of different actors in planning projects and practices as well as means of collaboration.</p> <p>The total work commitment is around 800 hours, including workshops, taught sessions and associated activities.</p>
Teaching and working methods	Group work, supervision, workshops and seminars.
Prerequisites for participation in the exam	<p>Prerequisites for participation in the exam: Active, satisfactory and regular participation.</p> <p>Active, satisfactory and regular attendance means:</p> <p>Attendance in at least 75 % of the teaching activities. Teaching activities include participation in workshops and seminars based on lectures, submitting and discussing texts and commenting on texts produced by others.</p> <p>If the prerequisites are not fulfilled, the re-exam is an individual written assignment that must be submitted for each part of the teaching activities that has been missed. The assignment is a reflection paper and must be between 4,800 and 7,200 characters, including spaces. The size specifications include the title page, table of contents, bibliography, figures, and other illustrations, but does not include appendices.</p> <p>Participation in mid-term evaluation. For the mid-term evaluation, the project group must submit a group assignment containing a written account of the project status. The assignment should include a</p>

	<p>presentation of the project including problem formulation, methods and theories to be applied. The assignment must be between 14,400 and 24,000 characters, including spaces. The size specifications include the title page, table of contents, bibliography, figures, and other illustrations, but do not include appendices.</p> <p>If a student is unable to attend the mid-term evaluation due to illness an individual written assignment must be submitted no more than one week after the date of the mid-term evaluation. The assignment should briefly account for the main points in the feedback group's assignment and give the group feedback on how to continue work on their project. The supervisor will assess whether the feedback given is satisfactory. The assignment must be between 2,400 and 4,800 characters, including spaces. The size specifications include the title page, table of contents, bibliography, figures, and other illustrations, but does not include appendices.</p>
<p>Type of exam</p>	<p><b>Type of exam</b> Group exam for the participants in the project work.</p> <p>The exam is based on the students' project report. The exam includes individual presentations on a topic of the students' own choice. The topic must be relevant to the issues highlighted in the project report. Each individual presentation including questions lasts up to 5 minutes. The individual presentations are followed by a dialogue between the students and the assessors based on the project.</p> <p>There may be posed questions related to the subject area of the project report.</p> <p>The assessment is individual and is based on the project report and the student's oral performance.</p> <p>Permitted group size: 2-6 students.</p> <p>The character limits of the project report are:  For 2 students: 100,800-151,200 characters, including spaces.  For 3 students: 110,400-177,600 characters, including spaces.  For 4 students: 122,400-182,400 characters, including spaces.  For 5 students: 151,200-223,200 characters, including spaces.  For 6 students: 177,600-240,000 characters, including spaces.  The character limits include the cover, table of contents, summary, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>Time allowed for exam including time used for assessment is for:  2 students: 60 minutes.  3 students: 75 minutes.  4 students: 90 minutes.  5 students: 105 minutes.</p>

	<p>6 students: 120 minutes.</p> <p>Spelling and communication skills in the project report are part of the assessment.</p> <p>Permitted support and preparation materials during the exam: All.</p> <p>Assessment: 7-point grading scale. Moderation: Internal co-assessor.</p>
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Title	Project-oriented internship - Roskilde University
Amended	1 September 2021
Teaching language	English
Type of activity	Internship
ECTS-rating	30 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> <li>• Knowledge and understanding of how relevant theories and methods can be used to address urban planning issues and problems</li> <li>• Knowledge of and insight into current academic literature relevant to addressing the research questions of the internship project</li> <li>• Knowledge and understanding of project management, and of forms of project development and organization</li> <li>• Knowledge and understanding of how processes in planning, development and governance shape outcomes</li> <li>• Ability to identify, work with and analyse academically relevant research questions in specific practical contexts</li> <li>• Ability to apply theories, methods and approaches from the programme to address practical problems and issues within the context of the internship</li> <li>• Ability to reflect on the academic competences needed to participate in, understand or solve practical tasks/research questions</li> <li>• Ability to reflect critically on management and/or governance of urban development projects and practices</li> <li>• Ability to evaluate and reflect on how knowledge, skills and competences obtained through the programme can be applied to work on practice assignments/research questions</li> </ul>

	<ul style="list-style-type: none"> <li>• Competences to identify, understand, involve and collaborate with relevant actors in urban development projects</li> <li>• Competency in independently compiling a project-oriented internship, including planning and managing the workflow</li> <li>• Competency in relating practical knowledge and experience to the programme's academic theories, concepts and methods</li> </ul>
Overall content	<p>This extended project-oriented internship provides an opportunity to learn through a mix of practical work, reflection on the intersection between theory and practice, and independent preparation of the internship report under the guidance of an internship supervisor.</p> <p>The group project work is accompanied by mandatory workshops and taught sessions that cover relevant areas of knowledge and competence, including in project management and organisation, and in the roles of different actors in planning projects and practices as well as means of collaboration.</p> <p>Students are themselves responsible for finding and securing an internship host, and for the practical implementation of the internship, including ensuring that both their tasks for the host and their obligations to the university are fulfilled.</p> <p>The internship must be approved by the study leader before it is commenced. The main activities must be described and they must lie within the field of the programme. The total work commitment is around 800 hours, of which at least 200 hours should be used for specific study activities, including workshops and taught sessions.</p> <p>A portfolio of written materials must be prepared, including a written project report. The precise requirements and lengths for these will be set out on Moodle before the start of the semester. The problem statement is defined by the student but must relate to theoretical or empirical issues from the field of the programme, which the internship at the host organization or its activities provide an opportunity to explore and illuminate.</p>
Teaching and working methods	Project-oriented internship, including supervision meetings, workshops, teaching sessions and evaluation.
Prerequisites for participation in the exam	<p>Prerequisites for participation in the exam: Active, satisfactory and regular participation</p> <p>Active, satisfactory and regular attendance means:</p> <p>Attendance in at least 75 % of the teaching activities. Teaching activities include participation in workshops and seminars based on lectures, submitting and discussing texts and commenting on texts produced by others.</p> <p>If the prerequisites are not fulfilled, the re-exam is an individual written assignment that must be submitted for each part of the teaching activities that has been missed". The assignment is a reflection paper and must be between 4,800 and 7,200 characters, including spaces. The size specifications include the title page, table of contents, bibliography, figures, and other illustrations, but does not include appendices.</p>

	<p>Participation in mid-term evaluation. For the mid-term evaluation, the intern must submit an assignment containing a written account of the project status. The format for this will be posted on Moodle or distributed by the course organiser. The assignment must be between 14,400 og 24,000 characters, including spaces. The size specifications include the title page, table of contents, bibliography, figures, and other illustrations, but do not include appendices.</p> <p>If a student is unable to attend the mid-term evaluation due to illness an individual written assignment must be submitted no more than one week after the date of the mid-term evaluation. The assignment should briefly account for the main points in the feedback assignment and give the feedback on how to continue work on their project. The supervisor will assess whether the feedback given is satisfactory. The assignment must be between 2,400 and 4,800 characters, including spaces. The size specifications include the title page, table of contents, bibliography, figures, and other illustrations, but does not include appendices.</p>
Type of exam	<p><b>Type of exam</b> Oral exam based on the internship portfolio.</p> <p>The exam begins with a presentation based on the portfolio. The presentation may last up to 5 minutes. The presentation is followed by a dialogue between the student and the assessors on the basis of the internship portfolio. There may be posed questions within the main area(s) of the internship report.</p> <p>The portfolio consists of 3 products, which are made or partially made during the internship. The portfolio's specific products and the recommended size (character limits) for the individual products are described under 'Teaching and working methods'.</p> <p>The character limit of the internship portfolio is 72,000-88,800 characters, including spaces. The character limits include the cover, table of contents, bibliography, figures and other illustrations, but exclude any appendices.</p> <p>The portfolio (incl. other products that are part of the portfolio) must be submitted at <a href="http://eksamen.ruc.dk">eksamen.ruc.dk</a> at the same time. Handing in the portfolio or parts of the portfolio to the supervisor for feedback, cannot replace the upload to <a href="http://eksamen.ruc.dk">eksamen.ruc.dk</a>.</p> <p>Time allowed for exam including time used for assessment: 30 minutes.</p> <p>An overall assessment of the portfolio and the oral performance is given. Spelling and communication skills in the portfolio are part of the assessment.</p> <p>Permitted support and preparation materials at the oral exam:</p>

	<p>All.</p> <p>Assessment: 7-point grading scale.</p> <p>Moderation: Internal co-assessor.</p>
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## 2.5 Fourth semester - thesis

### Objective

The master thesis is set at 30 ECTS. The master thesis is written in the teaching and examination language of the subject. For this programme the teaching and examination language is English. The Head of Studies must approve the problem formulation of the master thesis, and the Head of Studies will, at the same time, set a deadline for submission in accordance with the university's 'Enrolment and examination regulation'. Concurrently with the approval of the problem formulation, the Head of Studies will appoint a supervisor for the master thesis.

The thesis work is carried out individually or in groups, according to the regulations that apply at the relevant university. The master thesis work usually completes the programme. The Board of Studies may exempt from this.

### Programme elements

- Master Thesis - Roskilde University, UiT The Arctic University of Norway and Malmö University

At UiT The Arctic University of Norway, the master thesis is assessed according to the Norwegian grading scale A – F. A is the best mark and F is failed.

At UiT The Arctic University of Norway the master thesis follows the written length specifications, professional requirements and the grading scale of the "Examination Regulation for The Arctic University of Norway". UiT's Examination Regulation is based on national rules.

At Malmö University, the master thesis is assessed according to a grading scale from A - U. A is best mark and U is failed.

At Malmö University, the master thesis follows the written length specifications, professional requirements and grading scale of the "local examination regulation" of Malmö University. The local examination regulations at Malmö University is based on national rules.

Excellent (A), Very Good (B), Good (C), Satisfactory (D), Pass (E) or Fail (U).

Title	Master Thesis - Roskilde University
Amended	1.9.2020
Teaching language	English
Type of activity	Master Thesis
ECTS-rating	30 ECTS
Learning outcomes and assessment criteria	<ul style="list-style-type: none"> <li>• Research-based knowledge of selected subject areas and understanding of and reflection on how one's own thesis research fits into its academic context</li> </ul>

	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the academic genre and the academic target group to which the master’s thesis is addressed</li> <li>• Proficiency in using and mastering scientific theories and methods while working with a defined, professional and relevant research question</li> <li>• Proficiency in identifying scientific research questions</li> <li>• Proficiency in analysing, categorising, discussing, arguing, reflecting and evaluating on a scientific basis</li> <li>• Proficiency in critically addressing and choosing scientific sources, literature, theory and methods</li> <li>• Proficiency in discussing and participating in academic argumentation</li> <li>• Proficiency in writing in accordance with academic standards and for an academic target group</li> <li>• Competences in independently initiating, managing and conducting a lengthy academic study and writing process</li> <li>• Competences in identifying and taking responsibility for own professional and written language development and specialisation</li> </ul>
<p>Type of exam</p>	<p><b>Type of exam</b>  The Master’s Thesis assessment is based on the written product and the oral exam.</p> <p>The master thesis can be written individually or in a group.  Permitted group size: 2-3 students.</p> <p>The oral exam is individual for students that have written the thesis alone or students that have requested an individual exam. All other oral master thesis exams are conducted as group exams.</p> <p>The oral exam will be based on the master thesis. The students begin the exam with a short presentation (5 min per student), followed by a dialogue between the student, examiner and external examiner. There may be posed questions related to the subject area(s) that the master thesis covers.</p> <p>The assessment is individual and based on the student's individual performance.  The assessment is an assessment of the master thesis and the oral performance.</p> <p>The character limits of the master thesis are:  For 1 student: 86,400-132,000 characters, including spaces.  For 2 students: 115,200-163,200 characters, including spaces.  For 3 students: 120,000-168,000 characters, including spaces.</p> <p>The character limits include the cover, table of contents,</p>

summary, bibliography, figures and other illustrations, but exclude any appendices.

The master thesis must include a summary.  
The summary can either be written in English or Danish.  
The summary is included in the overall assessment.

Time allowed for exam including time used for assessment for:  
1 student: 30 minutes.  
2 students: 60 minutes.  
3 students: 75 minutes.

Spelling and communication skills in the thesis are part of the assessment.

Permitted support and preparation materials at the oral exam:  
All.

Assessment: 7-point grading scale.  
Moderation: External examiner.

### **3. Special provisions for examinations at UiT – The Arctic University of Norway and Malmö University**

#### **3.1 UiT – The Arctic University of Norway**

Examinations held at UiT – The Arctic University of Norway are subject to the regulations of this university.

Information for students at UiT – The Arctic University of Norway can be found at: <https://en.uit.no/startside>

The grading scale can be found at: <https://uit.no/eksamen><https://uit.no/eksamen><https://uit.no/eksamen>

#### **3.2 Malmö University**

Examinations held at Malmö University are subject to the regulations of this university.

Information for students at Malmö University can be found at: <https://www.mah.se/english/Student/For-your-studies/Student-Rights-and-Obligations/>

The grading scale can be found at: <https://www.mah.se/english/Student/Student-services/Degree-Office/Grading-Systems/>



## **4. General provisions**

### **4.1 Credit**

On the basis of an application for credit transfer or pre-approval of credit transfer from the student, the Board of Studies will make an academic assessment of whether the programme elements that are included in another programme in Denmark or abroad, can replace the programme elements in the programme at Roskilde University, see the University Programme Order.

A decision of the Board of Studies regarding rejections or partial rejections of applications for credit transfer for completed Danish programme elements and pre-approved credit transfer for Danish or foreign programme elements, can be appealed to a credit transfer appeals board if the appeal concerns the academic assessment, cf. the rules set out in the Ministerial Order on Boards of Appeals for Decisions on Credit Transfer on University Programmes (the Credit Transfer Appeals Board Order). The deadline for submission of an appeal is two weeks from the day the decision is announced to the students.

A decision of the Board of Studies regarding rejections or partial rejections of applications for credit transfer for completed foreign programme elements may be appealed to the Qualifications Board) if the appeal concerns the academic assessment, (cf. the rules set out in the Danish Assessment of Foreign Qualifications etc.). The deadline for submission of an appeal is four weeks from the day the decision is announced to the student.

### **4.2 Mobility and studying abroad**

#### **Study abroad**

A student can apply to the Board of Studies for pre-approval to complete a stay abroad, which instead replaces individual parts of the ordinary education programme. The detailed rules are available on the university's website.

### **4.3 Special examination conditions**

The university can offer special examination conditions for students with physical or mental functional impairments, if the University assesses that this is necessary in order to secure equal opportunities for these students in the examination situation. The provision of such facilities must not result in an alteration of the examination standard.

### **4.4 Selection criteria**

If there are more students who wish to take a given course, etc., than there are places for, the following selection criteria will be applied:

Drawing lots

### **4.5 Other provisions**

General provisions regarding registration, the examination, tests and other assessment can be found in the university's Common rules, the Examination Order and the Grading Scale Order, etc.

## **5. Exemption and right of complaint**

### **5.1 Exemption**

The Board of Studies can, when justified in unusual circumstances, allow exemption from the rules in the study regulation, which are solely determined by the Board of Studies.

### **5.2 Right of complaint**

A decision made by the Board of Studies pursuant to this study regulation can be appealed to Rector, if the appeal concerns legal issues. The deadline for submission of an appeal is two weeks from the day the decision is announced to the student.

The rector's decision on legal questions can be appealed to the Ministry of Higher Education and Science.

## **6. Approval**

### **6.1 Approved by the Board of Studies**

Approved by the Board of Studies for Planning and Geography on 30 October 2020.

The chairperson for external examiners is informed about amendments before the study regulation comes into force.

### **6.2 Transitional rules**

Students enrolled 1 September 2020 must complete their studies in accordance with the study regulations of 1 September 2020.

### **6.3 Approved by Rector**

Approved by Rector Hanne Leth Andersen on 23 November 2020.