



**M Human Geography
Radboud University**

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Summary

Standard 1. Intended learning outcomes

The panel appreciates the profile and vision of the master HG to educate critical thinkers with a strong theoretical basis who can proactively contribute to complex and specialized socio-spatial problems. The six specializations offer room for students to study specific human geography-related areas and challenges, and demonstrate through various policy issues the role of space and place in debates, conflicts, and societal developments. The panel noted that students tend to not notice this overall narrative when focusing on their specialization, and recommends making the human geography umbrella of the programme more explicit to students. This could include the specific mentioning of human geography in the intended learning outcomes and reflecting it in the curricula of the individual specializations. The planned restructuring of the current six specializations into four is welcomed by the panel in light of developments in the field and staff expertise.

The panel believes that the intended learning outcomes are well formulated and appropriate for the academic master's level of the programme and the expectations from the academic field and labour market. The dual variant, which shares its intended learning outcomes and courses with the fulltime variant, offers students the opportunity to provide students with professional experience and a better understanding of how academic work can be integrated into applied professional work.

Standard 2. Teaching-learning environment

According to the panel, the master's programme Human Geography has a clear and well-structured curriculum that aligns with the programme profile and intended learning outcomes. The curriculum offers students a balanced mix of theoretical content, academic skills and professional experience in each of the six specializations. The panel recommends programme management to investigate whether rebalancing the focus in the curriculum is advisable by paying more attention to research methodology in courses or supervision and by putting less emphasis on socio-spatial challenges related to globalization, possibly making use of the restructuring of the specializations for this. Teaching methods are varied and interactive, although the balance between group and individual work might need additional reflection and adjustment. English as the language of instruction supports the goal of creating an international classroom, as well as allows for engagement in international collaborations, such as online projects with partner universities and the dual degree with Yogyakarta. The dual variant, in which students combine the curriculum with additional work experience, aligns well with the programme's goals but is currently not appealing to students due to the responsibility placed on students themselves to find suitable arrangements with employers. The panel encourages the programme to reflect on the added value of the dual variant and to invest in a more structured set-up with preferred partners and guidance structure if it wishes to maintain it.

Student guidance is well organized, with short lines of communication between students and teaching staff. Students feel well supported and easily find their way to support. Information provision is in order, as well as support for students with functional impairments. The admission criteria are appropriate and allow for a multidisciplinary and diverse student population. The teaching staff has extensive expertise in the field, and is committed and diverse. The curriculum is feasible, although the process of securing an internship can be stressful and a potential source of study delay for some students. The panel recommends improving the preparatory phase for the internship through clearer information provision and earlier guidance. The panel advises the programme management to regulate the master thesis process more through a course preparing the thesis and strict deadlines, and welcomes that programme management is discussing the implementation of this. To ensure that students can efficiently focus on their research project during internships, the panel recommends the programme to manage expectations more explicitly with external

organizations and to consistently position internships as research-based. The programme management could consider to make the internship no longer mandatory in order to prevent study delay.

Standard 3. Student assessment

The panel considers that the assessment in the master HG is well designed and enables students to demonstrate the exit level for all ILOs. There is a variety of assessment methods and a good balance between individual and group assessment. Assessment could be further improved by paying more attention to presentation as a form of assessment in the curriculum. Furthermore, the panel advises programme management to verify whether the assessment criteria are applied equally among different research groups within GPM. The assessment process for the thesis is well structured and transparent. Each thesis is evaluated by two examiners on the basis of an elaborate form, including written feedback. The Board considers the Examination Board to be independent, competent and in control. It is proactive in ensuring the quality of the assessment and the exit level, including the provision of information, annual peer review sessions for staff and meta-reflection on the alignment of the assessment with the ILOs.

Standard 4. Achieved learning outcomes

Based on the review of a sample of 15 theses from the programme, the panel concludes that the level demonstrated in the theses is appropriate for an academic master's programme. The documentation and the interviews indicate that graduates of HG are well prepared for and prove to be successful in the professional field.

Score table

The panel assesses the programme as follows:

Programme M Human Geography

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard

General conclusion positive

Prof. dr. E.M. (Ellen) van Bueren (chair)

Drs. J. (Jessica) van Rossum (secretary)

Date: 30 June 2025

Introduction

Procedure

Assessment

On 11 and 12 March 2025, the master's programme Human Geography of the Radboud University was assessed by an independent peer review panel as part of the cluster assessment Social Geography and Spatial Planning. The assessment cluster consisted of 19 programmes, offered by the institutions Radboud University, Utrecht University, University of Amsterdam and University of Groningen. The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (April 2024).

Quality assurance agency Academion coordinated the assessment upon request of the cluster Social Geography and Spatial Planning. Peter Hilderling acted as coordinator and Jessica van Rossum acted as panel secretary in the assessment of the M Human Geography programme. They have been certified and registered by the NVAO.

Preparation

Academion composed the peer review panel in cooperation with the institutions and taking into account the expertise and independence of the members as well as consistency within the cluster. On 4 February 2025, the NVAO approved the composition of the panel. The coordinator instructed the panel chair on her role in the site visit according to the Panel chair profile (NVAO 2016).

The programme composed a site visit schedule in consultation with the coordinator (see appendix 3). The programme selected representative partners for the various interviews. It also determined that the development dialogue would be made part of the site visit. A separate development report was made based on this dialogue.

The programme provided the secretary with a list of graduates over the period 2022 - 2024. In consultation with the secretary, the panel chair selected 15 theses per programme. She took the diversity of final grades and examiners into account, as well as the various tracks. Either three (Cultural Geography and Tourism; Urban and Cultural Geography) or two (New Economic Geographies, Ecologies and Business Innovation; Globalisation, Migration and Development; Conflict, Territories and Identities; Europe: Borders, Identity and Governance) theses per track were selected, as well as a thesis from the dual variant. This selection reflected the number of graduates in each particular specialization proportionally. Prior to the site visit, the programme provided the panel with the theses and the accompanying assessment forms. It also provided the panel with the self-evaluation report and additional materials (see appendix 4).

The panel members studied the information and sent their findings to the secretary. The secretary collected the panel's questions and remarks in a document and shared this with the panel members. In a preliminary meeting, the panel discussed the initial findings on the self-evaluation report and the theses, as well as the division of tasks during the site visit. The panel was also informed about the assessment framework, the working method and the planning of the site visits and reports.

Site visit

During the site visit, the panel interviewed various programme representatives (see appendix 3). The panel also offered students and staff members an opportunity for confidential discussion during a consultation

hour. One student requested a consultation. The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the preliminary findings.

Report

The secretary wrote a draft report based on the panel's findings and submitted it to the coordinator for peer assessment. Subsequently, the secretary sent the report to the panel for feedback. After processing this feedback, the secretary sent the draft report to the programme in order to have it checked for factual irregularities. The secretary discussed the ensuing comments with the panel chair and changes were implemented accordingly. The panel then finalized the report, and the coordinator sent it to the Radboud University.

Panel

The panel assessing the master's programme Human Geography at Radboud University consisted of the following members:

- Prof. dr. E.M. (Ellen) van Bueren, professor in Urban Development Management at the Faculty of Architecture and the Built Environment of the TU Delft [panel chair];
- Prof. dr. F.J.A. (Frank) Witlox, senior full professor of Economic Geography at Ghent University (Belgium);
- Prof. dr. K. (Karen) Haandrikman, professor in Human Geography at Stockholm University (Sweden);
- E.R. (Robin) Pleizier BA, master's student Urban & Economic Geography at Utrecht University [student member].

Information on the programme

Name of the institution:	Radboud University
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	M Human Geography
CROHO number:	60466
Level:	Master (NLQF 7)
Orientation:	Academic
Number of credits:	60 EC
Specializations or tracks:	Conflict, Territories and Identities (CTI) Cultural Geography and Tourism (CGT) New Economic Geographies, Ecologies and Business Innovation (NEGEBI) Europe: Borders, Identity and Governance (EBIG) Globalisation, Migration and Development (GMD) Urban and Cultural Geography (UCG)
Location:	Nijmegen
Mode(s) of study:	Fulltime, dual
Language of instruction:	English
Submission date NVAO:	1 November 2025

Description of the assessment

Organization

The master's programme Human Geography (HG) is organized by the Geography, Planning and Environment Department of the Nijmegen School of Management (NSM) at Radboud University. The faculty houses disciplines related to the department, including Business Administration, Economics and Business Economics, Political Science and Public Administration. Each of these disciplines is headed by a programme coordinator. In addition to the master HG, the department also organizes the bachelor's programme Geografie, Planologie en Milieu (GPM) and the two master's programmes Spatial Planning and Environment and Society Studies. These four programmes share an Examination Board and a Programme Committee. The HG programme attracts between 60 and 90 students per year.

The programme is offered in a fulltime and dual variant. Both have the same intended learning outcomes and share the same courses. The main difference between both variants is that dual variant students extend their master's programme by an additional six months, which is spent on (paid) work with an established research-oriented societal partner. For the purpose of this report, the findings and considerations concern both the fulltime and dual variant, unless specifically mentioned otherwise.

Recommendations previous panel

The previous re-accreditation of the master's programme HG took place in May 2019. The panel's recommendations included improving communication to students about the research focus of the internship and improving selection criteria for the second reader of the master's thesis. The programme has responded appropriately to the external feedback provided. The discussion on the research focus of the internship remains a challenge. The programme has improved communication towards students on what is meant with an internship, but on the side of the internship organizations some unclarity may remain. This topic is further discussed under Standard 2.

Standard 1. Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

Profile

The master's programme Human Geography (HG) is focused on critical engagement with current debates about how space and place are socially and materially constructed, bordered, connected and contested across the globe. The programme aims to educate students to independently and critically conduct scientific research on complex and specialized socio-spatial problems, making use of human geography and related (interdisciplinary) social science theories, methods and techniques. Moreover, the programme aims for students to be able to investigate complex policy issues in professional practice, independently and in teams, making critical and productive use of human geography and related theories, methods and techniques, and to deliver a scientific contribution to their resolution.

The programme has six specializations. The specializations offer comparable general perspectives, theoretical frameworks and approaches to human geography, but differ in the topics to which these are applied:

- *Conflicts, Territories and Identities (CTI)* focuses on national and international conflicts, war, and terrorism, and teaches students to understand the background and causes of conflicts, as well as the challenges faced by organizations that intervene in these conflicts. This specialization is offered in collaboration with the Political Science department in the same faculty.
- *Cultural Geography and Tourism (CGT)* teaches students to understand and interpret theories and practices of leisure and tourism and their impact on the environment. This specialization is offered in collaboration with Wageningen University, which provides some of the core courses.
- *New Economic Geographies, Ecologies and Business Innovation (NEGEBI)* examines national and international differences between cities and regions in terms of economic performance and prosperity, and how they influence the development and orientation of places and communities.
- *Europe: Borders, Identity and Governance (EBIG)* focuses on cross-border regions in Europe, taking into account shifts in state sovereignty, territoriality and cultural identity in these regions.
- *Globalisation, Migration and Development (GMD)* is concerned with dimensions and aspects of globalization, and how they relate to socio-economic and spatial development around the world, particularly in the Global South.
- *Urban and Cultural Geography (UCG)* offers students insight into how different actors influence the physical form of cities, how they understand the character and identity of cities, and how to make use of the urban environment in their daily activities.

The panel studied the profile and focus of HG and discussed this with staff and students during the site visit. It appreciates the clear profile, in particular the focus on educating critical thinkers who can proactively contribute to complex and specialized socio-spatial problems. In studying the programme documents, the panel saw this reflected in various courses and in the selected master's theses, which are of a high theoretical level and stimulate students' critical thinking. The panel considers this theoretical and critical focus to be a distinctive feature of the programme. The programme's specializations offer students the opportunity to specialize in specific elements of human geography-related areas and challenges, and demonstrate through various policy issues the role of space and place in debates, conflicts, and societal developments. Although this overall narrative of the programme was clear to the panel, the panel found that it was less so for students. Students tend to see their specialization as the core of their education, rather than the broader HG programme. The panel feels that the programme could emphasize, articulate and present the human geography profile more clearly to students. This could help students see the larger human geography picture and further develop their critical and theoretical understanding of socio-spatial challenges. The panel advises the master HG to define the overall human geography umbrella more clearly, including by explicitly mentioning human geography in the intended learning outcomes and reflecting it in the curricula of the individual specializations.

From the documentation and discussions during the site visit, the panel learned that the programme is currently revising the content and number of specializations. Changes in tenured staff have brought in new expertise, that the master HG plans to use to change the existing specializations. In addition, the programme wants to address the overlap in content between specializations that has resulted from the evolution of the specializations over the years. Finally, maintaining six specializations, each with its own courses, is labour-intensive in a programme that enrolls fewer than 100 students per year. Restructuring to a smaller number of courses allows for larger numbers of students per course, increasing both efficiency and opportunities for student interaction. As a result, the programme is planning to reduce the number of specializations from six to four by 2025-2026. Conflicts, Territories, and Identities will be retained, and the content of the other five specializations will be reworked into three new specializations: Cities, Culture, and Inequality; Borders, Migration, and Justice; and Capital, Labor, and Extraction. The panel welcomes this evolution of the

curriculum and believes that rethinking the specializations in light of developments in the field and staff expertise is a useful development.

Intended learning outcomes

The profile and aims of the HG programme have been translated into a set of five exit qualifications (see appendix 1), structured according to the five Dublin descriptors for academic master's programmes. Each exit qualification is split into several elements describing knowledge, skills and competencies relevant for a HG graduate. Amongst others, these include knowledge and understanding of theoretical approaches and concepts regarding social-spatial processes, critical reflection, recognizing social-spatial problems and analyzing these using theoretical knowledge and empirical data, and skills and qualifications to work inside and outside academia, including communication, debating and reflective skills.

The programme goals are aligned with the academic field through the domain-specific framework of reference which was jointly composed by the Dutch programmes in human geography and planning. This framework lists the content and learning outcomes that are deemed essential for bachelor's and master's programmes in the field. To align the learning outcomes with the professional field, the programme uses the input of an external Advisory Board. This board, which advises on all programmes of the Geography, Planning and Environment department, consists of a variety of alumni and representatives from different sectors in the professional field. The Advisory Board meets annually, and is consulted about the quality and direction of the programme. For example, an outcome of the last Advisory Board meeting was to maintain the focus of the programme on the academic analytical skills of students, leaving tailored professional training to the organizations these students later join as employees.

The panel considers the intended learning outcomes (ILOs) to be well formulated and appropriate for the academic orientation and master's level as described in the Dublin descriptors. The ILOs cover all relevant areas related to the field of human geography and are consistent with the NLQF qualifications at the master's level. Following up on the discussion of the programme's profile, the panel advises that the field-specific part of the intended learning outcomes be expanded to include a general part describing what students are expected to learn about the field of human geography in general, in order to better articulate the programme's profile. Based on the documentation, the panel is pleased to see that the Advisory Board is taking a proactive role and discussing relevant developments related to the content and development of the programme.

Dual variant

For students who wish to combine the programme with work in a professional environment relevant to human geography, the programme offers a dual variant. The dual variant aims to provide students with professional experience and a better understanding of how academic work can be integrated into applied professional work. For this purpose, students are required to provide an employment contract with a relevant employer, such as local or regional governments, or an NGO, and arrange the dual variant with the programme and the employer. Each year, a small number of students take advantage of the dual variant. The panel appreciates the opportunity to pursue HG through a dual variant and believes that being embedded in a professional environment where human geography-related challenges are studied can be of added value to students. At the same time, it noted during the site visit that there is room for improvement in the current implementation of the dual variant. This is discussed further in Standard 2.

Considerations

The panel appreciates the profile and vision of the master HG to educate critical thinkers with a strong theoretical basis who can proactively contribute to complex and specialized socio-spatial problems. The six

specializations offer room for students to study specific human geography-related areas and challenges, and demonstrate through various policy issues the role of space and place in debates, conflicts, and societal developments. The panel noted that students tend to not notice this overall narrative when focusing on their specialization, and recommends making the human geography umbrella of the programme more explicit to students. This could include the specific mentioning of human geography in the intended learning outcomes and reflecting it in the curricula of the individual specializations. The planned restructuring of the current six specializations into four is welcomed by the panel in light of developments in the field and staff expertise.

The panel believes that the intended learning outcomes are well formulated and appropriate for the academic master's level of the programme and the expectations from the academic field and labour market. The dual variant, which shares its intended learning outcomes and courses with the fulltime variant, offers students the opportunity to provide students with professional experience and a better understanding of how academic work can be integrated into applied professional work.

Conclusion

The panel concludes that the programme meets standard 1.

Standard 2. Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

Curriculum

The fulltime variant of the Human Geography master's programme consists of a one-year curriculum (60 EC). Students choose one out of six specializations (see Standard 1) and follow the associated curriculum. The curricula of the specializations all have the same structure, containing four or five compulsory courses (24-30 EC), one or two free elective courses (6-12 EC) and the thesis (24 EC). In the first semester, the compulsory courses in the specializations serve primarily to elaborate on the relevant state of the art, providing insights in leading theories and methodological considerations. One of the compulsory courses in all specializations is the 'Preparing the Master's Thesis' course, which provides insights in various methodology and research ethics. In the second semester, the focus is on the thesis trajectory, including the mandatory internship and conducting fieldwork to collect data for the thesis. The intention of the internship for students is to link geographic research to the professional field. Students conduct a research project relevant to their specialization in an external organization. After securing an internship position in the first semester and preparing their research proposal in the Preparing the Master's Thesis course, students spend the majority of the second semester at the internship organization, working on their research project, writing their thesis and gaining professional experience at the same time. The thesis trajectory is concluded with a written thesis report and a presentation to the internship organization.

The panel concludes that the curriculum of the master HG has a clear structure for all six specializations. The combination of courses, electives and the thesis trajectory provides a balanced mix of in-depth theoretical content, academic skills and professional experience. The curriculum offers students a great deal of freedom: they can choose their own specialization, one or two free electives, and an internship project. The panel noticed with appreciation that the programme offers a thorough preparation for a professional career through the internship, but also in the courses, which the panel understood often include guest lectures and field trips. In two respects, the panel felt that a reflection on the focus of the curriculum might be advisable.

The first aspect is attention to research methodology. For the theses examined (see Standard 4), the panel found that the methodological sections could be more thorough, and that students might need some extra guidance in either courses or supervision to write a solid research methodology section. The second aspect concerns the focus on globalization. Students mentioned to the panel that they thought socio-spatial challenges related to globalization are overemphasized in the curriculum. The panel advises to investigate with students the source of this sentiment, and to monitor whether a planned restructuring of the BSc track Globalization's curriculum, as the panel learnt from the programme management, actually addresses the underlying concerns, and otherwise, if necessary, rebalance the curriculum.

Dual variant

The dual variant has the same curriculum structure as the fulltime variant, but combines the thesis trajectory with an extra semester in which students follow a prolonged work-learning trajectory leading. Students follow the courses of the regular programme for a selected and relevant specialization for about eight months, i.e. the first three blocks of the academic year. In addition, the student works for approximately eight months, either in one long or two shorter internships. The precise content of the dual variant, including the work-study distribution over the three semesters is determined by the student in consultation with the employer and their supervisor in a master's programme plan.

The panel approves of the idea and content of the dual variant and considers that the opportunity to combine the curriculum with additional work experience is well suited to the programme's focus on professional preparation. At the same time, the panel noted that the dual variant attracts a low number of students. The panel learnt that the programme has recently streamlined the dual variant by no longer arranging contacts between students and potential employers, but requiring students to providing their own employment contract and discuss options with the programme and employer prior to enrollment. This prevents laborious individual trajectories for both staff and students after enrollment. The panel understands this decision, but also found out during the site visit that most students interested in gaining additional work experience find it more worthwhile to enroll in the full-time version of the programme and find a part-time job without having to make additional arrangements with an employer. The panel advises the programme to reflect on the objectives and added value of the dual variant, and whether it could be made more attractive to potential students. According to the panel, it might be worthwhile to explore a more structured set-up to reduce the work involved for academic staff, for example with preferred partners and a fixed guidance structure.

Dual degree with Yogyakarta

The fulltime variant has an arrangement with the master's programme Coastal Area and Watershed Management of the Universitas Gadjah Mada (UGM) in Yogyakarta, Indonesia for a 112 EC dual degree programme. The first year in Yogyakarta consists of seven compulsory courses (34 EC) on basic watershed and coastal management, geography, spatial planning and research methods, three electives (14 EC) and fieldwork (4 EC). The second year in Nijmegen consists of the curriculum of the HG programme (60 EC), including the thesis, after which students receive degrees from both programmes. After their first year, UGM students can apply for admission to the dual degree programme, after which they can enroll into the master HG at Radboud University. Students must meet all admission criteria that are appropriate for enrolment in both the UGM and Radboud University. Furthermore, the programme jointly considers academic merit, motivation and overall potential to succeed in an international academic environment before enrollment. The panel appreciates the opportunity offered to Indonesian students to complete their master's programme in Nijmegen, although the dual degree attracts a very limited number of students due to practical reasons: no graduates have completed the dual degree so far. It concludes that quality assurance for the Nijmegen diploma is well arranged. As students follow the full curriculum and complete their thesis in

Nijmegen, the programme is in the same position to determine the exit level of students as that of regular master's students.

Teaching methods and language

The programme focuses on developing the analytical, reflective and research skills of students. It wants to develop an academic attitude and critical engagement in students, confronting them with sometimes conflicting scientific and societal realities in which they learn to make their own choices and develop their own ideas. To this end, courses often include scientific debates in the classroom and in small groups. Students write group essays, engage in simulation games where they take the role of different actors in challenges, and engage with societal partners through field trips and guest lectures.

The panel appreciated the variety in teaching methods, and the way the master HG engages students in scientific and societal debates in the courses. Students were generally satisfied with the way they receive education, particularly the interactive and small-scale nature of education in most courses. A point of improvement mentioned by students was the high amount of group work, with many preferring more individual assignments. The panel agrees with the students that the amount of group work is relatively high for a master's programme. It advises the programme to evaluate the balance between individual and group work, and balance this where necessary.

The intrinsically international nature of most socio-spatial issues is reflected in the choice of language of instruction. The master Human Geography, as well as its name, is in English, with the aim of creating an international classroom in which students from different geographical backgrounds and disciplines can discuss such issues. Some courses also have online exchanges with students from universities in other countries, such as Indonesia and the UK, in which students jointly work on socio-spatial themes. The dual degree with Yogyakarta further adds to the international nature of the master HG. In addition, many graduates, particularly students with an interest in an academic career, can be expected to find a position in an English-language work environment. To promote the quality of English-language education, prospective students as well as new teaching staff members are required to demonstrate sufficient command of English during their application. The panel agrees with the programme's rationale for using English as the language of instruction and in the programme name, and believes that this is consistent with the international challenges studied in the curriculum.

Admission, guidance and support

Students are eligible to the programme with a bachelor's degree Geografie, Planologie en Milieu from Radboud University, as well as with a similar bachelor's degree (academic or professional) from other institutions. The programme organizes intake examinations to assess whether prospective students from outside RU have a sufficient social scientific background, including experience with empirical research. In case of deficiencies, students can be referred to the pre-master's programme, which mostly focuses on methods courses. The pre-master is typically taken by students with an academic degree outside the social or management sciences, or by students from a related discipline from a university of applied sciences. Finally, all students need to demonstrate sufficient command of the English language.

The master HG offers various facilities to guide students through the programme, including the departmental study advisors and the central guidance from the RU (including student psychologists, career counsellors, confidential counsellors). Students receive information about the programme through the digital learning environment Brightspace and through the study advisors. For students with functional impairments or special personal circumstances, tailor-made guidance is available, including extra facilities, flexible study options (e.g. relaxing deadlines or attendance requirements) and studying with a buddy. In the

thesis trajectory, students are supervised by a thesis supervisor, who is a staff member from the programme. The supervisor gets involved during the Preparing the Master Thesis course in the thesis trajectory, and helps students compose their research proposal and to make arrangements with the internship organization. The coordinator of the preparatory course pairs students with a supervisor based on expertise appropriate to the specialization and thesis topic, preferences and availability. Once the research proposal is approved by the supervisor, students conduct their research externally at the internship organization under supervision of an external supervisor from the internship organization. Furthermore, students consult with their RU supervisor at regular intervals. Most theses are supervised in so-called thesis labs, with students receiving feedback from their supervisor partly in groups, and partly individually.

The panel is positive about the admission, guidance and support in the programme. The admission criteria are appropriate, and allow for a multidisciplinary and diverse student population. Students receive good guidance through both formal and informal channels, experience short lines of communication with teaching staff members and study advisors, and know how to find them when they need support. They are also generally satisfied with the thesis guidance, although students would welcome more support in finding an internship position (see below under Feasibility). Information provision is well organized. The panel noticed from the interviews that the study association Mundus plays an important role in informally providing information and support to students. According to the panel, sufficient support is offered to students with functional impairments and/or special personal circumstances.

One point of discussion during the review was the way the programme collects student feedback on courses. The current online surveys that the programme distributes to students upon course completion do not work to the satisfaction of students and teachers. The surveys have a low response rate, and students themselves do not see it as an effective way to provide feedback on courses. They suggested a qualitative approach, in which students discuss their feedback with teachers after a course and/or engage with programme committee students after a course in a freely accessible setting to verbally relay their feedback. The panel recommends that the programme committee explores this possibility and takes it up if possible.

Feasibility

The one-year completion rates of the master HG are between 20-25%. During the second year, completion rates rise up to 60-70%. Most delays occur in the second phase of the curriculum, with students either delaying their internship to engage in other activities, or taking longer to start and/or complete the internship. Furthermore, there is a group of students in the programme that disappears from the programme for a prolonged time with no apparent progress, notably those that registered for the programme during the Covid years. The study advisor has recently reached out to each of these students, and got most of them back on track. Furthermore, the programme has invested in additional guidance for students in the thesis trajectory to help them manage their time and progress. This has already resulted in higher completion rates in recent years, although the programme still aims for better results.

Based on the structure of the curriculum and discussions with staff and students, the panel concludes that the curriculum is feasible. The study load is manageable and the curriculum is well-structured, leading up from the courses through the preparatory thesis course to the internship. The panel appreciates the strengthened student guidance during the thesis trajectory to further promote study progress. At the same time, the panel notes that the programme expects considerable planning skills and proactivity from students in the thesis trajectory. Students are expected to find an internship organization and formulate a research proposal in the first semester. The preparation course and strengthened supervision during this phase helps students with this trajectory, but students still find the process of finding an internship on time stressful. Proactive and well-informed students usually manage, but students who need more time to find out what is

expected of them and what they want or students who do not master the Dutch language, can experience delays in their study progress. The panel recommends investing in strengthening student guidance in the preparatory phase of the internship to remedy this. This includes informing students as early as possible about opportunities and requirements, for example through an internship marketplace where organizations present themselves. The panel advises the programme management to regulate the master thesis process more through a course preparing the thesis and strict deadlines, with a structured process consisting of intermediate steps and deadlines as a result. If students find it difficult to meet these deadlines, the programme should have back-up options for students to ensure that every student finds a suitable internship in time.

During the execution of the thesis, the nature of the internship and the expectations of internship organizations can form an additional challenge for both staff and students. This was also mentioned by the previous accreditation panel, and the programme has tried remedying this through the expansion of the thesis labs, in which students are supervised throughout the entire thesis trajectory to keep the focus on the research focus of the internship. This has resulted in better expectations of students, but the issue recurs on the side of some of the internship organizations, which tend to lay focus on participating in the daily activities of the organization and gaining work experience. This impacts the time students can spend on their research projects and can result in study delays. The panel recognizes this struggle due to the different outlooks of both organizations, but at the same time feels that there are still opportunities left to manage the expectations of external partners further. Clearer instructions for internship organizations, as well as guidelines for internal thesis supervisors to address this, might be useful to this end. Another way to manage expectations could be to label the internship consistently as research internship, and the internship organizations as external research partners, and the programme management could consider to make the internship no longer mandatory in order to prevent study delay.

Teaching staff

Teaching in the master HG is provided by a teaching staff of 28 members. All teaching staff members are active researchers at GPM, including several full and associate professors. Nearly all staff members have or are in the process of obtaining a University Teaching Qualification (UTQ). The panel believes that the teaching team is well qualified in the relevant subject areas of the programme. The lecturers have a high level of teaching expertise and (international) research skills and experience. Documentation and interviews show that students are satisfied with the lecturers and appreciate their commitment and enthusiasm. The panel finds that the teaching team is very committed and dedicated and there is good communication and coordination within the team. The panel sees that the teaching team is successful in providing good quality teaching. The panel also notes that the programme has invested in diversity of the teaching team since the previous accreditation, creating a more diverse teaching team in terms of background, gender and age.

Along with the programme, the panel expresses concern about the vacancy freeze recently imposed in the department due to budget cuts. The curriculum content is closely connected to the research expertise of the academic staff. This makes the programme vulnerable to lapses of expertise when staff members leave without succession. It commends the programme for the way it has coped with the cuts so far, including the planned revision of the specializations to increase efficiency and better align with available research expertise, but expresses the hope that staff expertise for delivering the program is taken into account if further cuts in staff at the GPM department are considered.

Considerations

According to the panel, the master's programme Human Geography has a clear and well-structured curriculum that aligns with the programme profile and intended learning outcomes. The curriculum offers

students a balanced mix of theoretical content, academic skills and professional experience in each of the six specializations. The panel recommends programme management to investigate whether rebalancing the focus in the curriculum is advisable by paying more attention to research methodology in courses or supervision and by putting less emphasis on socio-spatial challenges related to globalization, possibly making use of the restructuring of the specializations for this. Teaching methods are varied and interactive, although the balance between group and individual work might need additional reflection and adjustment. English as the language of instruction supports the goal of creating an international classroom, as well as allows for engagement in international collaborations, such as online projects with partner universities and the dual degree with Yogyakarta. The dual variant, in which students combine the curriculum with additional work experience, aligns well with the programme's goals but is currently not appealing to students due to the responsibility placed on students themselves to find suitable arrangements with employers. The panel encourages the programme to reflect on the added value of the dual variant and to invest in a more structured set-up with preferred partners and guidance structure if it wishes to maintain it.

Student guidance is well organized, with short lines of communication between students and teaching staff. Students feel well supported and easily find their way to support. Information provision is in order, as well as support for students with functional impairments. The admission criteria are appropriate and allow for a multidisciplinary and diverse student population. The teaching staff has extensive expertise in the field, and is committed and diverse. The curriculum is feasible, although the process of securing an internship can be stressful and a potential source of study delay for some students. The panel recommends improving the preparatory phase for the internship through clearer information provision and earlier guidance. The panel advises the programme management to regulate the master thesis process more through a course preparing the thesis and strict deadlines, and welcomes that programme management is discussing the implementation of this. To ensure that students can efficiently focus on their research project during internships, the panel recommends the programme to manage expectations more explicitly with external organizations and to consistently position internships as research-based. The programme management could consider to make the internship no longer mandatory in order to prevent study delay.

Conclusion

The panel concludes that the programme meets standard 2.

Standard 3. Student assessment

The programme has an adequate system of student assessment in place.

Findings

Assessment system

Assessment within master HG is based on the faculty-wide Education and Examination Regulations (EER) and Assessment Policy. The Examination Board (EB) monitors the assessment quality for the bachelor's and the three master's programmes within the GPM department. Course coordinators also function as examiners, and decide on the examination formats and assessment within their course, in consultation with the other lecturers. Most courses use a combination of examination types, with students working individually or in groups. Next to written assignments, oral assignments and traditional exams, more diverse types of assessments are used, such as photo essays, podcasts or simulation games. Assessment is aligned with learning objectives and final qualifications, and must be valid, reliable and realistic, to which several guidelines are in place. For instance, group work may only determine a maximum of 50% of a course grade, to guarantee students' individual performance in relation to a course's learning objectives. In addition,

course coordinators draw up an assessment matrix for their course that provides insight into how the course objectives are assessed within the various forms of assessment. In almost all courses, several lecturers are involved in drafting course objectives, content and assessment according to the four-eye principle. Both written and oral exams work with answer models, and for essays and individual assignments, instructions and assessment criteria are available to students in the course manual. Staff members of the HG programme meet periodically to discuss the curriculum, assessment and engage in meta-reflections organized by the Examination Board.

The panel considers that assessment in HG is well designed. A variety of appropriate assessment methods are used, including written examinations, individual and group assignments, presentations and participation. A positive point is the use of creative assignments as a way of enabling students to connect their research to societal issues, while developing broader communication skills. Assessment is also transparent and clearly communicated to students. According to the panel, assessment is well aligned at the programme level. The panel appreciates that staff members meet regularly to review and reflect on the constructive alignment of assessment across the curriculum. The panel noted that oral presentation is part of some courses, but not in every specialization. The panel believes that it would be valuable for the development of students' professional skills if presentations were even more integrated into the curriculum as a form of assessment and treated as a learning outcome. It suggests that consideration should be given to making an oral presentation part of the thesis defence, thus adding a learning opportunity in presenting skills to the curriculum.

The faculty has recently introduced an adaptive policy regarding the use of generative AI, whereby use is permitted under specific conditions and unauthorized or unreported use is considered fraud. Most tests take place in a controlled setting so that students cannot use AI tools. The programme continues to critically evaluate its testing practices surrounding AI, partly in light of technological and educational developments. The panel appreciates that the programme pays attention to the potential use of generative AI by students. During the visit, it noted that both lecturers and students are still struggling with the question of what exactly is and is not permitted. This often depends on the individual lecturer. The panel recommends further operationalizing the AI policy and working towards clear guidelines that apply throughout the programme.

Thesis assessment

The thesis is the final student project in which students demonstrate that they have achieved the ILOs. Assessment of the thesis is based on a written report. The master's thesis is assessed based on the criteria listed in an assessment form, which is made available to the students at the beginning of the programme. The coordinator of the 'Preparing the Master Thesis' course allocates supervisors based on their specific expertise, the preferences of students, and the division of tasks for staff. The second assessor is selected based on their expertise and their relative role in thesis supervision. The Examination Board also allows PhD students to supervise master theses under the supervision of an experienced staff member; together they act as first assessor, and a third person is appointed as second assessor. While the master's thesis research project is generally conducted outside the university in the framework of a research internship, the assessment of the quality of the master's thesis remains the sole responsibility of the supervisor and second assessor. Although the internship is not graded separately, the thesis supervisor monitors the embedding of the student's research in an organization of societal relevance and ensures that the student is able to use the internship for data gathering through continuous conversation with the internship organization. Both assessors independently evaluate the written thesis using a standardized assessment form based on the intended learning outcomes of the programme. The first and second assessors arrive at a final assessment together. If there is a difference of more than one point, they consult to reach an agreement. If this fails, the Examination Board appoints a third assessor that breaks the tie. The previous accreditation panel indicated

as a point for improvement that students should be given more insight into the assessment of the second assessor. To this end, the form has been modified; to promote transparency, the second assessor now briefly explains his or her assessment on the form.

According to the panel, the thesis assessment process is well established, with two assessors independently contributing to the thesis assessment. The panel also commented positively on the thesis assessment form, which combines quantitative assessment with space for written feedback. As part of the preparation for the site visit, the panel reviewed a sample of 15 theses from the master HG, including the completed assessment forms. The panel was satisfied with the grades awarded to the theses in the sample. In general, it is very positive about the assessment process as demonstrated in the forms. The process is transparent, and grades are supported by sufficient written feedback. The panel noted from the sample and from discussions during the site visit that there is sometimes confusion among staff and students about how the different criteria in the assessment forms are weighted in the final grade, which varies among research groups within the department. The panel recommends that the interpretation of the assessment criteria be discussed within the teaching team and, where necessary, further aligned so that the assessment criteria are applied equally to all students. In interviewing staff members, the panel learnt that some staff members supervise a substantial number of theses. Although this was not evident in the sample and from the interviews, the panel can imagine that this could put pressure on the time available for supervision and assessment per student. It therefore asks the programme management to pay attention to this and, if necessary, to set a maximum number of theses to be supervised per staff member.

Examination Board

The Examination Board (EB) covers all four programmes within the department GPM, and consists of nine people, including an external member, three study advisors acting as advisory members and a secretary. The remaining four members represent the various programmes. The EB keeps track of the quality of assessment and the exit level of the programme through various quality assurance mechanisms. It evaluates the assessment of courses, advises on assessment procedures and monitors assessment quality. To professionalize examiners, the EB, together with the Faculty Education Centre, organizes regular meetings to stimulate joint discussions and knowledge development on assessment policy, for example on the possibilities of digital assessment and the development and use of rubrics and assessment matrices. Furthermore, the EB organizes annual intervision sessions, in which thesis assessment is a central topic. In these, staff members reassess a number of theses and check whether the assessment was transparent and insightful. The results lead to an annual adjustment of the assessment criteria for theses. Finally, the EB conducts meta-reflections that address the extent to which assessment is in line with the programme's learning outcomes.

The panel believes that the Examination Board plays an important and valued role in ensuring the quality of assessment of testing. It appreciates the proactive role the EB takes in this. The Board actively shares knowledge about assessment with the teaching team and plays an important role in reflecting on and improving procedures, including thesis assessment.

Considerations

The panel considers that the assessment in the master HG is well designed and enables students to demonstrate the exit level for all ILOs. There is a variety of assessment methods and a good balance between individual and group assessment. Assessment could be further improved by paying more attention to presentation as a form of assessment in the curriculum. Furthermore, the panel advises programme management to verify whether the assessment criteria are applied equally among different research groups within GPM. The assessment process for the thesis is well structured and transparent. Each thesis is

evaluated by two examiners on the basis of an elaborate form, including written feedback. The Board considers the Examination Board to be independent, competent and in control. It is proactive in ensuring the quality of the assessment and the exit level, including the provision of information, annual peer review sessions for staff and meta-reflection on the alignment of the assessment with the ILOs.

Conclusion

The panel concludes that the programme meets standard 3.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

Thesis quality

The thesis is regarded as the final project of the master HG and demonstrates the level achieved by students. The panel examined a sample of 15 theses from the programme, distributed over the six specializations, including one thesis from the dual variant. It concludes that the theses of both the full-time and dual variant are of good quality and reflect a level appropriate to an academic master's programme. The theses represent a wide variety of topics, in line with the six specializations of the programme. The panel noted that the theses have a very solid theoretical basis, often complemented by a conceptual framework that allows for critical reflection on the findings. At the same time, the panel felt that the methodological sections in some of the theses could have been stronger. It suggests that the programme provides extra guidance to students to help them write their research methodology section, either in courses or in supervision during the thesis trajectory (see also Standard 2). In addition, the panel found that a more detailed description of the internship on which the research project was based would have been helpful in understanding the research methods sections in some of the theses.

Alumni

The panel learnt from documentation and alumni interviews that HG graduates have good employment opportunities. Almost all HG alumni find employment shortly after graduation, in fields relevant to the programme. They enter a wide range of employment sectors in public and private institutions, including private companies, public institutions, NGOs, educational institutions, and research institutions. In the interviews, alumni indicated that they appreciated the connections to the labour market that were made during the curriculum, specifically mentioning the external internships, the annual career market, and the information on future career orientation provided by the programme and the study association.

Considerations

Based on the review of a sample of 15 theses from the programme, the panel concludes that the level demonstrated in the theses is appropriate for an academic master's programme. The documentation and the interviews indicate that graduates of HG are well prepared for and prove to be successful in the professional field.

Conclusion

The panel concludes that the programme meets standard 4.

General conclusion

The panel's assessment of the master's programmes Human Geography is positive.

Recommendations

1. Make the human geography narrative of the programme more explicit to students in order to promote a shared vision on the subject, regardless of the student's specialization. This could include a general human geography part in the intended learning outcomes and reflecting it in the curricula of the individual specializations.
2. Reflect on the added value of the dual variant and invest in a more structured set-up with preferred partners and a fixed guidance structure if the programme wishes to maintain it.
3. Improve guidance during the thesis trajectory to ensure that all students can find a suitable internship in time, and manage expectations more explicitly with external organizations to highlight the research nature of the internship. Consider to make the internship no longer mandatory in order to prevent study delay.
4. Regulate the master thesis process more, for instance by organized submissions of (parts of) the theses through a course preparing the thesis and strict deadlines.
5. Investigate whether rebalancing the focus between socio-spatial challenges and globalization in the curriculum is necessary, possibly by making use of the restructuring of the specializations, and pay more attention to research methodology in courses or supervision.

Appendix 1. Intended learning outcomes

Artikel 12 Eindtermen opleiding

Met de opleiding wordt beoogd:

1. Kennis, vaardigheid en inzicht op het gebied van de sociale geografie.
2. Het op zelfstandige wijze verrichten en verantwoorden van wetenschappelijk onderzoek.
3. Academische vorming.

At the end of the degree programme, students are specialised in one of the following disciplinary fields:

- **Globalisation, Migration and Development:** *various dimensions and aspects of globalisation, notably as this relates to socio-economic and spatial development for different parts of the world, the Global South in particular. Core issues on which this Master's specialisation will focus include: changing relationships of global and local societies through the rise of new social and spatial inequalities brought about by global processes, migration and mobility and the emergence of transnational identities versus local interpretations in so-called multicultural societies. With particular emphasis on the relationship with urban contexts and rural domains of these issues as related to sustainability of livelihood strategies and development policies in different regions.*
- **Urban and Cultural Geography:** *how different actors influence the physical form of cities but also the way in which they present and understand the character and identity of cities and how they make use of the typical urban environment in their daily activities.*
- **Cultural Geography and Tourism:** *tourism as based on the cultural appreciation and value of the cities and landscapes tourists visit. Tourism also has a major economic, social and environmental impact on places and regions. This Master's specialisation allows you to understand the processes involved and how to use them in practice. Advanced theories and practices of leisure and tourism and their influence on the social and physical environment. Tourism as the experiencing places and events, how these experiences are produced, what effects they have and how they can be influenced.*
- **Europe: Borders, Identities and Governance:** *b/ordering processes occurring within Europe's internal cross-border regions (or Euregions), taking into account the context of shifts in state sovereignty, territoriality, and cultural identity in Europe's borderlands with special attention to external bordering dimension of the European Union (ie, Eastward Enlargement, European Neighbourhood Programme), while also addressing the EU's search for a broader role in the world, cross-border governance, transnational and multi-level governance, European citizenship and 'cosmopolitical' identities), critical border geopolitics, biopolitical b/orderings and border securitisation, European post-colonial b/ordering and 'othering', and the search for an 'ethical' dimension to European borders.*
- **Economic Geography:** *the role of regions as locations for economic activities, the optimal interaction between economic activities and the local environment like flows of knowledge, the recruitment and training of employees, relations with suppliers, local governments and the role of environmental and social organisation.*
- **Conflicts, Territories and Identities:** *(inter)national conflict, war and the physical and mental borders that come along with these. With special focus on backgrounds, contexts and sources - imperialism, geopolitics, failing states, religions, (national) identities, discrimination, resources, borders - and the management and resolution - good governance, border management, humanitarian aid, development aid, diplomacy, peace operations and the political and social construction of conflicts, territories and identities, as well as the theory and practice of (inter)national conflict management*

- Or a combination of the above in form of the **Free Specialisation**.

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At the end of the degree programme, students are independently able to:

Theory

A. General disciplinary competencies

1. interpret and describe the concepts, approaches and methods, including their differences and communalities, relevant for the respective disciplinary fields, and to discuss these with colleagues;
2. understand the development of the respective disciplinary field and its movements, including the societal, philosophical and scientific-theoretical backgrounds;
3. interpret, describe, conceptualise and explain social-spatial processes by means of field specific ('mid-range') theories and/or more general social theories, with reference to the relevant structures, physical conditions and social-spatial actions of individuals and institutions;
4. recognise and theorise the spatiality and historicity and to critically compare different occurrences of these social-spatial processes, both within the Netherlands as well as abroad.

B. Competencies in scientific theory

1. evaluate the scientific theories, relevant for the respective disciplinary fields, regarding their ontological and epistemological assumptions and regarding their internal consistency, empirical validity and societal relevance;
2. contribute to the improvement and further development of these scientific theories;

Research

C. Methodological competencies

1. design original and scientifically valid and problem oriented theory-led empirical research by formulating a social-spatial problem, a corresponding research objective, and by deriving concrete research questions from this problem, and selecting an appropriate method and underpin the choices made therein;
2. conduct the research by collecting and analysing the necessary data and formulate and evaluate conclusions by using theories, scientific methods and techniques relevant to the specific disciplinary field;
3. contribute with this research to the advancement of knowledge in this specific disciplinary field;
4. critically evaluate the potential and the of this research.

Application

D. Policy competencies

1. recognise social-spatial problems and identify the relevant social-spatial policy and relevant policy actors;
2. critically analyse and evaluate the practice and the spatial and societal consequences of specific social-spatial policy at various scales in the Netherlands and abroad;
3. formulate proposals, based on scientific research, that can provide a relevant contribution to solving concrete social-spatial problems;
4. evaluate of the effects of implemented policy on social-spatial developments.

E. Communication competencies

1. communicate in a professional way, verbally and in writing, with a wide range of networks of people and groups;
2. work together in a professional and goal-oriented way in a wide range of social settings (interdisciplinary teams of experts, consultation and negotiation), taking into consideration other individuals' standpoints, positions and values.

Reflection

F. Personal competencies

1. develop one's own social and intellectual skills to stay abreast of changing social circumstances and to embrace the values and norms of a responsible academic professional;
2. discuss one's own position with respect to social-spatially-relevant societal developments and problems;
3. act effectively in a wide range of situations by linking together insights, skills and attitudes and being able to reflect on this process;
4. reflect ethically on and account for your own scientific research.

Appendix 2. Programme curriculum

Cultural Geography and Tourism

This specialisation is offered through a collaboration with Wageningen University

Course code	Name	EC	Period
MAN-MSG050	Preparing the Master's Thesis	6	1
MAN-MSG051	Urban and Cultural Geography	6	1
	Elective space	12	
	Bound elective space Wageningen University	12	
MAN-MTHCGT	Master's Thesis in Cultural Geography and Tourism	24	3 and 4

Conflicts, Territories and Identities

Course code	Name	EC	Period
MAN-CIM27	Conflicting Theories: Applying Theoretical Approaches of Conflicts	6	1
MAN-MSG053	Geopolitics of Bordering	6	1
MAN-MSG050	Preparing the Master's Thesis	6	1 and 2
MAN-MSG059	Excursion	6	2
MAN-CIM28	Conflict Transformation and Peacebuilding	6	2
	Elective Course	6	
MAN-MTHCTI	Master's Thesis in Conflicts, Territories and Identities	24	3 and 4

Europe: Borders, Identities and Governance

Course code	Name	EC	Period
MAN-MSG053	Geopolitics of Bordering	6	1
MAN-MSG050	Preparing the Master's Thesis	6	1 and 2
MAN-MSG060	Geographies of Care: Spaces, subjectivities and solidarity	6	2
MAN-MSG057	Borders in a Postcolonial World	6	3 and 4
	Elective space	12	
MAN-MTHEBIG	Master's Thesis Europe: Borders, Identities and Governance	24	3 and 4

Globalisation, Migration and Development

Course code	Name	EC	Period
MAN-MSG047	Globalising Cities and Hinterlands	6	1
MAN-MSG050	Preparing the Master's Thesis	6	1 and 2
MAN-MSG058	International Migration, Globalisation and Development	6	2
MAN-MSG060	Geographies of Care: Spaces, subjectivities and solidarity	6	2
	Elective space	12	
MAN-MTHGMD	Master's Thesis in Globalisation, Migration and Development	24	3 and 4

New Economic Geographies, Ecologies and Business Innovation

Course code	Name	EC	Period
MAN-MSG054	Diverse Geographical Political Economies	6	1
MAN-MSG061	Placemaking and Spatial Practice	6	1
MAN-MSG050	Preparing the Master's Thesis	6	1 and 2
MAN-MOC007	WEconomy: Exploring Transitional Business and Society Trends	6	3
	Elective space	12	
MAN-MTHEG	Master's Thesis in Economic Geography	24	3 and 4

Urban and Cultural Geography

Course code	Name	EC	Period
MAN-MSG050	Preparing the Master's Thesis	6	1 and 2
MAN-MSG051	Urban and Cultural Geography	6	1
MAN-MSG060	Geographies of Care: Spaces, subjectivities and solidarity	6	2
MAN-MSG056	Making Sense of Urban Places	6	3 and 4
	Elective space	12	
MAN-MTHUCG	Master's Thesis in Urban and Cultural Geography	24	3 and 4

Study programme

Compulsory courses		P1	P2	P3	P4
The Development of Geography Theory and Concept	4 EC				
Basic Watershed and Coastal Management	6 EC				
Principal of Planning and Spatial Planning	6 EC				
Research Methods	4 EC				
Spatial Data Representation	4 EC				
Applied Geography (Statistics)	4 EC				
Fieldwork Data Processing and Representation	6 EC				

Elective courses		P1	P2	P3	P4
Elective 1	4 EC				
Elective 2	4 EC				
Elective 3	6 EC				

Internships		P1	P2	P3	P4
Fieldwork	4 EC				

During the second year, you will follow courses at Radboud University. Students are allowed to select one specialisation within the Human Geography programme out of the following four: [Conflict, Territories and Identities](#), [Capital, Labour and Extraction](#), [Cities, Culture and Inequality](#) or [Borders, Migration and Justice](#).

Appendix 3. Programme of the site visit

Dinsdag 11 maart

10.30 – 11.00	Aankomst en voorbereiding
11.00 – 11.45	Interview management
11.45 – 12.30	Interview opleidingscommissie
12.30 – 13.15	Lunchpauze
13.15 – 14.00	Interview B GPM studenten en alumni
14.00 – 14.45	Interview B GPM docenten
14.45 – 15.00	Pauze
15.00 – 15.45	Themasessie GPM: Evaluatie Curriculum
15.45 – 16.15	Intern paneloverleg
16.15 – 17.00	Interview M HG studenten en alumni
17.00 – 17.45	Interview M HG docenten

Woensdag 12 maart

08.45 – 09.15	Aankomst en voorbereiding
09.15 – 10.00	Themasessie HG: new HG curriculum
10.00 – 10.45	Interview Examencommissie
10.45 – 11.15	Intern paneloverleg
11.15 – 12.00	Interview M SP studenten en alumni
12.00 – 12.45	Interview M SP docenten
12.45 – 13.45	Lunch en intern paneloverleg
13.45 – 14.30	Themasessie SP: Developments in the SP Program
14.30 – 15.45	Intern paneloverleg
15.45 – 16.30	Eindgesprek management
16.30 – 17.00	Intern paneloverleg
17.00 – 17.15	Mondelinge terugkoppeling

Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses. Information on the theses is available from Academion upon request. The panel also studied other materials, which included:

- Intended learning outcomes
- EER & Examination Board Rules & Regulations
- Domain-specific reference framework
- Curriculum overview specializations
- Set-up dual variant
- Set-up dual degree with Yogyakarta
- Report previous accreditation
- Improvements following advice last external assessment panel
- Overview of teaching staff HG
- Documentation Advisory Board
- Student Chapter
- Documentation Programme Committee
- Documentation Examination Board
- Qualitative master alumni survey 2024
- Matrix of course assessments
- Master Thesis Assessment
- Academic Benchmark The Netherlands
- Academic Benchmark International
- Curriculum update 2025-2026
- Admissions procedure Human Geography
- Meta-reflection of the Human Geography master programme
- Student inflow and completion rates
- Faculty Assessment Policy