

**MASTER'S PROGRAMME**

**HUMAN GEOGRAPHY**

FACULTY OF GEOSCIENCES

**UTRECHT UNIVERSITY**

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This report was finalised on 7 October 2019



# REPORT ON THE MASTER'S PROGRAMME HUMAN GEOGRAPHY OF UTRECHT UNIVERSITY

This report takes the NVAO's Assessment Framework for the Higher Education Accreditation System of the Netherlands for limited programme assessments as a starting point (September 2018).

## ADMINISTRATIVE DATA REGARDING THE PROGRAMME

### Master's programme Human Geography

Name of the programme:	Sociale Geografie
International name of the programme:	Human Geography
CROHO number:	66620
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specialisations or tracks:	Urban Geography Economic Geography
Location(s):	Utrecht
Mode(s) of study:	full-time, part-time
Language of instruction:	English
Submission deadline NVAO:	01/11/2019

The visit of the assessment panel Human Geography and Urban Planning to the Faculty of Geosciences of Utrecht University took place on 21, 22 and 23 May 2019. The judgements in this report refer to the full-time and part-time modes of study, unless otherwise indicated.

The programme's management proposes to change the CROHO programme name, see Standard 1.

## ADMINISTRATIVE DATA REGARDING THE INSTITUTION

Name of the institution:	Utrecht University
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive

## COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel on 11 February 2019. The panel that assessed the master's programme Human Geography consisted of:

- Em. prof. dr. L.J. (Leo) de Haan, emeritus professor of Development Studies at the International Institute of Social Studies (ISS) of Erasmus University Rotterdam [chair];
- Em. prof. dr. C. (Christian) Kesteloot, emeritus professor at the Division of Geography and Tourism of KU Leuven (Belgium);
- Prof. dr. F.J.A. (Frank) Witlox, professor of Economic Geography at the Department of Geography at Ghent University (Belgium);
- Dr. C.J. (Kees-Jan) van Klaveren, senior auditor and data protection officer at Rotterdam University of Applied Sciences;
- Drs. J. (Judith) Borsboom-van Beurden, senior researcher Smart Sustainable Cities at Norwegian University of Science and Technology (NTNU, Norway);
- Dr. L.B.J. (Lianne) van Duinen, project manager at the Council for the Environment and Infrastructure (Rli);



- J. (Jim) Klooster BSc, master's student Economic Geography at University of Groningen [student member].

The panel was supported by dr. M. (Meg) van Bogaert and dr. M.J. (Marijn) Hollestelle, who acted as secretaries.

Due to personal reasons, prof. dr. Frank Witlox was not able to attend the site visit itself. In consultation with the programme and the NVAO, he stayed on as a panel member and read and commented upon the self-evaluation report, a number of theses and the draft reports.

## WORKING METHOD OF THE ASSESSMENT PANEL

The master's programme Human Geography at the Faculty of Geosciences of Utrecht University was part of the cluster assessment Human Geography and Urban Planning. In April and May 2019, the panel assessed nineteen programmes at four universities. The following universities participated in this cluster assessment: University of Amsterdam, University of Groningen, Utrecht University, and Radboud University.

### *Panel members*

The panel consisted of the following members:

- Em. prof. dr. L.J. (Leo) de Haan, emeritus professor of Development Studies, at the International Institute of Social Studies (ISS) of Erasmus University Rotterdam [chair];
- Em. prof. dr. C. (Christian) Kesteloot, emeritus professor at the Division of Geography and Tourism of KU Leuven (Belgium);
- Prof. dr. E.M. (Ellen) van Bueren, professor of Urban Development Management at the Faculty of Architecture and the Built Environment of Delft University of Technology;
- Drs. J. (Judith) Borsboom-van Beurden, senior researcher Smart Sustainable Cities at Norwegian University of Science and Technology (NTNU, Norway);
- Dr. L.B.J. (Lianne) van Duinen, project manager at the Council for the Environment and Infrastructure (Rli);
- Dr. C.J. (Kees-Jan) van Klaveren, senior auditor and data protection officer at Rotterdam University of Applied Sciences;
- Prof. dr. M.A. (Maria) Koelen, professor of Health and Society at Wageningen University & Research;
- Prof. dr. F.J.A. (Frank) Witlox, professor of Economic Geography at the Department of Geography at Ghent University (Belgium);
- J. (Jim) Klooster BSc, master's student Economic Geography at the University of Groningen [student member];
- L. (Lars) Stevenson BSc, bachelor's student Political Science and master's student Comparative Politics, Administration & Society at Radboud University [student member];
- N.J.F. (Niek) Zijlstra, bachelor's student Human Geography and Urban and Regional Planning at the University of Amsterdam [student member];
- Prof. dr. ing. C.M. (Carola) Hein, professor of History of Architecture and Urban Planning at the Faculty of Architecture and the Built Environment of Delft University of Technology [referee assessment University of Groningen].

For each site visit, assessment panel members were selected based on their expertise, availability and independence.

The QANU project manager for the cluster assessment was dr. Irene Conradie. She acted as secretary in the site visit of the University of Amsterdam. In order to assure the consistency of assessment within the cluster, the project manager was present at the panel discussion leading to the preliminary findings at all site visits. All draft reports were checked by QANU. Dr. Meg van Bogaert and drs. Mariette Huisjes, freelance secretaries for QANU, acted as secretaries in the site visit of the University

of Groningen. Dr. Meg van Bogaert also acted as secretary in the site visits of Utrecht University and Radboud University. Dr. Marijn Hollestelle, employee of QANU, was present at the site visit of Utrecht University, specifically for the ECA assessment report of quality in internationalisation of the master's programme International Development Studies. The project manager and the secretaries regularly discussed the assessment process and outcomes.

#### *Preparation*

On 18 February 2019, the panel chair was briefed by the project manager on the tasks and working method of the assessment panel and more specifically his role, as well as use of the assessment framework.

A preparatory panel meeting was also organised on 18 February 2019. During this meeting, the panel members received instruction on the tasks and working method and the use of the assessment framework. The panel also discussed the domain specific framework. A schedule for the site visit was composed. Prior to the site visit, representative partners for the various interviews were selected. See Appendix 4 for the final schedule. Before the site visit, the programmes wrote self-evaluation reports of the programmes and sent these to the project manager. She checked these on quality and completeness and sent them to the panel members. The panel members studied the self-evaluation reports and formulated initial questions and remarks, as well as positive aspects of the programmes.

The panel also studied a selection of theses and their assessment forms for the programmes. The selection consisted of fifteen theses, based on a provided list of graduates in 2018. A variety of topics and tracks and a diversity of examiners were included in the selection. The project manager and panel chair assured that the distribution of grades in the selection matched the distribution of grades of all available theses.

#### *Site visit*

The site visit to Utrecht University took place on 21, 22 and 23 May 2019. Prior to the site visit, the panel discussed its initial findings on the self-evaluation reports and the theses, as well as the division of tasks during the site visit. During the site visit, the panel studied additional materials about the programmes and exams, as well as minutes of the Programme Committee and the Board of Examiners. An overview of these materials can be found in Appendix 5. The panel conducted interviews with representatives of the programmes: students and staff members, the programme's management, alumni and representatives of the Board of Examiners and the Programme Committee. It also offered students and staff members an opportunity for confidential discussion during a consultation hour. No requests for private consultation were received. 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 panel's preliminary findings and general observations.

#### *Report*

After the site visit, the secretary wrote a draft report based on the panel's findings and submitted it to QANU for peer assessment. Subsequently, the secretary sent the report to the panel. After processing the panel members' feedback, the project manager sent the draft reports to the faculty in order to have these checked for factual irregularities. The project manager discussed the ensuing comments with the panel's chair and changes were implemented accordingly. The report was then finalised and sent to the Faculty of Geosciences and University Board.

#### *Definition of judgements standards*

In accordance with the NVAO's Assessment framework for limited programme assessments, the panel used the following definitions for the assessment of the standards:

#### **Generic quality**

The quality that, from an international perspective, may reasonably be expected from a higher education Associate Degree, Bachelor's or Master's programme.



**Meets the standard**

The programme meets the generic quality standard.

**Partially meets the standard**

The programme meets the generic quality standard to a significant extent, but improvements are required in order to fully meet the standard.

**Does not meet the standard**

The programme does not meet the generic quality standard.

The panel used the following definitions for the assessment of the programme as a whole:

**Positive**

The programme meets all the standards.

**Conditionally positive**

The programme meets standard 1 and partially meets a maximum of two standards, with the imposition of conditions being recommended by the panel.

**Negative**

In the following situations:

- The programme fails to meet one or more standards;
- The programme partially meets standard 1;
- The programme partially meets one or two standards, without the imposition of conditions being recommended by the panel;
- The programme partially meets three or more standards.



## SUMMARY JUDGEMENT

### *Standard 1: Intended learning outcomes*

The profile of the master's programme Human Geography is closely connected to the research programme of the department. The topics in the programme are strongly related and closely linked to the research at the departmental Urban Futures research institute. The panel appreciates the integration of Urban and Economic Geography in one programme. The ILOs are in line with the Domain-Specific Framework of Reference (DSFR) for the Human Geography and Urban and Regional Planning domain in the Netherlands. They are furthermore in line with the international requirements regarding the level and orientation of an academic master's programme and include professional skills training in addition to academic skills. Finally, the proposal of the programme to use only the English name is supported by the panel.

### *Standard 2: Teaching-learning environment*

According to the panel, the curriculum has a clear structure with a good balance between common courses and the specialisation courses of the four tracks. It appreciates that the students can choose to specialise, but can also opt for an integrative curriculum. The combination of qualitative and quantitative methodology training is one of the strengths of the UU programme. The heterogenous group of students does pose a challenge with respect to the level of the *Advanced methods & techniques* course. In addition, the specialisation modules are considered too short and cramped by students. The panel recommends looking for a solution, specifically as the specialisation modules have now had their credits reduced. The programme uses a variety of teaching methods, including interactive teaching in addition to lectures, tutorials and fieldwork. Internationalisation is developing, and the panel encourages the programme to energetically continue its efforts and initiatives on this topic. Evaluations show that students are critical about the attention given to preparing for the labour market. The panel is pleased that the programme is initiating measures to remedy this criticism. It thinks that the rescheduling of the *Professional competencies module* as well as the external internship will provide students with a perspective on the labour market. All teaching staff combine research and teaching and are qualified in both. The faculty pays appropriate attention to the professionalisation of its teaching staff. The perceived work pressure is high, but the panel finds that the faculty is paying sufficient attention to this aspect. The lecturers are also actively looking for solutions to reduce the workload. The panel finds that the programme offers students a teaching-learning environment that enables them to achieve the ILOs.

### *Standard 3: Student assessment*

The increased attention paid by the programme and faculty to a systematic method of assessment and associated quality assurance has led to a good system of assessment. The students are informed about and are actively involved in the assessment by means of providing peer-feedback. The programme uses a wide variety of assessment methods, and the final assessment of a course is always based on multiple assessment moments. The amount and quality of feedback to students remains a point of attention. The Board of Examiners and the quality assurance system are functioning properly, and the panel noted that the Board of Examiners has taken important steps in the past period, for example fostering the implementation of the faculty's assessment policy. It concludes that the assessment is sufficiently reliable, valid and transparent. The manner in which the thesis is assessed is adequately organised. However, the assessment form should clearly show the independent assessment of both examiners. The panel agreed with the grades given by the supervisor and second examiner.

### *Standard 4: Achieved learning outcomes*

The panel reviewed a random selection of theses that were produced by graduates of the Human Geography programme. They reflect the focus of the programme on methodology, and the research topics are well chosen. Only a limited number of students makes use of maps and cartography. Attention to the labour market is increasing, and the employability of the graduates is good. Based on the selection of master's theses, the alumni survey and interviews with alumni during the site visit, the panel concludes that the students realise the ILOs as formulated by the programme.



The panel assesses the standards from the *Assessment framework for limited programme assessments* in the following way:

*Master's programme 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

The chair, prof. dr. Leo de Haan, and the secretary, dr. Meg van Bogaert, of the panel hereby declare that all panel members have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 7 October 2019

# DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED FRAMEWORK ASSESSMENTS

## Context

The Faculty of Geosciences has four departments and is one of the seven faculties of Utrecht University (UU). Within the Faculty of Geosciences, the Department of Human Geography and Spatial Planning is responsible for the teaching of various programmes, including the master's programme Human Geography. The department focuses on research, teaching and outreach related to the Urban Futures research programme, investigating urban issues in the context of an ongoing global trend of increasing urbanisation. The responsibility of coordinating and managing the master's programme Human Geography is assigned to the department's Director of Education. Daily management of all master's programmes is carried out by the Education Coordination Team (ECT) composed of the bachelor coordinator, the master coordinator, the education coordinator, and is chaired by the Director of Education. The ECT is advised on issues pertaining to the programme by the Master Education Committee.

## Part-time programme

The master's programme Human Geography offers a full-time and part-time programme. The number of students in the part-time programme is very limited (two students enrolled in 2018-19). In principle, part-time students follow the same curriculum as full-time students, but in two years. The findings and considerations in this report apply to both part-time and full-time students.

### **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 mission of the master's programme Human Geography of Utrecht University is to foster an advanced understanding of transitions in social, cultural and economic structures and human behaviour in urban regions. Students study urban regions and their dynamics from various academic perspectives and thematic angles. The topics in the programme are strongly related and closely linked to the research at the departmental Urban Futures research institute. After the previous assessment, the programme Human Geography underwent a substantial transformation, combining and integrating the programmes in Urban Geography and Economic Geography into the present programme that started in 2017/18. The domain of Human Geography is broad but with a clear core: complex relations between people (society) and their environment (space). Central to the approach are a time-space perspective, the acknowledgement of different temporal and spatial levels of scales, and the relationships between these levels. The focus of the Human Geography programme is on contemporary societal and spatial issues of cities, explicitly integrating urban and economic dimensions and transitions. The programme emphasises the acquisition and application of academic knowledge and professional skills training.

According to the panel, the explicit combination of Urban Geography and Economic Geography in the programme is a strength, specifically in view of the close link with the Urban Futures research programme. The programme starts from an integrative approach, after which the students are offered four specialised tracks leading to an in-depth, academic approach. They can also choose a mixed profile in which they, for example, integrate Urban Geography and Economic Geography courses in their individualised programme. They informed the panel that they appreciate the diversity of the programme. They consider the wide choice of electives to be a strength of the programme.



### *Intended learning outcomes*

Following the mission and vision on education, the master's programme Human Geography defined five central aims:

- A. Knowledge: to assist students in developing an advanced knowledge and understanding that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.
- B. Methodology: to teach students how to apply their knowledge and understanding and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- C. Societal application: to teach students the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, including reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements.
- D. Communication: to teach students how to communicate their conclusions to specialist and non-specialist audiences clearly and unambiguously.
- E. Critical academic attitude: to provide students with the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

Each of these five central aims is subdivided and concretised in four or five intended learning outcomes (ILOs) that jointly meet the Dublin descriptors (see Appendix 2). The Domain-Specific Framework of Reference (DSFR) for the Human Geography and Urban and Regional Planning domain in the Netherlands was updated for this review by the four participating universities. The panel noticed with pleasure that the ILOs were based on the Dutch framework. It determined that the ILOs are academically oriented and at a master's level. For example, they refer to advanced knowledge of complex and changing structures and processes, to the ability to set up and conduct research independently, and to a critical academic attitude at the master's level.

### *Expectations of the professional field*

Alumni of the programme were involved in the formulation of these ILOs, linking the academic with the professional competences. The panel is of the opinion that the ILOs indeed focus on professional skills training in addition to academic skills. The programme aims at preparing students for positions as independent, critically thinking human geographers in various fields of work, for instance research and consultancy firms, national, regional and local government institutions and agencies, NGOs, academia and education. Through guest lectures, practical assignments and professional skills training, students learn about the added value of geography graduates in the professional field.

### *Proposed name change*

At the time of the site visit, the programme had two CROHO names, one in Dutch (Sociale Geografie) and one in English (Human Geography). Taking the international profile and English as the medium of instruction into consideration, the programme prefers to use only the English name. The panel understands this motivation and agrees with it. It verified that no changes in the curriculum are made as a result of the proposed name. It considers the proposed name change to be adequate and should be approved for the master's programme Human Geography.

### **Considerations**

The profile of the master's programme Human Geography is closely connected to the research programme of the department. The topics in the programme are strongly related and closely linked to the research at the departmental Urban Futures research institute. The panel appreciates the integration of Urban and Economic Geography in one programme. This allows students not only to specialise, but also to choose an integrative profile. The ILOs are in line with the Domain-Specific Framework of Reference (DSFR) for the Human Geography and Urban and Regional Planning domain in the Netherlands. They are furthermore in line with the international requirements regarding the level and orientation of an academic master's programme and include professional skills training in addition to academic skills. The panel concludes that the proposed name Human Geography is fitting

with the aims and content of the programme. It therefore judges positively on the proposed name change.

## Conclusion

*Master's programme Human Geography*: the panel assesses Standard 1 as 'meets the standard'.

### **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 one-year (60 EC) master's programme Human Geography offers four tracks: 1) Urban Geography: Neighbourhoods & Residential Dynamics, 2) Urban Geography: Daily Life & Public Spaces, 3) Economic Geography: Business & Location, and 4) Economic Geography: Regional Development & Policy. In addition to the common core curriculum, the students can choose one of these tracks. The panel reviewed the curriculum and concludes that it has a clear structure with a good balance between shared courses and in-depth specialisation in the tracks. The merger of the Urban Geography and Economic Geography programmes also allows students to choose an integrative profile by combining courses from the different tracks. The panel is of the opinion that the merger was successful and is pleased that a significant number of students (30-40%) indeed integrates the tracks into individualised profiles. The examples of integrated profiles the teaching staff provided to the panel shows the complementarity of the tracks and the added value of combining Urban Geography and Economic Geography in one programme.

Appendix 3 provides a schematic overview of the curriculum. The programme is divided into four periods. It starts with a common, intensive, two-week introductory course *Urban Futures* (2.5 EC), which provides the foundation for the programme and creates a common point of departure. This course concludes with a short fieldtrip that helps the staff and students become acquainted and facilitates community building. After the introductory course, all students follow the *Advanced Methods & Techniques* course (5 EC). The first period ends with the *Advanced Urban Geography* or *Advanced Economic Geography* course (7.5 EC). In period 2 the four tracks are offered, each one consisting of two mandatory courses (5 EC each). In addition, the students can choose an elective (5 EC) from a different track or from a range of interdisciplinary electives. In periods 3 and 4, three common courses are offered. The first is an international fieldtrip. The second contains specialised modules in qualitative and quantitative methods and techniques. Students can choose the modules that best fit their individual research. The choice is made in close consultation with their thesis supervisor. The third is a course on professional competences. Students choose a module (2.5 EC), for example *Professional Writing* or *Working as a Human Geographer in a Multidisciplinary Environment*. With regard to all the master's programmes assessed in UU, the panel is of the opinion that it would be desirable to pay more attention to ecological aspects and GIS/cartography. There is ample attention paid to this in electives, but it is of the opinion that more attention can be devoted to these subjects in the core of the programme. The curriculum concludes with the *Master's thesis*, which starts in period 2 with individual talks to supervisors on research questions and the drafting of a research plan. All internships/research projects are carried out under the responsibility of a staff member who holds a PhD and is specialised in the research topic. For the thesis, the students specialise in a subject that fits with the current themes from the Urban Future research groups. They can focus on one of the themes offered or develop their own research topic. After the research proposal is approved by the supervisor, they start their research. Most projects are combined with research internships at private or public organisations, in which case the thesis and internship form a coherent research project.

Learning objectives have been formulated for each course. An appendix to the self-evaluation report elucidates the connection between the course objectives, the ILOs and the Dublin descriptors. Based



on this extensive document, the panel concludes that the courses are aligned with the ILOs. In order to form a picture of the course content, it had access to the educational material of a number of courses during the site visit (see Appendix 5). The content and level of the courses it looked at in more detail are good.

The panel discussed in-depth the combination of the *Advanced Methods & Techniques* course for all students and the *M&T specialisation modules* that the students can select. It appreciates that the advanced course provides a common basis in both qualitative and quantitative methods for all students, while the specialisation modules provide them with the opportunity to specialise in specific methods. The programme is continuously choosing which modules should be offered as specialisation modules, including new developments in the field. The panel is of the opinion that the programme is in line with the traditionally high quality in UU in terms of methodology, both qualitatively and quantitatively. At the same time, it observed some minor points of improvement. The heterogenous group of students poses a challenge, as they informed the panel that the advanced course is very broad and contains a lot of repetition for graduates of the UU bachelor's programme Human Geography and Planning. For others, it is a challenge to get to the required level within the course. The panel recommends finding a solution to serve both groups, for example by using an online tool that differentiates according to the level of the students, stricter admission requirements (and more students having to follow premaster courses), or including two pathways in the course. Another challenge that was mentioned by students is that the specialisation modules are too short and therefore crammed with new information. The panel recommends also looking into this.

Starting in 2018/19, a number of alterations were made to the curriculum. To give students the opportunity to work on professional competences throughout the year, the final course in the curriculum was replaced by masterclasses spread throughout the academic year. Furthermore, the number of credits for the thesis was adjusted from 20 to 25 EC, and if students opt for an internship then it should be a research-driven one. The credits required for this are taken from the *International field trip*, the *Specialised methods & techniques modules*, and the *Professional competences module*. In appendix 3 an overview of the revised curriculum is provided. From the interviews during the site visit, the panel concluded that everybody agrees that increasing the number of credits for the thesis was a good development. Although it understands that these credits have to come from a reduction in the credits of other courses, it is somewhat disappointed that the number of EC for the *M&T specialisation* modules is reduced. Alternatively, lectures in methodology could be put available on demand to individual students requesting assistance with their methodological choices, especially quantitative methods.

#### *Didactic approach, teaching methods and teaching-learning environment*

Within the master's programme Human Geography, a number of didactic and organisational principles are applied, in line with university and faculty policy. The Utrecht Education Model has four pillars, the first of which is a clear distinction between bachelor's programmes with a broad education and master's programmes with a specialisation. Flexibility and freedom of choice is the second pillar; the students largely determine their own study path. The third pillar is the programme's aim for small-scale education with activating working methods. Finally, the fourth pillar focuses on the professional development of the instructors. In line with this model, the programme describes its principles: teaching and research are highly integrated, activating teaching leads to active learning, a diversity of interactive teaching formats is in place, a continuum from teacher-led and collective learning to student-led and individual learning is offered, and every course has multiple assessments. In the first semester, the courses combine lectures or seminars with diverse forms of interactive teaching formats, such as practical assignments, fieldwork, tutorials and group assignments on contemporary topics. In contrast, in the second semester this changes from contact hours in classroom settings to more individual supervision. The combination of structured learning in large or small groups (teacher-led) and individual learning (student-led) with increasing critical reflection provides the students with a good setup to pursue a programme that fits their interests and ensures a well-tailored qualification for their future professional or academic career. The students confirmed to the panel that many courses include interactive elements, for example student-led seminars and

presentations. With the design and set-up of the new curriculum, the programme introduced sounding boards in which the programme coordinator asks the students to provide feedback on the courses and the curriculum as a whole. The panel thinks that this is a good initiative to keep track of the developments in the programme.

#### *Internationalisation*

The Human Geography programme is fully taught in English and accessible for international students, thus promoting a diverse student population as well as intercultural and international exchange and understanding. With less than 10%, the share of international students is still limited, but according to the panel this is understandable as the fully English-taught programme only started two years ago. The programme management is working on increasing the number of international students, in collaboration with the Department of Communication. With a low percentage of international students, the programme has been struggling at times to ensure a good integration between Dutch and international students. During the site visit, the students and staff informed the panel that this is now being remedied, by consistently speaking English (also during informal gatherings) and deliberately mixing international and Dutch students in group work. The number of international staff members is still limited, which was mentioned by staff members as a point of attention. The panel is of the opinion that although the Human Geography programme is taking important steps towards internationalisation, it is still at the start of the process. In its opinion, the programme needs to continue to work on this aspect at a rapid pace in the upcoming period and not forget to also include the international focus in the course content, for example by more explicitly using international cases and data.

#### *Enrolment, admission, supervision and study ability*

With an intake of 89 students in 2017/18, the programme has an attractive scale that allows for integration at the course level as well as freedom of choice and specialisation. Students are eligible to enrol provided they fulfil the admission requirements such as an academic bachelor's degree in Human Geography. Academic bachelor's degrees in Social sciences, Economics, Management and Organisational sciences, Humanities and Law are also accepted if the students have demonstrable knowledge of issues related to Urban/Economic Geography. Furthermore, they have to have knowledge of and experience in both qualitative and quantitative methods for research in social sciences and proficiency in English. Applicants with a professional degree (HBO diploma) in a related discipline usually have to complete a pre-master's programme (of 30 or 60 EC). The graduation rate after one year has increased after the merger into the current programme. The self-evaluation report described the protocol to address delay and improve awareness of timely completion. It specifically focuses on the duration of the thesis (in combination with the internship). If the thesis is not completed by the end of the second semester, the students are actively stimulated and supported to do so within a short period of time. The panel appreciates the active way of dealing with students who are at risk of a delay of more than six months.

#### *Preparation for the labour market*

The self-evaluation report mentioned that in evaluations, the students have always been critical regarding the preparation for the labour market. According to the panel, the individualised profiles of the students make it even more of a challenge to connect the professional field to the programme, as they are focussed on the required competencies in relation to their own profile. The programme offers a connection to the labour market by inviting guest lecturers, using real-life case studies and encouraging the students to carry out their internship outside the university. However, according to the student chapter, more attention could be given to communication about the internship. Alumni told the panel that they are regularly contacted by the department and invited to participate in activities or inform students about their work experience. According to the panel, the shift from the *Professional competencies module* to a set of masterclasses throughout the year might provide students with a more continuous and clear view on the professional field. The fact that most students have to do their internship outside the university's walls provides them with a perspective on the labour market.



### *Teaching staff*

Approximately 30 staff members are involved in the master's programme Human Geography. Increasingly, they have an international background, in line with the aim to match the diverse and internationalised curriculum that is offered. Twelve staff members hold a Senior Teaching Qualification (*Senior Kwalificatie Onderwijs, SKO*), all the others hold a University Teaching Qualification (*Basis Kwalificatie Onderwijs, BKO*). With four full professors, the breadth of the programme is covered; all other staff members are also active in both teaching and research. The department pays sufficient attention to the professionalisation of its teaching staff, and the panel is impressed by the high percentage of staff members with an SKO. The research of staff members is closely connected to the programme and of a high international reputation. The staff-student ratio decreased over the assessment period from 1:40 in 2012/13 to 1:36 in 2017/18, predominantly as a result of the recruitment of young assistant professors. The share of teaching of tenured staff varies between 50 and 80%, and the workload is perceived by the staff as high. Causes of the high perceived workload are the fact that the lecturers teach in several courses, they are committed to teaching and often spend more time than the hours assigned (which are rather tight), and the challenge of finding a balance between research and teaching. One way of dealing with this is to schedule teaching in such a way that staff members have at least one teaching-free period. Teaching staff told the panel that the perceived workload is also reduced by making one or two staff members responsible for a course that is highly related to their research. The fact that the coherence between the courses is clear is also helpful. The panel is pleased to notice that the perceived work pressure is recognised by the management of both the programme and the faculty. However, it is an issue that should continue to receive attention.

### **Considerations**

According to the panel, the curriculum has a clear structure with a good balance between common courses and the specialisation courses of the four tracks. It appreciates that the students can choose to specialise, but can also opt for an integrative curriculum. The combination of qualitative and quantitative methodology training is one of the strengths of the UU programme. The heterogenous group of students does pose a challenge with respect to the level of the *Advanced methods & techniques* course. In addition, the specialisation modules are considered too short and cramped by students. The panel recommends looking for a solution, specifically as the specialisation modules have now had their credits reduced. The programme uses a variety of teaching methods, including interactive teaching in addition to lectures, tutorials and fieldwork. Internationalisation is developing, and the panel encourages the programme to energetically continue its efforts and initiatives on this topic. Evaluations show that students are critical about the attention given to preparing for the labour market. The panel is pleased that the programme is initiating measures to remedy this criticism. It thinks that the rescheduling of the *Professional competencies module* as well as the external internship will provide students with a perspective on the labour market. All teaching staff combine research and teaching and are qualified in both. The faculty pays appropriate attention to the professionalisation of its teaching staff. The perceived work pressure is high, but the panel finds that the faculty is paying sufficient attention to this aspect. The lecturers are also actively looking for solutions to reduce the workload. The panel finds that the programme offers students a teaching-learning environment that enables them to achieve the ILOs.

### **Conclusion**

*Master's programme Human Geography*: the panel assesses Standard 2 as 'meets the standard'.



**Standard 3: Student assessment**

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

**Findings***System of assessment*

All master's programmes in the department follow the UU PDCA cycle. In the past period the department has systematised and improved the assessment and grading system, which includes the development of an elaborated Assessment Plan. This plan shows the relationship between the learning objectives of the courses and the ILOs of the programme. In addition, each course has an assessment matrix that shows how the course-level learning objectives are assessed. The course coordinator is responsible for ensuring that the course is assessed in accordance with the requirements of validity, reliability and transparency. The panel finds that the Assessment Plan, which consists of the course matrices, provides insight into the assessment of the final attainment levels of the programme. It also appears that all the ILOs in the curriculum are covered and adequately assessed. Before the start of each course, the students are informed about the assessment method, the rules for participation and the conditions for resits. In line with the Utrecht Education Model, the programmes apply a system of continuous assessment. The final grade for a course does not depend on one final exam but on at least two assessment moments and includes the grades for several types of assessment, such as take-home assignments, presentations, group seminars and intermediate tests. According to the self-evaluation report, there is a wide range of assessment methods that is mainly based on identifiable individual input that can be verified. Some of the courses make use of peer-feedback and feed-forward to improve the students' work. In these courses the students use the formal assessment forms to evaluate the work of their peers, which helps them understand the assessment criteria and use these insights to improve their own work.

Students told the panel that they are pleased in general with the level and quality of assessment. There are many feedback moments and a range of assessment types, and the assessments cover what is taught in the courses. The student chapter mentioned that in some courses more attention to feedback is required, which was confirmed by the students the panel interviewed. The panel confirmed that providing feedback to students remains a point of attention, but found that the programme pays proper attention to assessment; the use of assessment plans and course matrices contributes to the validity, reliability and transparency of the assessment. It also found that the learning objectives of the courses are clearly related to the ILOs that are assessed.

*Quality assurance of assessment*

The faculty-wide Board of Examiners plays the role of internal supervisor of the quality of examinations. The Board guarantees the quality of assessment in various ways, like random checking. As a result of the previous assessment report, a number of points were addressed, such as the implementation of the faculty's assessment policy and the safeguarding of the quality of the theses. At the request of the Board of Examiners, a Committee of Assessment carries out test analyses (or has them carried out) and submits its conclusions. The selection of courses for which examinations are assessed is partly random and partly based on lecturer and/or student evaluations. The Director of Education has the overall responsibility to implement and monitor all measures that assure the quality of the programmes, courses and assessments. The panel thinks that the establishment of a Committee of Assessment is a good development and was pleased to notice that this committee is giving advice to the Board of Examiners, which is (and considers itself) ultimately responsible for assuring the quality of assessment. The Board of Examiners verifies the quality of the theses every other year by checking the quality and assessment form of a random selection of theses.

*Assessment of the master's thesis*

The master's thesis is considered the ultimate test of whether a student merits a master's degree. The thesis is assessed by the supervisor and a second reader (staff member). For the assessment a standardised grade sheet (based on a rubric) is used. The panel reviewed the procedure of thesis assessment and is of the opinion that the rubric is used consistently, and additional comments are



generally extensive and instructive. The comments and assessment of the second examiner are not specified on the assessment form. In the panel's view, it is thus difficult to verify to what extent the assessment of the second examiner is independent from the supervisor. However, the students and alumni informed the panel that the procedure of assessment is clear to them, regular meetings with the supervisor are informative, and the feedback (both written and oral) is appreciated. Nevertheless, the panel is of the opinion that the independent assessment procedure should be clearly documented, i.e. the assessment form should show the assessment of both examiners. It appreciates the use of a rubric, as it assures a reliable and valid assessment of the theses. At the same time, use of a rubric entails the risk that aspects relating to content, such as relevance, coherence and creativity, will be overlooked in the assessment. The panel recommends not neglecting these aspects in the thesis assessment. It reviewed a sample of the theses and found that, in general, the master's theses are validly and reliably assessed. The final grade by the panel was in all cases similar to that on the assessment form (less than one grade point difference).

### **Considerations**

The increased attention paid by the programme and faculty to a systematic method of assessment and associated quality assurance has led to a good system of assessment. The students are informed about and are actively involved in the assessment by means of providing peer-feedback. The programme uses a wide variety of assessment methods, and the final assessment of a course is always based on multiple assessment moments. The amount and quality of feedback to students remains a point of attention. The Board of Examiners and the quality assurance system are functioning properly, and the panel noted that the Board of Examiners has taken important steps in the past period, for example fostering the implementation of the faculty's assessment policy. It concludes that the assessment is sufficiently reliable, valid and transparent. The manner in which the thesis is assessed is adequately organised. However, the assessment form should clearly show the independent assessment of both examiners. The panel agreed with the grades given by the supervisor and second examiner.

### **Conclusion**

*Master's programme Human Geography:* the panel assesses Standard 3 as 'meets the standard'.

<b>Standard 4: Achieved learning outcomes</b>
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The programme demonstrates that the intended learning outcomes are achieved.
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### **Findings**

#### *Achieved learning outcomes*

Prior to its site visit, the panel studied a sample of 15 recent master's theses. Without exception, they sufficiently demonstrate, in its view, that the graduates realise the ILOs. The self-evaluation report mentioned that the fact that some high-quality theses have been shortlisted for various thesis awards shows the achievement of the ILOs. According to the panel, the theses in general reflect the focus of the programme on methodology and techniques. Strong features it identified were well chosen and topical research, the use of varied and well-chosen methodology, properly conducted research and analysis. It was pleased to find both quantitative and qualitative research methodology. Weaker aspects observed in a number of theses were the limited coherence throughout, the embedding of the research topic in the literature, and rudimentary discussion of the results. The panel found it striking that attention for spatial patterns could be recognised only in a limited number of theses, while the number and quality of maps also left room for improvement.

#### *Labour market*

An Alumni Labour Market Survey (2017) of alumni from the former programmes revealed that entry to the labour market is good. Around 85% of the 2014-16 cohort had a job at the proper level in a relevant field. Alumni of the previous programmes informed the panel that one of the most valuable things they learned was to be able to place an issue in a larger perspective and to see the connections. The panel is pleased with the attention paid to preparation for the labour market and

compliments the programme for its increased attention to a good relationship with practitioners and alumni.

### **Considerations**

The panel reviewed a random selection of theses that were produced by graduates of the Human Geography programme. They reflect the focus of the programme on methodology, and the research topics are well chosen. Only a limited number of students makes use of maps and cartography. Attention to the labour market is increasing, and the employability of the graduates is good. Based on the selection of master's theses, the alumni survey and interviews with alumni during the site visit, the panel concludes that the students realise the ILOs as formulated by the programme.

### **Conclusion**

*Master's programme Human Geography:* the panel assesses Standard 4 as 'meets the standard'.

## GENERAL CONCLUSION

The panel's judgement on standards 1, 2, 3 and 4 for the master's programme Human Geography at Utrecht University is 'meets the standard'. Therefore, according to the rules of the Accreditation Organisation of the Netherlands and Flanders, the general and final judgement is positive.

### **Conclusion**

The panel assesses the *master's programme Human Geography* as 'positive'.





# APPENDICES



# APPENDIX 1: DOMAIN-SPECIFIC FRAMEWORK OF REFERENCE

## **The Human Geography and Urban and Regional Planning domain in the Netherlands**

The current domain-specific reference framework confines itself to a substantive description of the two core disciplines, in combination with the general expectations regarding the competencies of graduates. Therefore, it is a more concise document than the previous (2012) one. The exit qualifications for bachelor and master programmes are no longer included, partly because the Dublin descriptors already provide an adequate general description of the desired scientific level, but also to give the programmes taking part in the reaccreditation ample opportunity to demonstrate their own specific profile in their self-studies.

The Human Geography and Urban and Regional Planning domain is very broad and diverse, and the different academic programmes within the Netherlands highlight different elements. They vary, for example, in the balance between scientific and professional training, degree of research intensity, degree of integration between the two core disciplines, opportunities to specialize, and types of specialization offered. This domain-specific reference framework emphasizes the common features applying to all programmes.

The Human Geography and Urban and Regional Planning domain revolves around the complex relationship between people (society) and their environment (space). There are five qualities that determine the mind set of geographers and planners. First of all, the ability to think from a time-space perspective, these being the two dimensions within which human action unfolds. Secondly, the ability to study the relation between people and environment in the context of intertwined spatial scale levels (local, regional, national, global). Insight into socio-spatial transformations is gained by studying the interaction between these scale levels (the multi-scalar perspective), without making prior assumptions about the dominance of any one level (e.g. the global level) over another (e.g. the local level). Thirdly, the mind set of geographers and planners is based on the idea that space and society closely interact and shape each other. Human actions, and the behavioural patterns that develop in the course of time (institutions), crystallize in space, while conversely, spatial structures and place-related features trigger and shape human actions. A fourth quality relates to the strong multidisciplinary orientation in the work of geographers and planners; relationships between humans and their environment are studied from a range of mutually supplementary disciplinary perspectives. The precise combinations chosen depend on the nature of the socio-spatial problems being studied and will vary per programme within the domain. Finally, the fifth quality is closely linked with all the above: the integrative character of the geographical and planning approach. This crux is an ambition to understand the mutual cohesion between economic, social, cultural and political phenomena and processes within their specific spatial contexts.

Key terms in the domain are space, place, location, scale, networks, linkages, spatial behaviour, place attachment, spatial quality, spatial design and spatial interventions. Within the domain socio-spatial problems are taken as starting points of scientific inquiry. These issues include spatial inequality, globalization, migration, segregation, diversity and identity, environmental burden, sustainable area development, mobility and governance. The aim is not only to make critical analyses of the issues concerned, but also to design plans and interventions that may solve or reduce socio-spatial dilemmas.

The international and comparative character of studying the relation between people and environment is inherent to the Human Geography and Urban and Regional Planning disciplines. Socio-spatial problems, and planned actions to deal with them, are marked by the specific national, regional and local context in which they arise. The significance of the embeddedness of socio-spatial phenomena is the key to Human Geography and Urban and Regional Planning. However, awareness of the importance of context does not imply that the disciplines are merely the sum of an endless series of case-studies. The ambition is to identify the international similarities and differences of socio-spatial processes and developments, in order to unravel both their unique and generic aspects. Both facets are typical of the quest of Human Geography and Urban and Regional Planning to



formulate theories (explanation in context). To emphasize this international, comparative character, teaching does not focus solely on the Netherlands. And when studying Dutch cases, the international importance and international suitability of the theoretical perspectives and research angles developed will always be considered. Continuing on from this, the composition of staff and students in all the Dutch programmes in the domain is becoming increasingly diverse (in many ways). The 'international classroom' being introduced in more and more programmes, facilitates and reinforces the international-comparative orientation of both disciplines.

The Human Geography and Urban and Regional Planning domain has evolved in close cohesion with the other social sciences. While it shares important qualities with the latter - such as attention for formulating theory and the need for rigid methodology - it is also distinct by emphasizing particular qualities. The strong empirical orientation, apparent in the importance attached to primary data collection and fieldwork, is a typical feature of our domain. Furthermore, 'learning by doing' has become an important part of all programmes, partly because it enhances sensitivity to the time and place (context)-bound character of social, cultural, political and economic phenomena and developments. Geographers and planners are constantly challenged to step outside the comfort zone of their own field. Finally, research within the domain has increasingly opened up for a wide spectrum of methods and techniques. This methodological pluralism corresponds with the choice to study socio-spatial problems at various scale levels, which precludes a standard method of analysis.

Human Geography and Urban and Regional Planning graduates are able to identify, analyse and explain socio-spatial problems, based on and contributing to the 'body of knowledge' adhering to the discipline. They are also fully conversant with general social-scientific methods and techniques, as well as more domain-specific research methods, such as GIS and spatial impact analysis. The Bachelor's programmes do this, in line with the basic level of the Dublin descriptors, by laying a broad scientific foundation in the two core disciplines, while the Master's programmes train students, again following the Dublin framework, at a theoretically and methodologically more advanced and specialist level.

The programmes under consideration prepare students for a variety of professions and sectors. Typical jobs include researcher, teacher/lecturer, consultant, policy official and project manager. A common characteristic of staff qualified in Human Geography and/or Urban and Regional Planning is their inclination for a comprehensive approach to problems, and their ability to create awareness on the spatial diversity of societal problems. Students with a specialist Master's degree often find themselves in professions directly connected with their specialism, such as spatial planning, area development, urban policy, construction and housing, regional policy, traffic and transport management or environmental policy. The self-studies of the individual degree programmes will inform more specifically on the professions and sectors in which graduates work.

*The domain-specific framework of reference (DSFR) has been formulated by the national disciplinary meeting (Disciplineoverleg Geografie en Planologie). The former DSFR has been adjusted, i.e. updated and shortened by omitting the concrete exit qualifications for bachelor and master. The participating programmes have been able to comment on the draft. It has been laid down during the meeting on 6 September 2018.*



## APPENDIX 2: INTENDED LEARNING OUTCOMES

A. KNOWLEDGE; To assist students in developing an advanced academic knowledge and understanding that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;

1. SOCIO-SPATIAL ISSUES Have advanced knowledge and understanding of complexity, variation, dynamics and interdependence of socio-spatial structures, processes and behaviours in society
2. CAUSES AND CONSEQUENCES Have advanced knowledge and understanding of the conditions for, the mechanisms underlying, and the effects of dynamic and interdependent spatial structures, processes, and behaviours
3. INTERNATIONAL CONTEXT Have knowledge about the international and intercultural aspects of socio-spatial issues
4. DISCIPLINARY CONTEXT Have advanced knowledge and understanding of the theory, nature, history, and methodology of Human Geography
5. POLICY INTERVENTIONS Have advanced knowledge and understanding of the interdependency between academic research and (policy) interventions and of the methods to critically assess research outcomes and (policy) interventions

B. METHODOLOGY; To teach students how to apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;

1. DEVELOP RESEARCH PROPOSAL Are able to independently and individually develop an original research proposal about a current complex societal or scientific problem related to the master, based on solid theoretical, practical, and societal arguments
2. EMPIRICAL RESEARCH Have the skills to both independently and in a team, organize and conduct an empirical research based on primary and secondary data collection, applying appropriate social and spatial research methodology, (design) methods and techniques
3. CONCLUSIONS Are able to validly interpret both data and research outcomes and to formulate conclusions and (policy) recommendations
4. SOLUTIONS Are able to apply knowledge by developing solutions to the research or societal problem studied both individually and in a (multidisciplinary) team of professionals with different expertise, and students with different international cultures and expertise

C. SOCIETAL APPLICATION; To teach students the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, including reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;

1. INTEGRATE KNOWLEDGE AND HANDLE COMPLEXITY Can integrate knowledge of the sub disciplines of Human Geography and relevant other disciplines and apply this in research and projects
2. MAKING JUDGEMENTS Based on the outcome of research or project work can make scientific judgements
3. ETHICS (SCIENCE) Work and act according to the European Code of Conduct for Research Integrity and the Code of Conduct Utrecht University  
ETHICS (SOCIETY) Understand the ethical issues faced in geography
4. SOCIETAL IMPLICATIONS Can indicate the societal and ethical implications of academic research and feel the need and responsibility to translate academic research in policy recommendations and to participate in public debates
5. ACADEMIC ATTITUDE Take on a critical academic stance and attitude in reflecting on both general and their peers' and own academic behaviour

D. COMMUNICATION; To teach students how to communicate their conclusions to specialist and nonspecialist audiences clearly and unambiguously;

1. PRESENTATION AND COMMUNICATION Are able to clearly communicate the results of academic research of the analysis of both academic literature and empirical research in written and spoken manner to relevant societal actors, stakeholders or in a design project for a wider audience (citizens)



2. **TARGET AUDIENCE** Are able to appropriately address the audiences in presenting academic research findings or design, taking into account the interests and backgrounds of the audience members

3. **ARGUMENTATION AND DISCUSSION** Are able to critically discuss (preliminary) research findings or design of others (peers) and formulate positive peer-feedback (forward) based on sound arguments

4. **PROFESSIONAL ORGANIZATION** Are able to clearly communicate and convincingly defend both proposal, actions and results of research or design, with peers and with different stakeholders in a professional setting

**E. CRITICAL ACADEMIC ATTITUDE;** To provide students with learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous;

1. **UPDATE KNOWLEDGE** Are capable of independently recognizing and following both current societal and scientific developments related to the master

2. **INDEPENDENT AND CRITICAL** Are able to independently plan, organize and conduct academic research and iteratively critically reflect on the choices made, the research process, progress and outcomes and makes changes accordingly

3. **DISCIPLINARY VALUE** Can work in both small and larger teams of (interdisciplinary) international students/scholars, and recognize and communicate the contribution of (interdisciplinary) knowledge and skills in the issue studied


4. **DISCIPLINARY CULTURE** Know about academic research cultures in other disciplines and can relate them to the academic culture in the master

# APPENDIX 3: OVERVIEW OF THE CURRICULUM

## Curriculum of 2017/18

	Period 1	Period 2	Period 3	Period 4	
<b>Track 1:</b> Urban Geography Neighbourhoods & Residential Dynamics	Urban Futures 2.5 EC Advanced Methodes & Techniques 5 EC	Advanced Urban Geography 7.5 EC	International Field Trip 5 EC (4 destinations) M&T specialization 2.5 EC	Thesis & Research Internship 20 EC	
<b>Track 2:</b> Urban Geography Daily Life & Public Spaces					T1 Residential Mobility & Segregation 5 EC
<b>Track 3:</b> Economic Geography Business & Location		T3 Mobilities Travel & Networks 5 EC			T4 Public Space & Consumption 5 EC
<b>Track 4:</b> Economic Geography Regional Development & Policy		T5 Spatial Entrepren. Strategies 5 EC			T6 Geography of Multi- nationals & the City 5 EC
		T7 Regions in European Policy 5 EC	T8 Cities as Complex Systems 5 EC		
		Electives 5 EC Real Estate or Healthy Cities or Migration, Mobilities & Sustainable Futures or Techniques of Futureing or Urban Infrastructure or Urban Heritage or other track course		Professional Competences 2.5 EC	
Supervision thesis & research internship Starting in period 2: individual talks with supervisors; research questions, draft research plan					

## Curriculum of 2018/19

	Period 1	Period 2	Period 3	Period 4	
<b>Track 1:</b> Urban Geography Neighbourhoods & Residential Dynamics	Urban Futures 2.5 EC Advanced Methodes & Techniques 5 EC	Advanced Urban Geography 7.5 EC	International Field Trip 3.5 EC (4 destinations) M&T specialization 1.5 EC	Thesis & Research Internship 25 EC	
<b>Track 2:</b> Urban Geography Daily Life & Public Spaces					T1 Residential Mobility & Segregation 5 EC
<b>Track 3:</b> Economic Geography Business & Location		T3 Mobilities Travel & Networks 5 EC			T4 Public Space & Consumption 5 EC
<b>Track 4:</b> Economic Geography Regional Development & Policy		T5 Spatial Entrepren. Strategies 5 EC			T6 Geography of Multi- nationals & the City 5 EC
		T7 Regions in European Policy 5 EC	T8 Cities as Complex Systems 5 EC		
		Electives 5 EC Real Estate or Healthy Cities or Migration, Mobilities & Sustainable Futures or Techniques of Futureing or Urban Infrastructure or Urban Heritage or other track course			
 Masterclasses Professional classes					
Supervision thesis & research internship Starting in period 2: individual talks with supervisors; research questions, draft research plan					



## APPENDIX 4: PROGRAMME OF THE SITE VISIT

<b>DAY 0</b>		<b>Monday - 20 May 2019</b>
16:30	18:00	Arrival of panel at the hotel, internal meeting (NVAO assessment framework, preliminary findings, preparation)
18:30	21:00	Dinner (panel meeting)
<b>DAY 1</b>		<b>Tuesday - 21 May 2019</b>
08:30	09:00	Arrival of panel / Welcome (optional: with a short presentation at 8:45)
09:00	11:00	Internal meeting (ECA assessment framework, preliminary findings, preparation) and documentation review
11:00	12:30	Meeting with management (all programmes; 15 min. per programme and 15 min. ECA Frameworks, initial findings, preparation)
12:30	14:00	Lunch / internal meeting / consultation hour (13:15-13:45)
14:00	14:45	Meeting with students MSc Development Studies (including PC staff member) - last 15 min. ECA
14:45	15:30	Meeting with teaching staff MSc Development Studies (including PC staff member) - last 15 min. ECA
15:30	16:00	Internal meeting / break
16:00	16:45	Meeting with staff responsible for international(isation) activities
16:45	17:15	Virtual tour through the building (including internationalisation facilities and digital learning environment)
17:15	18:00	Meeting with MSc Development Studies alumni and external stakeholders
18:00	18:30	Collecting preliminary findings
18:30	19:00	Travelling to the restaurant
19:00	21:00	Dinner (panel meeting)
<b>DAY 2</b>		<b>Wednesday - 22 May 2019</b>
08:30	09:00	Arrival and preparation
09:00	09:45	Meeting with BSc Sociale Geografie en Planologie students and alumni (including PC student)
09:45	10:30	Meeting with BSc Sociale Geografie en Planologie teaching staff (including PC staff member)
10:30	11:00	Internal meeting
11:00	11:30	Meeting with MSc Human Geography students (including PC student)
11:30	12:00	Meeting with MSc Human Geography teaching staff (including PC staff member)
12:00	12:45	Lunch / internal meeting
12:45	13:15	Meeting with MSc Spatial Planning students (including PC student)
13:15	13:45	Meeting with MSc Spatial Planning teaching staff (including PC staff member)
13:45	15:00	Collecting preliminary findings and preparing the next sessions

15:00	15:30	Meeting with MSc GIMA students (including PC student)
15:30	16:00	Meeting with MSc GIMA teaching staff (including PC staff member)
16:00	16:30	Collecting preliminary findings and internal meeting
16:30	17:30	Meeting with alumni MSc Human Geography, MSc Spatial Planning, MSc GIMA
17:30	18:00	Travelling to the restaurant
18:00	21:00	Dinner (panel meeting)
<b>DAY 3 Thursday - 23 May 2019</b>		
08:45	9:00	Arrival and preparation
09:00	9:30	Internal meeting
9:30	10:30	Meeting with Board of Examiners and Student Advisers all programmes
10:30	11:00	Internal meeting
11:00	12:00	Final interview with management
12:00	13:45	Lunch and deliberations panel, formulating preliminary findings and conclusions NVAO framework
13:45	14:15	Deliberations panel, formulating preliminary findings and conclusions ECA framework
14:15	14:45	Feedback of preliminary findings and conclusions
14:45	15:00	Break
15:00	16:00	Development dialogue
16:00	16:30	Departure



## APPENDIX 5: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied 15 theses of the master's programme Human Geography. Information on the selected theses is available from QANU upon request.

During the site visit, the panel studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment):

1. Orientation to the professional field and alumni
  - Alumni newsletters
  - Arbeidsmarktmonitor
  - Orientation to the professional field by students
2. Bachelor board
  - Meeting documents 2018/17/16
3. Assessment forms bachelor and master
4. Course archive Ba/Ma 2017-2018 & 2018-2019
5. Diverse
  - Handboek Academische Vaardigheden NL-ENG
  - Docentenhandleiding SGPSL 2018-2019 NL-ENG
  - Overzicht bijeenkomsten Broodje Onderwijs 2018-2019
6. Board of Examiners
  - Centrale examencommissie Geowetenschappen
  - Kamer examencommissie SGPL
  - Toetscommissie
  - Reglement examencommissie UGB & GB
7. Kwaliteitszorg
  - Cursusmatrijzen
  - Instellingstoets kwaliteitszorg UU
  - Rapportage toetscommissie
8. Toetsplannen
  - MT Academic School – mastercoördinatoren overleg
  - Vergaderstukken 2018
  - Vergaderstukken 2017
  - Vergaderstukken 2016
9. Nationale Studenten Enquête
  - NSE 2018/17
10. OER 2018-2019 Ba/Ma
11. Onderwijsdag
  - Programma en overige informatie 2019/18/17
12. Opleidingscommissies
13. Stage (internship) Ba/Ma
  - Studiewijzer en formulieren stage bachelor 2018-2019
  - Course manual Internship IDS 2018-2019
  - Course manual Internship Human Geography 2018-2019
  - Course manual Internship Spatial Planning 2018-2019
  - Overzicht stage via Geobaan 2017, 2018