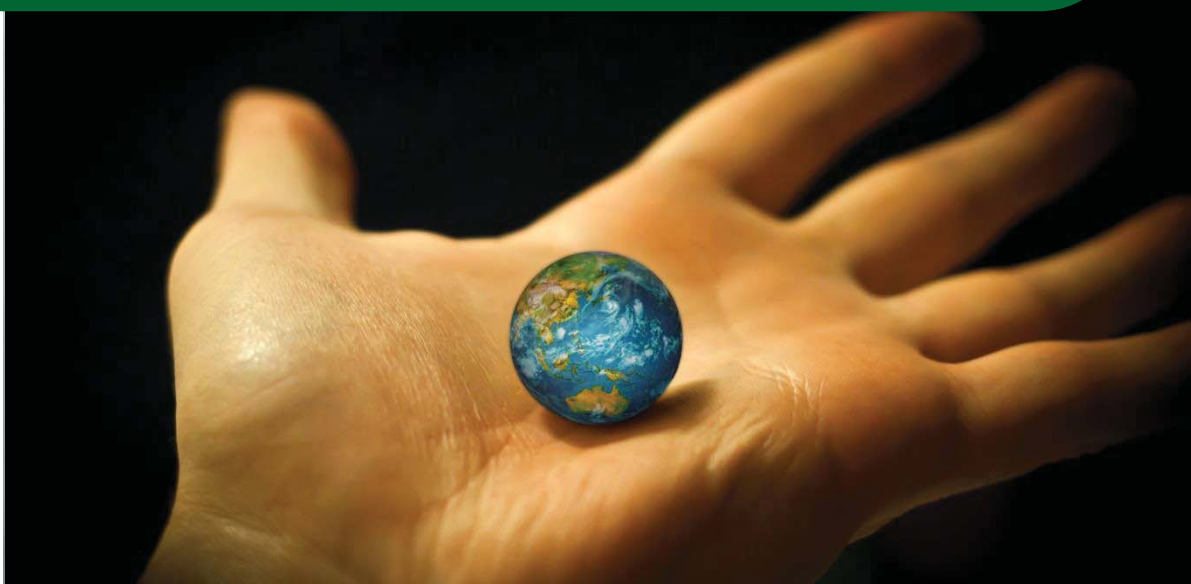


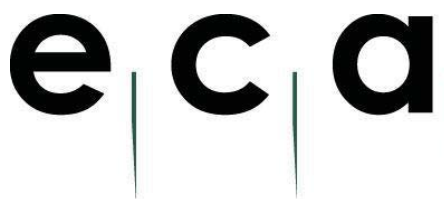
Assessment report

BA Communication, Major International Communication

Hanze University of Applied Sciences



Certificate for Quality in Internationalisation



european consortium for accreditation

Assessment report

BA Communication, Major International Communication

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Glossary

CO	Major Communication (Dutch stream)
ECA	European Consortium for Accreditation
EHEA	European Higher Education Area
HE	Higher education
Hanze UAS	Hanze University of Applied Sciences
IC	Major International Communication (International stream)
LOCO	National Consultative Body for Communication Programmes
NVAO	Accreditation Organisation of the Netherlands and Flanders
PiER	Partners in Education and Research
QA	Quality assurance
SCMI	School for Communication, Media & IT
UAS	University of Applied Sciences

1. Executive summary

The assessment regarding the distinctive quality feature internationalisation is specifically aimed at the international stream (major in International Communication) of the Bachelor's programme in Communication of Hanze University of Applied Sciences (Hanze UAS).

The programme was assessed by Hobéon. Hobéon convened an assessment panel which studied the self-evaluation report and undertook a site visit in Groningen on the 16th and 17th of February 2017.

The Bachelor's programme in Communication is part of the School for Communication, Media & IT (SCMI). The programme educates students to become broadly oriented communication professionals, employable in both the public domain and in commercial domains. Hanze UAS focuses on three themes (Energy, Healthy Ageing and Entrepreneurship), that are clearly reflected in the programme. The programme comprises 240 EC and has a nominal duration of four years.

Standard 1 – Intended internationalisation: Good

The internationalisation goals for International Communication are clearly concretized for different aspects of the programme. The course management defined and documented multiple aims and ambitions regarding aspects of internationalisation. However, the panel would recommend describing the objectives in a more SMART perspective in order to be able to better evaluate afterwards. For example, the student recruitment goals could be defined more precisely by stating explicitly the ambitioned ratio between Dutch, German and other international students, the under-represented nations/continents and the 'deadline' to achieve these goals.

It is evident that internationalisation aspects are an object of the PDCA cycle of the School and the IC programme itself. The audit panel established that the results lead to solid action plans that are executed accordingly.

Overall assessment of Standard 1

Although the programme's internationalisation objects could be expressed in more verifiable terms, the internationalisation goals of the programme, regarding both learning outcomes and the more policy- and content-oriented aspects, are well documented and supported by all

stakeholders, periodic evaluations are systematically conducted and improvements are implemented. Therefore, the panel rates Standard 1 as 'good'.

Standard 2 – International and intercultural learning: Excellent

The panel concludes that the learning outcomes of the IC programme clearly incorporate the consideration of cultural and international issues relevant for a starting communication professional. The international/intercultural intended learning outcomes are translated into learning outcomes per study block. The audit panel considers this an exemplary (international) communication programme in terms of intended international and intercultural learning outcomes.

The audit panel is particularly pleased with the way in which the pedagogical approach and the associated assessment system of IC continually encourage and challenge students to enhance their intercultural competences and learn from each other.

Considering the quality of the midterm project results and the theses, the panel is convinced that the IC students indeed achieve the intended international and intercultural learning outcomes and are well prepared to perform as communication advisors at Bachelor's degree level in an international environment.

Overall assessment of Standard 2

Based on the relevant and eminent international and intercultural learning outcomes, the creative didactic methods, the fit to purpose assessment methodology that surpasses any international communication programme alike, and the convincing evidence that the IC graduates achieve the intended international and intercultural learning outcomes, the audit panel rates Standard 2 as 'excellent'.

Standard 3 – Teaching and learning: Good

Internationalisation is strongly integrated into the curriculum from the beginning till the end of the programme. This is demonstrated by the numerous and diverse real-life international study cases, the intense experience of studying at least one year abroad and the international classroom with a diverse range of lecturers and students. The panel observed that these content-related and structure-related elements contribute to nurture and achieve the intended international and intercultural learning outcomes.

The IC programme is consciously applying various teaching methods that – in different ways – align with internationalisation. The teaching methods allow students with varying learning styles and cultural backgrounds to learn and flourish. The teaching principles and methods, the Scrum method and more specifically the study abroad requirements encourage students to experience and reflect on different world views, whilst developing their ability to communicate with peers in an international setting.

The learning environment of the IC programme is imbued with internationalization. This is exemplified on the one hand by the international classroom setting and, on the other hand, through the staff composition, the structure and the content of the programme.

Overall assessment of Standard 3

Because internationalisation impacts the curriculum comprehensively and the teaching methods are tailored to fit students with a broad scope of cultural backgrounds, a truly international teaching and learning environment has been created. Therefore, the audit panel rates Standard 3 as 'good'.

Standard 4 - Staff: Good

From faculty résumés, as well as from the panel discussions with both students and lecturers, the audit panel gathered that the qualitative and quantitative composition of the staff facilitates the achievement of the intended international and intercultural learning outcomes. Both their qualifications and their international experience as well as the professional discussion with the faculty during the site visit convinced the panel of their international and intercultural knowledgeability, their professionalism and their enthusiasm and commitment to the programme.

The internationalisation plan and the appropriate examples of internationalisation activities demonstrate that the management facilitates the faculty to maintain and/or expand their intercultural competences and international experience. The IC staff all have a thorough command of English.

Overall assessment of Standard 4

Based on the highly qualified and experienced staff members of IC, combined with the internationalisation-related services the programme offers its staff, and the student appreciation of their lecturers, the audit panel rates Standard 4 as 'good'.

Standard 5 - Students: Good

The audit panel considers the composition of the student group with a variety of national and cultural backgrounds extremely well-balanced.

The audit panel endorses IC's ambition to attract more international students and to stay critical regarding the ratio between domestic, German and other foreign students from different origins. For that matter, the panel experiences the new recruitment plan a step in the right direction.

The audit panel observed that the intercultural ambiance of the learning environment at school, combined with study abroad experiences and international work placements, make the programme successful in reaching its internationalisation goals.

The audit panel considers the welcoming, mentoring and counselling of students highly customised and effective. Not only are students supported in overcoming the usual learning difficulties, but intercultural issues are also addressed such as home sickness and obstacles and/or problems during the work placement abroad.

Overall assessment of Standard 5

Because of the national and socio-cultural variety in the student population, the thorough guidance and mentoring of the international students, as well as the demonstrable achievement of the programme's international and intercultural competences by the students, the audit panel rates Standard 5 as 'good'.

Overall judgement

Based on ECA's assessment rules, the panel nominates the major in International Communication (part of the Bachelor Communication) of the Hanze University of Applied Sciences for the Certificate for Quality in Programme Internationalisation.

2. The assessment procedure

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation (Frameworks) published by the European Consortium for Accreditation (ECA).

A panel of experts was convened and consisted of the following members:

- Drs. Willem van Raaijen, panel chair, partner at Hobéon and certified lead auditor (Netherlands).
- Drs. Anne-Marie Cotton, senior lecturer communication management at Arteveldehogeschool Gent and coordinator of the Master in European Public Relations of EUPRERA (Belgium).
- Dr. Guido Rijnja, communications adviser at the Government Information Service (RVD) of the Netherlands (Netherlands).
- Prof. dr. Marita Vos, professor corporate communication at the University of Jyväskylä (Finland)
- Joachim Miedema, Communication student at Christelijke Hogeschool Ede.

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members' expertise and experience can be found in [Annex 1: Composition of the assessment panel](#). All panel members signed a statement of independence and confidentiality. These signed statements are available from Hobéon upon simple request. The procedure was coordinated by Inge van der Hoorn MSc, adviser ad Hobéon.

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit. ([Annex 2: Documents reviewed](#)) The panel organised a preparatory meeting the day before the site. The site visit took place on the 16th and 17th of February 2018 at Hanze University of Applied Sciences Groningen. ([Annex 3: Site visit programme](#))

The panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit which built upon the review of the self-evaluation report and annexed documentation.



The panel finalised the draft report on 23 May 2017. It was then send to the programme manager of the BA-programme in International Communication to review the report for factual mistakes. No factual mistakes were reported.

The panel approved the final version of the report on 5 July 2017.

3. Basic information

Qualification:	Bachelor of Arts
Number of credits:	240
Specialisations (if any):	Communication International Communication
ISCED field(s) of study:	0300 Social Sciences, Journalism and Information
Institution:	Hanze University of Applied Sciences Groningen
Type of institution:	University of Applied Sciences
Status:	Accredited
QA / accreditation agency:	Hobéon
Status period:	from 30/11/2017 until 29/11/2023

Additional information:

The assessment regarding the distinctive quality feature internationalisation is specifically aimed at the international stream (major in International Communication) of the Bachelor's programme in Communication of Hanze University of Applied Sciences (Hanze UAS).

4. Assessment scale

The assessment-scale relates to the conclusions of the assessment panel at the level of the standards and is based on the definitions given below. Through the underlying criteria, each of the standards describes the level of quality or attainment required for a satisfactory assessment. The starting point of the assessment scale is however not threshold quality but generic quality. Generic quality is defined as *the quality that can reasonably be expected from an international perspective*.

Unsatisfactory

The programme does not meet the current generic quality for this standard.

The programme does not attain an acceptable level across the standard's entire spectrum. One or more of the underlying criteria shows a meaningful shortcoming.

Satisfactory

The programme meets the current generic quality for this standard.

The programme shows an acceptable level of attainment across the standard's entire spectrum. If any of the underlying criteria show a shortcoming, that shortcoming is not meaningful.

Good

The programme surpasses the current generic quality for this standard.

The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.

Excellent

The programme systematically and substantially surpasses the current generic quality for this standard.

The programme excels across the standard's entire spectrum. This extraordinary level of attainment is explicitly demonstrated through exemplary or good practices in all the underlying criteria. The programme can be regarded as an international example for this standard.

5. Assessment criteria

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.

Findings

The School of Communication, Media & IT (SCMI) strives to have an international character and appearance. Therefore, SCMI agreed with the Executive Board of Hanze UAS that they will offer an international stream of every CROHO registered program in the School. Because of the growing importance of online communication and trade liberalization, the professional communication field is clearly becoming increasingly international and as such it is no longer limited by borders. To anticipate this development and to live up to the internationalisation policy of SCMI, Hanze UAS offers not only a Dutch Communication major (CO), but also an International Communication major (IC).

The internationalisation goals for International Communication (as well as for the Dutch stream) are clearly concretized for different aspects of the programme, e.g. learning outcomes, career perspectives, interaction with the professional field, multilingualism, target group, studying abroad and differences in the international/intercultural learning outcomes. These topics are discussed in team member meetings, student council meetings and Partners in Education and Research (PiER) meetings. All stakeholders agreed upon the internationalisation goals, and the development of the intercultural competence are seen as a unique feature of the programme, by both alumni and the PiER.

Conclusion and recommendations

According to the audit panel, the internationalisation vision of the programme and its related goals are well documented and supported by all stakeholders. The audit panel is impressed by the way the international aspects and ambitions of IC (and CO) are presented and detailed in the documents.

Criterion 1b: Verifiable objectives

Verifiable objectives have been formulated that allow monitoring the achievement of the programme's internationalisation goals.

Findings

Internationalisation goals are formulated on several aspects of the programme. The intended learning outcomes and the learning outcomes per study block clearly outline the objectives of the programme. Every block features a couple of learning outcomes directly linked to internationalisation.

The audit panel established that the student recruitment goals could be defined more explicitly by stating the ambitioned ratio between Dutch, German and other international students, the under-represented nations/continents, and the 'deadline' to achieve these goals.

Regarding the professional development of staff, every year a professional development plan is drawn up. The development of international experience is one of the aspects IC team members set goals for. The new marketing communication plan for recruiting foreign students is another example of setting internationalisation goals.

Conclusion and recommendations

The course management defined and documented multiple aims and ambitions regarding aspects of internationalisation. The panel would recommend that some of the objectives are expressed in more 'verifiable' terms.

Criterion 1c: Impact on education

The internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning.

Findings

Every year, an education evaluation plan is formulated. This plan describes the activities in the quality cycle that is customary to SCMI, based on the PDCA cycle. It describes which parts of the curriculum will be evaluated in the coming year and how this will be done. Based on the results of the evaluations, the period coordinator formulates an improvement plan in consultation with the university lecturer responsible for the course. These improvements are operationalized in solid action plans and communicated to the students during the kick-off of

the new study period. The results of the National Student Survey also play an important role in the process of safeguarding the quality of the programme.

In addition, the performance of lecturers is evaluated through written surveys; student satisfaction is measured on a variety of aspects. The evaluation results are discussed as part of the HRM cycle with the faculty member in question.

The internationalization features of the programme are also subject to evaluation. As a result, the course management recently identified three areas of improvement, namely the incorporation of internationalisation into the Innovation Labs for IC students, diversity of the recruitment of international students and the development of online international collaboration with partner universities abroad.

Conclusion and recommendations

It is obvious that internationalisation aspects are subject to systematic and periodic evaluation. The audit panel established that the results lead to solid action plans that are executed accordingly and contribute to the overall of teaching and learning.

Overall assessment of Standard 1

Although some of the internationalisation objectives could be expressed in more verifiable terms, the audit panel established that the goals are periodically evaluated and resulting improvements are implemented. Furthermore, taking into account that the internationalisation goals of the programme, which relate to both its learning outcomes and the more policy- and content-oriented aspects, are well-documented and are supported by all stakeholders, the audit panel rates Standard 1 as 'good'.

Standard 2: International and intercultural learning

Criterion 2a: Intended learning outcomes

The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.

Findings

Hanze University of Applied Sciences (Hanze UAS) added additional competence in international and intercultural communication to the national professional profile of the LOCO¹. Regarding Standard 1 (Intended learning outcomes) of the Accreditation Assessment Framework, the panel established that internationalisation is incorporated in the intended learning outcomes. To qualify for the Bachelor's programme, the graduate is required to (i) demonstrate awareness of different (organisational) cultures and styles of communication and adjust professional behavior accordingly, (ii) communicate orally and in writing – in the language of the programme – in a clear, target group oriented and structured manner, and is a proficient user of two languages and (iii) learn and work in an international environment with international stakeholders.

The following text box presents an example of how the intended learning outcomes have been transferred to the course level, in this case study block 2.4 'Internationalisation and Transition'.

Learning outcomes

The student...

... designs communication policy with regards to the internationalisation strategy of a company/organisation.

... plans, organizes and facilitates interaction to support the internationalisation goals.

... independently comes up with innovative solutions.

... reflects on his role as facilitator in communication, describes his own personal effectiveness in international communication in cooperation with others, he distinguishes his own unique value and makes well-argued choices for his learning goals as an international entrepreneur in communication.

... understands his unique value as a consultant in communication and makes this visible in communication of his own company or in personal branding.

... writes a personal development plan in which he reflects on his achievements, his professional attitude and (international) performance and formulates international learning goals (HRM learning line).

Source: Study Guide 2016-2017, Major International Communication, block 2.4

¹ The LOCO is the National Consultative Body for Communication Programmes

Conclusion and recommendation

The panel concludes that the learning outcomes of the IC programme clearly entail the consideration of cultural and international issues relevant for a starting communication professional. The international and intercultural intended learning outcomes are translated into learning outcomes per study block. The audit panel considers the intended international and intercultural learning outcomes of the programme as a best practice for (international) communication programmes.

Criterion 2b: Student assessment

The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

Findings

Referring to Standard 3 of the Accreditation Assessment Framework, the panel established that the assessment methods are applied in relation to the competency based framework of the course and therefore cover all the intended learning outcomes, including the internationalisation goals.

The creative and innovative pedagogical approach of using Scrum stimulates students to work together in groups that are always composed of several nationalities, thus stimulating the development of intercultural awareness and skills.

The variety of assessment methods (integrative, knowledge oriented and skills assessments / on paper, as a product or in the form of an oral presentation / formative and summative) makes the assessment methodology particularly suitable for international students, as it avoids the possibility of cultural bias in the overall assessment methodology. For example, Bulgarian students are more used to oral exams, whereas Asian students mainly take theoretical exams in their own country. And neither of them are used to being assessed on attitudes and skills. Therefore, all students benefit from a mix of assessment methods.

Conclusion and recommendations

The audit panel is truly impressed with the way in which the pedagogical approach and the associated assessment system of IC encourages and challenges students to work on the continual development of their intercultural competences and to learn from their mistakes and each other. The panel believes the programme is at the forefront when it comes to the application of assessment methodology.

Criterion 2c: Graduate achievement

The achievement of the intended international and intercultural learning outcomes by the programme's graduates can be demonstrated.

Findings

The achievement of the intended international and intercultural learning outcomes is one of the explicit criteria for graduation. For the Graduation Assignment proposal to be accepted, it should include sensitivity to intercultural aspects and international developments in the analyses of the program. Students are encouraged to conduct their graduate research for an international company, for a company in a country other than their home country or for a company that has the ambition to go international.

The audit panel established that the theses of International Communication show that IC students are in command of the intended learning outcomes of the Bachelor course and do so at a high professional level. Regarding internationalisation, the audit panel was particularly impressed by the students' command of English and delighted to observe that all students demonstrate a distinct international focus in their graduation work.

Furthermore, alumni showed much satisfaction with the degree to which the IC programme contributed to the development of their international and intercultural communication competences.

Conclusion and recommendations

Based on the midterm project results and the theses, the panel is convinced that the IC students achieve the intended international and intercultural learning outcomes of the programme and that they are well-prepared to perform as communication advisors at Bachelor's level in an international environment.

Overall assessment of Standard 2

Considering the relevant and eminent international and intercultural learning outcomes, the creative didactic methods, the fit to purpose assessment methodology and the convincing evidence that the IC graduates achieve the intended international and intercultural learning outcomes, the audit panel rates Standard 2 as 'excellent'.

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.

Findings

The IC programme features many international aspects. Already in block 1 students learn about intercultural communication theory and about the impact of organisational structures and cultures on intercultural business communication. From block 2 onwards, the assignments are usually brought in by real (international or multinational) clients. This requires students to take the intercultural and international dimensions into account.

During the first two years of the programme students develop their cultural awareness and cultural sensitivity, both theoretically and practically. Students have to map their own cultural identity and learn about different cultural perspectives.

For IC students it is mandatory to spend at least one year of their study abroad. This implies an internship abroad and following a minor in another country and/or searching for a graduation assignment abroad.

At the end of the programme, IC students must master the English language at C1 level. Therefore, throughout the programme, they are regularly being assessed on their English language proficiency. They also have to learn a second foreign language at a basic level. Most students choose the language of the country where they will do their internship.

Students, who prefer to do a minor abroad, can choose from a wide range of accredited educational partner organisations all around the world. These organizations are specialized in the field of communication and are regularly visited by staff members of the IC programme of Hanze UAS.

Conclusion and recommendations

Internationalisation is strongly integrated throughout the curriculum from start to finish through real life international cases, the lived experience of attending at least one year of the programme abroad and the international classroom with a diverse range of lecturers and students. These content- en structure-related elements contribute to achieving the intended international and intercultural learning outcomes.

Criterion 3b: Teaching methods

The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.

Findings

The IC programme uses activating teaching methods such as the flipped classroom, Scrum methodology, inquiry-based learning and peer consultancy. The panel agrees with the programme faculty, that all methods are very appropriate to foster deep approaches to learning and focus on relevance to their cultural context, given the international composition of the student population.

The methods used enforce students to actively participate both in a classroom setting as well as in group work activities. Especially, the Scrum method contributes to achieving the international and intercultural learning outcomes as it stimulates students of diverse national backgrounds and socio-cultural perspectives to work together.

The requirements of doing at least one year of study abroad also adds significantly to the achievement of the international and intercultural competences.

The HRM component in the curriculum encourages students to reflect on their personal development as an international communication professional. Special attention is being paid to the development of the international/intercultural competence.

Conclusion and recommendations

The IC programme consciously applies various teaching methods that – in different ways – align with internationalisation. The teaching methods allow students with varying learning styles and cultural backgrounds to learn and flourish.

The teaching principles and methods, the Scrum method and in particular the study abroad requirements encourage students to experience and reflect on different world views, whilst developing their ability to communicate with peers in an international setting.

Criterion 3c: Learning environment

The learning environment is suitable for achieving the intended international and intercultural learning outcomes.

Findings

IC students are constantly exposed to intercultural learning situations. Not only by working for international clients, but also due to the kind of assignments used (e.g. a Dutch company that wants to explore its opportunities on the European market). Classes and work groups are truly international, featuring various nationalities, and the teaching staff have formidable experience in international professional environments.

In addition to the excellent facilities in the university itself, students take part in study abroad and work placements, which also strongly support the attainment of the intended international and intercultural learning outcomes.

Conclusion and recommendations

The learning environment of the IC programme is imbued with internationalisation, not only by the international classroom setting, but also through the staff composition, the structure and the content of the programme.

Overall assessment of Standard 3

Considering the solid way in which internationalisation is incorporated throughout the curriculum, the quality of the teaching methods that tie in well with students from all kinds of cultural backgrounds, and the truly international learning environment, the audit panel rates Standard 3 as 'good'.

Standard 4: Staff

Criterion 4a: Composition

The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.

Findings

Referring to Standard 2 of the Accreditation Assessment Framework, the panel established that the staff is highly qualified. They all have a Master's degree or PhD in an area relevant to the IC programme.

The workload is sometimes high, but the course management as well as the Executive Board are very much aware of that and actively support faculty members who are going in "overdrive modus". In addition, the Executive Board initiated several pilot studies at Hanze UAS schools to try to reduce the workload.

Students are very positive when it comes to evaluating their lecturers, recognizing their relevant experience in the international business environment and their enthusiasm. Students feel that their lecturers take a sincere interest in them and are committed to them.

Conclusion and recommendations

From faculty résumés, as well as from the panel discussions with both students and lecturers, the audit panel gathered that the qualitative and quantitative composition of the staff facilitates the achievement of the intended international and intercultural learning outcomes.

Criterion 4b: Experience

Staff members have sufficient internationalisation experience, intercultural competences and language skills.

Findings

From the information provided by the course management and the staff résumés, the staff seem to be very international. Core staff are from eleven nationalities, among others the United States of America, Italy, Lithuania and Canada. In view of a further enhancement of the international composition of the faculty, the panel would suggest to consider recruiting an Asian teacher. Nonetheless, the staff members are highly qualified to execute their tasks. With regards to the international and intercultural learning outcomes, staff are trained in

European Law, Slavic Languages and Cultures, Sociology, American Studies, International Economics and Business, Mediterranean Studies and Political Science (European Studies specialization). Furthermore, several teachers work or have worked in an international professional environment. The panel established that the staff members have a widespread international network, very apt to pitch for and recruit relevant international student projects.

The curricula vitae of the IC staff show that they all have a thorough command of English (Cambridge English C1/C2) and that the students appreciate the language skills of their lecturers.

Conclusion and recommendations

During the site visit the audit panel encountered across the IC staff profound international and intercultural knowledgeability, solid professionalism and sincere enthusiasm. Both their qualifications and their experience are of an outstanding nature.

Criterion 4c: Services

The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills.

Findings

As already mentioned under criterion 4b, most faculty members are trained in international and intercultural themes and skills. Their educational and socio-cultural backgrounds offer a strong platform for the delivery of the programme's objectives. International mobility is encouraged by the course management and the internationalisation department of SCMI facilitates staff exchange.

The internationalisation plan comprises information about the internationalisation activities of all staff members. Several teachers have been appointed as project leader for a major energy project in Tanzania, organized by the Hanze Centre of Development Cooperation. Other staff members are guest lecturer at foreign partner universities or go to international (communication related) meetings.

Conclusion and recommendations

The internationalisation plan and the appropriate examples of internationalisation activities demonstrate that the programme facilitates staff to maintain and/or expand their intercultural



competences and international experience. The IC staff all have a thorough command of English.

Overall assessment of Standard 4

Considering the highly qualified and experienced staff members of IC, combined with the internationalisation-related services provided by the programme, and the appreciation of the students for their lecturers, the audit panel rates Standard 4 as 'good'.

Standard 5: Students

Criterion 5a: Composition

The composition of the student group (national and cultural backgrounds) is in line with the programme's internationalisation goals.

Findings

The IC student body comprises a mix of students originating from 35 different countries, mainly from Europe. Generally, 35% of the students are Dutch, 30% are German and 35% are from different EU and non-EU countries. Students gain international experience in their own classroom by collaborating in international groups. The classes are deliberately organized bearing in mind this perspective.

The IC programme would like to attract a more diverse group of international students. The marketing communication department of SCMI recently finished a recruitment plan to attract foreign students (other than German, who enroll spontaneously because of the proximity) and exchange partners. This plan helps the school to organize recruitment and exchange activities aimed at those countries/schools that have a similar educational level, matching themes (communication, and preferably also entrepreneurship or sustainability) and good facilities for international students.

Conclusion and recommendations

The audit panel considers the composition of the student group that features a variety of national and cultural backgrounds very much in line with the internationalisation goals of the programme. The audit panel endorses the ambition of IC to attract more international students and to stay critical regarding the ratio of domestic, German and other foreign students. For that matter, the new recruitment plan is a significant step in the right direction.

Criterion 5b: Experience

The internationalisation experience gained by students is adequate and corresponds to the programme's internationalisation goals.

Findings

The programme seeks to foster the international experience in several ways. First of all, the pedagogy builds on student diversity in order to meet learning outcomes. In addition, a deliberate approach has been adopted to mix students of different backgrounds in group work. Secondly, the assignments and projects always embed an international and/or intercultural

dimension to it. Moreover, students mandatorily gain at least a year of on-the-job learning experience abroad. For non-Dutch students, it is possible to stay in the Netherlands as for them this is abroad. Nonetheless, the research project or the work that they do should have an inter- or multinational dimension. Besides, students improve their English language proficiency and will learn (the basics of) another foreign language in addition to English.

All these activities correspond to the programme's international goals as they all contribute to (i) demonstrating awareness of different (organisational) cultures and styles of communication and adjusting professional behaviour accordingly, (ii) communicating orally and in writing – in the language of the programme – in a clear, target group oriented, and structured manner, and becoming a proficient user of two languages, and (iii) learning and working in an international environment with international stakeholders.

Conclusion and recommendations

The audit panel observed that the intercultural character of the learning environment at school, combined with the experiences of the study abroad and the international work placements, makes the programme successful in reaching its internationalisation goals.

Criterion 5c: Services

The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and correspond to the composition of the student group.

Findings

SCMI has a liaison officer, who intermediates between the international students and the central enrollment office. He arranges Skype sessions with interested students and he helps them to find their way as a student and resident of Groningen.

Hanze UAS welcomes international students prior to the start of their studies. Students are allocated an academic counsellor for the entire period of their Bachelor's programme. The academic counsellor helps students to find their way in the study programme and, if needed, refers them to specialist help. The students are very pleased with the study guidance, also when they do a semester abroad.

IC students join the study association KIC that has a special sub-department for international students. They meet each other in a social setting, where they can learn Dutch and participate

in excursions and lectures, most of which have an international dimension. The study association is responsible for introducing new students to the degree programme and ensuring a special introduction for international students.

Conclusion and recommendations

The audit panel considers the welcoming, mentoring and counselling of students highly customised and effective. Students are not only supported in overcoming the usual learning difficulties, they also have the opportunity to address intercultural issues such as homesickness and other problems during the work placement abroad.

Overall assessment of Standard 5

Considering the national and socio-cultural variety in the student population, the thorough guidance and mentoring of the international students, and the demonstrable achievement by the students of the programme's international and intercultural competences, the audit panel rates Standard 5 as 'good'.

6. Overview of assessments

Standard	Criterion	Level of fulfilment for each standard unsatisfactory/satisfactory/good/excellent (see descriptions in chapter 4)
1. Intended internationalisation	1a. Supported goals	Good
	1b. Verifiable objectives	
	1c. Impact on education	
2. International and intercultural learning	2a. Intended learning outcomes	Excellent
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	Good
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	Good
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	Good
	5b. Experience	
	5c. Services	

Annex 1. Composition of the panel

Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Drs. Willem van Raaijen		x		x	
• Drs. Anne-Marie Cotton	x	x	x	x	
• Dr. Guido Rijnja	x	x	x	x	
• Prof. dr. Marita Vos	x	x	x	x	
• Joachim Miedema		x			x

Subject: Subject- or discipline-specific expertise;

Internat.: International expertise, preferably expertise in internationalisation;

Educat.: Relevant experience in teaching or educational development;

QA: Relevant experience in quality assurance or auditing; or experience as student auditor;

Student: Student with international or internationalisation experience;

Chair: drs. Willem van Raaijen, partner at Hobéon

Mr Van Raaijen is partner at Hobéon, and has been a lead auditor of audit panels in the context of higher education accreditations since 2004. He has more than three experiences in assessing the quality of internationalisation as a panel member.

Drs. Anne-Marie Cotton, senior lecturer Communication Management at the Arteveldehogeschool Ghent (Belgium)

Ms. Cotton is senior lecturer in Communication Management at the Arteveldehogeschool in Ghent and coordinator of the European Public Relations Master of EUPRERA (European Public Relations Education and Research Association).

Dr. Guido Rijnja, communications adviser at the Government Information Service (RVD) of the Netherlands

Mr Rijnja currently works at the Government Information Service of the Netherlands (Rijksvoorlichtingsdienst) as a communications adviser. In addition he is member of Logeion, jury chairman of the Galjaard Prize for government communication and member of the Advisory Board Professionalization (chairman working group science practice). Mr. Rijnja regularly writes articles for Dutch communication magazines such as 'C' and Communicatie.



From 2000-2002, Mr Rijnja was Deputy Director of the School of Communication Management at the University of Applied Sciences Utrecht.

Prof. dr. Marita Vos, professor Corporate Communication at the University of Jyväskylä (Finland)

Ms. Vos has been Professor in Corporate Communication at the University of Jyväskylä since 2007. She is responsible for the bachelor and master's programmes in this field as well as for research.

Mr Joachim Miedema, Communication student at Christelijke Hogeschool Ede.

Mr. Miedema is a fourth-year student in Communication at the Christian University of Applied Sciences in Ede. He was secretary of the CHE Student Council from 2013 to . Mr. Miedema studied an Erasmus semester (2016) at the Istanbul Bilgi University in Turkey.

Coordinator: Inge van der Hoorn MSc, advisor at Hobéon

NVAO trained secretary / coordinator

Annex 2. Documents reviewed

- Zelfevaluatie Rapport (Self-evaluation report)
- LOCO competencies 2012 (Eng)
- Opleidingsprofiel Bachelor of Communications
- Schooljaarplan CMI 2016-2017 – Strategisch Plan CMI 2016-2020
- Deskundigheidsbevorderingsplan CMI 2016-2017
- Inrichting van een professionele organisatie CMI II
- Meerjarenpersoneelsplan (MPP) CMI 2016-2020
- Notitie Internationalisering SCMI
- Partners in Education and Research (PiER) Beleid CO-IC
- Partners in Education and Research (PiER) Policy CO-IC
- Onderwijskundige Opleidingsplan OC-IC (OOP)
- Onderwijsvisie CMI 1.0 vastgesteld
- Onderwijsvisie CO-IC def
- SCMI Assessment Policy SCMI
- SMCI Toetsbeleid SCMI
- Toetsing in Ontwikkeling, versie 0.4 – 08.02.2017
- Lectoraat advies CO-IC onderzoek 080120116
- Visie-leerlijn onderzoek 20.11.2016 – concept
- Onderwijs en Examenregeling CO 2016-2017
- Teaching and Exam Regulations IC 2016-2017
- Jaarverslag Opleidingscommissie 2014-2015
- Jaarverslag Opleidingscommissie 2015-2016
- Verslag Opleidingscommissie – bevindingen OERen 2015-2016
- Jaarverslag Examencommissie CMI 2014-2015
- Jaarverslag Examencommissie CMI 2015-2016
- Studiegids CO 2016-2017
- Study Guide IC 2016-2017
- HRM-learning IC year 1 – 4
- HRM-leerlijn CO jaar 1 tm 4
- 3^e jaar Stagehandleiding CO 216-2017
- 3rd Year Internship Information Brochure IC 2016-2017
- Afstudeerhandleiding CO 2014-2015
- Afstudeerhandleiding CO 2015-2016 tot 31.01.2016

- Afstudeerhandleiding CO 2015-2016 vanaf 01.02.2016
- Afstudeerhandleiding CO 2016-2017
- Graduation Handbook IC 2014-2015
- Graduation Handbook IC 2015-2016 tot 31.01.2016
- Graduation Handbook IC 2015-2016 vanaf 01.02.2016
- Graduation Handbook IC 2016-2017
- Graduation students CO-IC 2014 tm 2016
- Overview employees CO-IC
- CV's teaching staff CO-IC
- Short video clips on all study blocks, told by students
- Kwaliteitsplan Onderwijsevaluatie SCMI 2016-2017
- Afstudeerevaluatie CO 2015-2016 en Verbeterplan 2016-2017
- Graduation Period IC Evaluation 2016-2016 and Points of Improvement 2016-2017
- Stage-evaluatie CO 2015-2016 en verbeterplan 2016-2017
- Docent- en studentevaluaties + verbeterplannen van blok 1.1, 1.3 en 2.3
- NSE Analyse Communicatie vt NSE 2015
- NSE Analyse Communicatie vt NSE 2016
- NSE Analyse International Communication vt NSE 2015
- NSE Analyse International Communication vt NSE 2016
- Alumni onderzoek LOCO – Peter 't Lam
- Alumni evaluate the program bachelor CO – Erik Kostelijk
- Alumni evaluate the program bachelor IC – Erik Kostelijk
- Toetsopgaven + beoordelingscriteria en normering (antwoordmodellen) en een representatieve selectie van gemaakte toetsen (presentaties, stageverslagen, assessments, portfolio's e.d.) en beoordelingen (ter inzage)
- Representatieve selectie van handboeken en overig studiemateriaal (ter inzage)

The auditpanel reviewed and assessed the graduation reports of the following students²:

	Student number	Stream
1	297784	CO
2	291346	CO
3	300086	IC
4	286677	CO
5	297532	CO
6	298244	CO

² For privacy reasons, only student numbers are shown here. Names of graduated students and titles of the final works are known to the secretary of the audit panel.

7	293356	IC
8	310703	CO
9	305491	CO
10	291727	CO
11	311120	CO
12	307046	IC
13	287098	IC
14	299592	IC
15	306276	IC

Annex 3. Site visit programme

Overview

Date:	16-17 February 2017
Institution:	Hanzehogeschool Groningen / Hanze University of Applied Sciences Groningen
Programme:	BA Communication, Major International Communication
Location:	Van DoorenVeste Buiding, Zernikeplein 11, Groningen

Programme

Wednesday 15 February 2017

20.30 – 22.30: Preparatory meeting of the panel

Day 1: Thursday 16 February 2017

08.15 – 08.30: Welcome (drs. Rose Kempen, drs. Annemieke ter Borg)

08.30 – 09.30 Internal meeting and possibility to review additional documentation and student work.

09.30 - 10.30: Meeting with management of the programme

<i>Full name</i>	<i>Position</i>
• Mr. Trijnie Faber	Dean Institute for Communication, Media & IT
• Drs. Rose Kempen	Program manager IC
• Drs. Annemieke ter Borg	Program manager CO
•	

10.45 - 11.45: Meeting with teaching staff

<i>Full name, course</i>
• Astrid Berg PhD, university lecturer Communication Research, Dutch
• Drs. Hanneke Deinum, university lecturer advisory skills

- Trienke Drijfhout MA, university lecturer Internationalisation and Entrepreneurship, Dutch
- Wim Elving PhD, lector (professor) Communication & the Sustainable Society
- Drs. Ingrid Falkena, interim HSD, SLB-coördinator
- Frank Jansen MSc, university lecturer Online Communication
- Dick Visser MSc, HSD Media and Content Creation
- Mart Wegman MA, University lecturer Communication Science, Dutch

12.00 - 12.45: Meeting with students

Full name

- Marianne Geertsema, Communication, 2nd year
- Myrthe Hoekstra, Communication, 2nd year
- Christian Koops, Communication, 3rd year
- Renée van de Belt, Communication, 4th year
- Amey Knol, Communication, 4th year

12.45 – 13.30: Lunch, including internal meeting and review of materials

13.30 – 14.00: Open consultation hour + guided tour around the school

14.00 – 14.45: Meeting with the Examination Board and the Test Committee

Full name

- Drs. Kim Bokma, Internships and Graduation Coordinator Communication
- Josef Sennekool Med, chairman test committee
- Lumi Stoica MSc, Graduation Coordinator International Communication
- Drs. Fokke Veenstra, chairman Examination Board

14.45 – 15.30: Student presentations

Student presentation (year 2, semester 1) Campaign project

Student presentation (year 1), Online branding project

15.30 – 16.15: Meeting with alumni and representatives of the professional field

<i>Full name</i>	<i>Current position/company</i>
• Marloes Borgjink (alumna CO)	Owner MLB Media and tooltrainer
• Loes Gankema (alumna CO)	Province of Groningen

• Lisanne Smits (alumna CO)	Triade UMCG
• Willemien Bouwers (alumna CO)	Groninger Museum
• Siep Faber (PiER)	Owner JBF Multimedia
• Arjen van Leeuwen (PiER)	Owner Van Leeuwen Communicatie & Challenge Solutions
• Sander Prinsen (PiER)	Co-Founder & Owner Strom Digital

16.15 – 17.00: Panel discussion on the (preliminary) outcomes of the assessment

17.00 – 17.15: Pending issues

17.15: Feedback session on NVAO Framework
All interested

Day 2: 17 February 2017

08.15 – 08.45: Welcome (drs. Rose Kempen)

08.45 – 09.30 Meeting with teaching staff (Major International Communication)

Full name, course (nationality)

- Astrid Berg PhD, university lecturer Communication Research (Dutch)
- Drs. Hanneke Brakenhoff, lecturer, trainer Intercultural Learning Lab, (Dutch)
- Giuseppe Raudino MA, internship coordinator (Italian)
- Trienke Drijfhout MA, University lecturer Internationalisation and Entrepreneurship (Dutch)
- Lumi Stoica, graduation coordinator (Romanian)
- Drs. Lennart Pruiksma, intake officer, support staff internationalisation (Dutch)

09.30 – 10.15: Meeting with students (Major International Communication)

Full name

- Marten Eyferth, year 1, German
- Pierre Heywood, year 1, South African
- Vlad Ioffe, year 2, Ukranian
- Lotte Vroegh, year 2, honours, member student association, Dutch
- Johanna Spiller, year 3, honours, German
- Jacqueline Schmitz, year 4, honours, member education committee, Dutch

10.30 – 11.00: Meeting with the executive board and dean

Full name

- Drs. Henk Pijlman, chair executive board
- Mr. Trijnie Faber, dean School of Communication, Media & IT

11.00 – 11.30: Meeting with alumni and representatives of the professional field

<i>Full name</i>	<i>Current position/company</i>
• Anton Gorobets, alumnus IC 2015, Israeli	Catawiki, SEO Manager
• Verena Kappler, alumna IC 2011, German	Business owner KapplerKomm, Der Unternehmendoktor
• Elizabet Stefanova, alumna IC 2016, Bulgarian	Communication specialist Friesland Campina
• Saskia Zwiers, alumna IC 2009, Dutch	Town Council of Groningen, Energy Campaign coordinator
• Dick Dam, PIER	Business Owner at Hollandse Nieuwe, Soliciting agent for one-man businesses
• Frederic van Kleef, PIER/External Expert IC	Concern Advisor Strategy Town Council of Groningen

11.30 – 12.15: Panel discussion on the outcomes of the assessment

12.15 – 12.30: Pending issues

12.30: Feedback and conclusion
All interested

End of site visit and departure

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