

Assessment report  
Limited Programme Assessment  
Assessment of Distinctive Quality Feature Internationalisation

**International Bachelor's programme in Communication and Media**

Erasmus University Rotterdam

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## 1. Executive summary

In this executive summary, the panel presents their main considerations and conclusions regarding the quality of the International Bachelor's programme in Communication and Media of Erasmus University Rotterdam, as well as regarding the distinctive quality feature Internationalisation of this programme.

### *Quality of the International Bachelor's programme in Communication and Media*

The programme management has taken up the suggestions for improvement presented by the panel which conducted the initial accreditation of the programme in 2009. The programme management has compared the intended learning outcomes with the learning outcomes of similar programmes in this field and has found these quite comparable. Therefore, the programme management decided not to alter the intended learning outcomes of this programme. On the other hand, a substantial change to the curriculum has been made. So-called focus areas have been introduced in the curriculum, allowing students to gain more in-depth knowledge in two specialised areas within the programme.

The panel regards the main objectives of the programme to be sound and to demonstrate the breadth of the programme. At the same time, the panel is positive about the focus areas which will allow students to acquire specialised in-depth knowledge and understanding of two specific areas of study within the broader field of communication and media. The intended learning outcomes of the programme are comprehensive and appropriate operationalisations of the programme's objectives. These learning outcomes, rightly, refer to communications as well as to media, address the major social sciences (e.g. sociology and psychology) relevant for this area of study, include research methods and techniques (qualitative and quantitative), address skills in communication and collaboration and, especially, specify the students are to acquire a critical attitude towards media and communication related issues. The panel is impressed by the high level and the very ambitious nature of the programme. The learning outcomes specify the knowledge, skills and attitudes the students ought to acquire in a rather demanding manner, challenging the students to achieve a high level of performance in the areas the learning outcomes cover. For the panel, these learning outcomes definitely meet and, in a number of respects, surpass the bachelor's level. The learning outcomes correspond to the views of the international community of experts in this domain, as the learning outcomes have been compared with a number of relevant Dutch and international frameworks and standards. The panel is positive about the efforts of the programme management to keep track of the labour market and the careers of the alumni and to discuss the programme's objectives regularly with representatives in the professional field.

The large number of students applying and the *numerus clausus* the programme management has the right to enforce, enable the programme management to apply very strict admission requirements. In the opinion of the panel, the admission requirements of the programme ensure to only admit students who are motivated and talented enough to have a fair chance of completing the programme. The admission procedure is conducted appropriately by the selection committee and is supervised by the examination board.

The panel considers the intended learning outcomes to be appropriately represented in the curriculum. The curriculum covers the theoretical and methodological topics adequately in the theoretical courses, the methodological courses and the research workshops. The students are trained to acquire statistical knowledge up to the level of the multivariate analysis, thereby ensuring a satisfactory level of knowledge of quantitative research methods. In the communication workshops, the students obtain sufficient academic skills. The panel has, however, some reservations concerning the extent to which the students are taught to develop critical views and opinions on media and communication related issues, as has been specified in one of the intended learning outcomes. As topics like power, political aspects of communication and media and critical cultural studies seem to be somewhat underrepresented, the panel recommends to give these a more prominent place in the curriculum. The focus areas seminars allow the students to specialise in one of the sub-areas of the media and communication fields of study. In addition, the students have a satisfactory degree of choice to customize the curriculum, being able to select a number of electives and to take a minor or go on an exchange programme.

The panel finds the programme well-organised and considers the lecturers and the support staff to be a very motivated team, meeting the requirements for a bachelor's programme like this one. The research and educational qualities of the lecturers meet the requirements and the support staff, really, is an asset to the programme, allowing the teaching staff to fully concentrate on lecturing. The panel welcomes the appointment of a third full professor in the foreseeable future, an appointment that will broaden the basis of the programme.

The educational concept of the programme is appropriate, especially enabling the students to experience various, relevant study methods to engage in. The panel approves of the efforts of the programme management to encourage the students to learn in a self-directed way. The study guidance and the information provided to the students are adequate and allow the students to complete their studies.

The programme's assessment system is in line with the assessment policy of the Erasmus University Rotterdam and of the Erasmus School of History, Culture and Communication. The panel considers this assessment system to be comprehensive and adequate, covering all the rules and regulations required, be it the system has been implemented fairly recently. In the programme's assessment protocol, relevant assessment quality criteria have been specified and the required tasks and responsibilities of the examination board as well as of the examiners have been outlined. The assessment forms for the courses, being a substantial number of small assignments during the courses and a written examination or larger assignment at the end of the courses, are quite appropriate to test the students' knowledge and skills. The thesis procedure has been well-elaborated, having as a good starting point the bachelor's thesis class in which the students draft their research question problem and their research design. The panel is very positive about the thesis assessment procedure, which involves not only two examiners but also the second reader panel, which consists of a number of lecturers scrutinizing the bachelor's theses and thereby ensuring the theses' quality.

Having studied and discussed the quality of a sample of theses, the panel members consider the theses to be solid, to address the relevant subject matter and to be especially strong in exposing the students' own ideas about this subject matter. As the research designs, problem statements, handling of problems and conclusions have been executed very well, the panel regards the theses to be methodologically sound, especially for a bachelor's programme. Mainly because the majority of the theses in the panel's sample were oriented towards the media study area rather than the communication study field, the qualitative research method was more prominent than the quantitative research method. The panel asks the programme management to pay attention to this aspect. The marks which were given by the lecturers correspond to the marks the panel members would have given.

As the panel has noted, the majority of the graduates go on to study in master's programmes of Erasmus University or other universities in the Netherlands or abroad. These programmes may be in the study area of media and communication but may also be in related areas. The panel has observed the graduates do not experience any major obstacles in being admitted to these programmes, some of these being offered by prestigious institutes.

#### *Distinctive quality feature Internationalisation*

With regard to the internationalisation features of the programme, the programme management regards the bachelor programme International Business Administration of Rotterdam School of Management of Erasmus University Rotterdam as an example and as a benchmark. This bachelor programme is one of the first programmes of this university, if not the first, to have acquired the distinctive quality feature Internationalisation of NVAO.

The panel has observed the programme management to have a clear vision on internationalisation. The programme management focuses on preparing the students for an international career in an international business setting, requiring the students to be able to collaborate with people from other countries and from other cultural backgrounds. This vision is shared by the major stakeholder groups (lecturers, students and alumni) with whom the panel has met. The panel would invite the programme management to enrich the internationalisation vision to include other perspectives than the Anglo-Saxon and European ones on which the vision primarily rests and to add deeper, cultural and philosophical dimensions. The programme's international and intercultural objectives are in line with the vision on internationalisation and are appropriate operationalisations of this vision. For each of the objectives target figures have been set. The panel is pleased to understand the programme management will compare these objectives more systematically with other, similar programmes in the Netherlands and abroad. These objectives are included in the programme's quality assurance system which is up to standard. The panel has studied the projects the programme management intends to implement in the coming years and is confident these projects will lead to further improvements regarding the international and intercultural dimensions of the programme.

The panel considers the intended learning outcomes to reflect the programme's internationalisation vision clearly and convincingly. According to the learning outcomes, the students are to master the international and intercultural dimensions of the media and communication subject matter and are to be able to communicate and collaborate with people from other nationalities and other cultural backgrounds. The panel considers the assessment methods which are used to test the students' achievements on the international and intercultural learning goals to be satisfactory. The written examinations or individual assignments are appropriate to assess the knowledge-oriented international learning goals, whereas the intercultural learning goals are adequately tested by means of group assignments including process-oriented evaluations and self-reflection reports. The panel considers the results the graduates have achieved to be very much up to standard. The graduates perform well, measured by their rates of admission to international master's programmes in the Netherlands and abroad. Some of the graduates are admitted to prestigious institutes.

From the list of courses, the panel concludes the number of courses with an international or intercultural orientation to be significant. Therefore, the panel finds the curriculum to be an appropriate reflection of the international and intercultural learning outcomes. The panel, however, considers coverage of Europe and North America (and possibly perspectives that originate in these areas) to be rather dominant and coverage of other parts of the world (Asia, Africa, Latin America, Middle East) to be somewhat lacking and, therefore, recommends the programme management to try and include more coverage of the wider world, including distinctive research programmes and theories associated with those regions. The teaching methods, on the other hand, foster the active participation of the students in class and promote their international and intercultural awareness and skills. The small-group tutorials allow for the intense international and intercultural interaction between the lecturers and the students and among the students, since the groups are composed of students with different nationalities and students are supervised by both tutors from the Netherlands and tutors from abroad. Also, the IBCoMpanion study guidance programme is a stimulus for the international and intercultural awareness of the students. Finally, the small internationally and culturally diverse groups of students working on group assignments foster the communication and collaboration between students from different countries and with different cultural backgrounds.

The panel has observed the teaching staff to be very much internationally composed. This applies, very strongly, to the junior staff and, to a somewhat lesser extent, to the senior staff. The panel welcomes the appointment of a third, non-Dutch full professor, as planned by the programme management. Of the lecturers, 50% are Dutch, 18% are from European countries and 32% are from countries outside of Europe. The international research qualities of the lecturers are up to standard, as these lecturers participate in important international organisations in the media and communication disciplines. Also, the lecturers are experienced regarding teaching international and interculturally diverse student groups and, definitely, meet the requirements of this international programme. The panel assesses the command of the English language by the lecturers to be good. The lecturers are offered relevant services and receive appropriate support, concerning the international and intercultural features of the programme.

The panel considers the composition of the student population to be very international on the one hand and to be balanced in terms of nationalities on the other hand. The students have ample opportunity to meet students from other countries and other cultures. The students gain international and intercultural experience, as is evident from the course contents, the topics addressed in the classes and the skills the students are trained in. The percentage of students going abroad in the course of the curriculum is very high. Therefore, many of the students will have a real-life international and intercultural experience in the programme. The panel has verified the programme management to provide adequate information, guidance, counseling and housing services as well as diploma supplements to the students.

The panel advises NVAO to re-accredit the International Bachelor's programme in Communication and Media of Erasmus University Rotterdam, having assessed this programme to be good in terms of the NVAO Assessment Framework (22 November 2011). In addition, the panel advises NVAO to award the distinctive quality feature Internationalisation to the programme, having assessed the programme to be good with regard to the NVAO Frameworks for the Assessment of Internationalisation (14 November 2011). As a consequence, the panel advises NVAO to propose to the European Consortium of Accreditation in higher education (ECA) to award this programme the corresponding European Certificate of Internationalisation.

Rotterdam, 17 March 2014

Chair of the assessment panel  
Prof. H.D.Y. Van den Bulck PhD

Secretary  
W.J.J.C. Vercouteren MSc, RC

## 2. Assessment process

Certiked VBI received a request to conduct the assessment for the re-accreditation of the International Bachelor's programme in Communication and Media, including the assessment of the distinctive quality feature Internationalisation for this programme. The request had been submitted by Erasmus University Rotterdam.

Certiked has requested the approval by the NVAO of the proposed panel of experts to conduct this assessment. NVAO has given their approval to this panel. The panel consisted of (for more detailed information please refer to Annex 4: Composition of the assessment panel):

- Prof. H.D.Y. Van den Bulck PhD, professor of Communication Studies, University of Antwerp, panel chair;
- Prof. D. Hesmondhalgh PhD, professor of Media and Music Industries, University of Leeds, panel member;
- Prof. P. Vorderer PhD, professor of Media and Communication Studies, University of Mannheim, panel member;
- M. Koopmans MSc, graduated from University of Amsterdam, master's programme Corporate Communication, student member.

On behalf of Certiked, W. Vercouteren MSc, RC was responsible for the process co-ordination and for drafting the panel's report. All of the panel members as well as the secretary signed a statement of independence and confidentiality.

The panel has conducted this assessment in accordance with the NVAO Assessment Framework (22 November 2011) and, for the distinctive quality feature Internationalisation, in accordance with the NVAO Frameworks for the Assessment of Internationalisation (14 November 2011).

The following procedure has been adopted. The members of the panel studied the documents presented beforehand by the programme management, including a number of theses (please refer to Annex 2 and 3: Documents reviewed and Theses reviewed).

Prior to the site visit, every one of the panel members and the process co-ordinator/secretary discussed by e-mail or by telephone their findings and preliminary considerations concerning the quality of the programme. The panel members presented a number of questions to be put to the programme representatives during the site visit. On the basis of this input, the process co-ordinator/secretary drew up a complete list of questions.

On 11 December 2013, the panel members met to share their preliminary findings and considerations. The list of questions to be put to the programme representatives was supplemented with additional questions. On 12 December 2013, the panel conducted a site visit on the campus of Erasmus University Rotterdam. The site visit schedule was in accordance with the schedule drawn up beforehand (please refer to Annex 1: Schedule of site visit). Although the programme management had communicated the open office hours beforehand, no persons presented themselves.

Immediately after the site visit, the members of the panel shared their considerations and conclusions for each of the standards of the NVAO Assessment as well as for each of the standards of the NVAO Frameworks for the Assessment of Internationalisation. These considerations and conclusions were based upon the findings during the site visit, building upon the evaluation of the documents submitted by the programme management. At the end of the site visit, the chair of the panel presented a broad outline of the panel's findings and considerations to the representatives of the programme.

A draft version of this report was finalised by the secretary having taken into account the information presented as well as the findings and considerations of the panel. The draft report was then presented to the members of the panel. The panel members corrected and amended the draft report. Finally, the secretary drew up the final report. This report was sent to the programme management to correct for errors. The errors having been corrected, the report was sent to the programme management to accompany their request for re-accreditation.



### 3. Overview of the programme

#### 3.1 Basic information about the programme

##### *Administrative information about the programme:*

Name programme in CROHO:	B International Bachelor's programme in Communication and Media
Orientation and level:	Academic bachelor
Grade:	Bachelor of Science
Number of credits:	180 EC
Specializations:	n.a.
Location:	Rotterdam
Mode of study:	Full-time
Registration in CROHO:	50374

##### *Administrative information about the institution*

Name of institution:	Erasmus University Rotterdam
Status of institution:	Publicly funded university
Institutional quality assessment:	Positive result

##### *Quantitative data about the programme*

Percentage of students who dropped out after one, two or three years (vwo matriculation)

Cohort	2009	2010	2011
Percentage of drop-outs after one year	17%	11%	12%*
Percentage of drop-outs after two years	24%	14%*	
Percentage of drop-outs after three years	24%*		

\*Preliminary figure

Percentage of students who continued their study in the second year and who have completed the programme after three, four, five and six or more years (vwo matriculation)

Cohort	2009	2010	2011
Success rate after three years	59%		
Success rate after four years			
Success rate after five years			
Success rate after six or more years			

Percentage of students who continued their studies in the second year and who have completed the programme after three, four, five and six or more years (all students)

Cohort	2009	2010	2011
Success rate after three years	70%	81%	
Success rate after four years	90%		
Success rate after five years			
Success rate after six or more years			

Percentage of lecturers with the following qualifications

Qualification	MSc/MA	PhD	BKO
Percentage of lecturers	100%	75%	60%

The student-to-staff ratio

Year	2010/2011	2012	2013
Student-to-staff ratio	29 : 1	27 : 1	31 : 1

Number of contact hours per week for each of the years of the programme

Year of the programme	Year 1	Year 2	Year 3
Number of contact hours per week	14.3	11.5	5.3

### 3.2 Main facts about the institution

The International Bachelor's programme in Communication and Media is a programme of the Erasmus School of History, Culture and Communication, one of the faculties of Erasmus University Rotterdam. According to its website, the Erasmus University Rotterdam is a research university, driven by a strong focus on current social issues. The university concentrates its expertise on issues of management, organization and policy in the public and private sectors on the one hand, as well as on the field of health care and medicine. Erasmus University Rotterdam has bundled its education and research in four areas of expertise in which the university has a national and international reputation to maintain: health, wealth, governance and culture.

In its own words, the principal tasks of Erasmus University Rotterdam are the generation and transfer of knowledge proceeding from a high degree of social engagement. To this end, the university pursues knowledge in an inquiring, critical, investigative and flexible manner, with a strong international orientation and based on the values of professionalism, teamwork and fair play.

The research and lecturing activities of the Erasmus University have been concentrated in a number of faculties, being the Erasmus School of Economics, Erasmus School of Law, Faculty of Social Sciences, Faculty of Medicine and Health Sciences/Erasmus Medical Centre, Faculty of Philosophy, Erasmus School of History, Culture and Communication, Rotterdam School of Management and International Institute of Social Studies.

### 3.3 Intended learning outcomes

The intended learning outcomes of the programme have been subdivided into five sections, corresponding with the Dublin-descriptors.

Knowledge and comprehension (Dublin-descriptor 1). Graduates will have knowledge and understanding of:

- The main theoretical traditions, approaches, perspectives and debates within the social scientific study of communication and media.
- The implications of using an international, comparative perspective on theory and research in the field of communication and media.
- (major theoretical perspectives on) media systems, media industries, media technologies, media processes and media influences in an international, comparative perspective.
- (major theoretical perspectives on) social, political, cultural and economic functions and impact of communication in an international, comparative perspective.
- (major theoretical perspectives on) new forms of mediated communications and associated processes of internationalization, globalization and digitalization.
- (major theoretical perspectives on) the role of (new forms of) mediated communication in the functioning and performance of organizations in the fields of (international and global) business, politics, and media and entertainment.
- (major theoretical perspectives on) the role of cultural factors in communication processes.
- The main (comparative) research designs, research methods, and research techniques in the social scientific study of communication and media.
- Current theories, approaches and issues within two specialized areas of communication and media and one or more other fields of study.

Implementing knowledge and comprehension (Dublin-descriptor 2). Graduates will be able to:

- Analyse, reflect on, and formulate (the international dimensions of) current issues and problems in the field of communication and media, drawing on relevant academic and professional sources and creatively applying current theoretical concepts, insights, methodologies and research techniques.
- Evaluate and contribute to (the development of) strategies, policies, actions, or research addressing current communication- and media-related problems and international and intercultural aspects thereof.
- Conduct a small-scale, internationally oriented research project within a specialized area of communication and media, drawing on a well-defined framework by a staff member.

Judgement (Dublin-descriptor 3). Graduates will be able to:

- Find, interpret, and creatively use relevant scholarly and professional sources in the field of communication and media to contextualize, define, analyse, and reflect upon communication- and media-related issues and problems from an international and intercultural perspective.
- Apply research methods and techniques that are common within the social-scientific study of communication and media to collect, store, retrieve and analyse data with special attention to cross-national and cross-cultural comparison.
- Develop critical views and opinions on media and communication related issues, that are sustained by relevant and reliable information and that demonstrate awareness of social and ethical concerns and responsibilities as well as international and cultural variations therein.

Communication skills (Dublin-descriptor 4). Graduates will be able to:

- Present their findings in a scientifically substantiated manner, both orally and in writing.
- Communicate their viewpoint and findings to different target groups.
- Collaborate and communicate effectively with people who have different (national, cultural, disciplinary) backgrounds.

Learning abilities (Dublin-descriptor 5). Graduates will be able to/inclined to:

- Reflect upon their own learning and competencies and identify their personal learning needs and interests.
- Function within international and culturally diverse professional and educational settings and look across the borders of their own fields of study, home countries and cultures.

### 3.4 Outline of the curriculum

In the table below the courses for each of the three years of the curriculum have been indicated.

Courses	Credits
Introduction to Human Communication	5.0 EC
Introduction to Social Science Research	5.0 EC
Communication Workshop 1: Academic Skills	5.0 EC
Introduction to Statistical Analysis	5.0 EC
Media Processes and Influences	5.0 EC
Key Concepts in the Social Sciences	5.0 EC
Media Systems in Comparative Perspective	5.0 EC
Communication as a Social Force	5.0 EC
Communication and Organisations	5.0 EC
Communication Technologies and Their Impacts	5.0 EC
Intercultural Communication	5.0 EC
Research Workshop 1: Cross-national Comparative Communication Research	5.0 EC
Year 1	60.0 EC
International and Global Communication	5.0 EC
Focus Area Seminar 1	5.0 EC
Elective 1	5.0 EC
Quantitative Methods in Media and Communication	5.0 EC
Focus Area Seminar 2	5.0 EC
Focus Area Seminar 3	5.0 EC
Qualitative Methods in Media and Communication	5.0 EC
Communication Workshop 2: New Media Production	5.0 EC
Elective 2	5.0 EC
Research Workshop 2: Focus Area A or B	5.0 EC
Communication Workshop 3: Communication Management	5.0 EC
Communication Workshop 4: Communication and Media Practice	3.0 EC
Elective 3	5.0 EC
Year 2	63.0 EC

Minor	15.0 EC
Elective 4	5.0 EC
Focus Area Seminar 4	5.0 EC
Focus Area Seminar 5	5.0 EC
Internship	10.0 EC
Communication Workshop 5: Communication Ethics	2.0 EC
Bachelor's Thesis Class	5.0 EC
Bachelor's Thesis	10.0 EC
Year 3	57.0 EC
Total programme	180.0 EC

## 4. Overview of the assessments

### 4.1 NVAO Assessment Framework

Standard	Assessment
Standard 1. Intended learning outcomes	Good
Standard 2: Teaching-learning environment	Satisfactory
Standard 3: Assessment and achieved learning outcomes	Good
Programme	Good

### 4.2 Frameworks for the Assessment of Internationalisation

Standard	Assessment
Standard 1: Vision on internationalisation	Satisfactory
Standard 2: Learning outcomes	Good
Standard 3: Teaching and learning	Satisfactory
Standard 4: Staff	Good
Standard 5: Students	Good
Distinctive quality feature Internationalisation	Good

## 5. Findings, considerations and assessments per standard

### 5.1 Standard 1: Intended learning outcomes

*The intended learning outcomes of the programme have been concretised with regard to contents, level and orientation; they meet international requirements.*

#### *Findings*

The main objective of the programme is to prepare students for advanced studies in communication and media as well as in related disciplines and to allow them, either directly or after having completed their advanced studies, to work in the contemporary, international communication and media industries. To this end, the programme management aims to familiarize the students with the theoretical and more practical aspects of the following areas of study.

- Forms of mediated communication in their social, cultural, political, economic and organisational contexts.
- The development and impacts of new forms of mediated communication and associated processes of internationalisation, globalisation and digitisation.
- The role of (new forms of) mediated communication in organisations in the fields of (international) business, politics and government, and (global) media and entertainment.

On the one hand, students are introduced to the broad study area of mediated communication and are to master each of these areas of study. On the other hand, for each of these three programme objectives, the programme management has outlined a total of six focus areas, to allow students to specialise in one or two of these fields of study and to obtain in-depth knowledge in these areas. The first of these areas of study is covered by the two focus areas Media and Entertainment and Communication, Culture and Society. The second area of study is matched by the two focus areas International and Global Communication and New Media Technologies, whereas the two focus areas Communication and Business and Communication and Politics are directed towards the third area of study.

The programme management has drafted a number of intended learning outcomes as operationalisations of these objectives (please refer to section 3.3 of this report for the complete list of the intended learning outcomes). The programme management has ensured the intended learning outcomes to meet the domain-specific frameworks for Communication Science as well as Communication and Information Sciences which have been drafted by the Dutch universities. In meeting these domain-specific frameworks, the aims of the programme comply with the views on these disciplines by experts in this field in the Netherlands. These views, generally, correspond to those of foreign experts in this field. Notably, the Dutch domain-specific frameworks comply with the aims of the International Communication Association (ICA) and of the International Association for Media and Communication Research (IAMCR). Moreover, in order to meet the internationally accepted requirements for a programme in this area, the programme matches the *Standards for Undergraduate Communication Programs* of the National Communication Association of the United States (NCA).

Notwithstanding the correspondence with national and international frameworks for the discipline, the programme aims to distinguish itself on a number of points from similar programmes in the Netherlands. In the words of the programme management, these points are the international dimension of the programme, the social scientific orientation, the emphasis on the strategic, organizational, political and business aspects of media and the explicit attention paid to the cultural aspects of communication and the creative and cultural industries.

The programme management has arranged the intended learning outcomes according to the Dublin-descriptors. In this way, the programme management has demonstrated the learning outcomes to correspond to the Dublin-descriptors for a bachelor's programme and, therefore, to meet the bachelor's level.

The programme management aims to give the students a broad education, enabling them to continue their master's studies not only in the communication and media fields but also in disciplines like (international) business administration, international public relations or marketing management. The programme management maintains relationships with the professional field in order to adjust the objectives and the intended learning outcomes to the requirements of the professional practice. To this end, the programme regularly meets with the Professional Advisory Board, representing the professional field.

#### *Considerations*

The panel regards the main objectives of the programme to be sound. The panel is positive about the breadth of the programme, as is evident from the objectives. At the same time, the panel welcomes the focus areas the programme management has defined. The panel agrees with the programme management these focus areas will allow students to acquire specialised in-depth knowledge and understanding in two specific areas of study within the broader field of communication and media.

The panel has studied the intended learning outcomes of the programme and considers these to be comprehensive and appropriate operationalisations of the programme's objectives. The learning outcomes, rightly, refer to communications as well as to media, address the major social sciences (e.g. sociology and psychology) relevant for this area of study and include research methods and techniques (qualitative and quantitative). Also, the students are to master skills in communication and collaboration. The panel, especially, noted one of the learning outcomes specifying the students are to acquire a critical attitude towards media and communication related issues. The panel considers this learning outcome to be an important aspect of the attitudes students ought to have at the end of the programme.

As to the level of the intended learning outcomes, the panel is impressed by the high level they aim for and the very ambitious nature of the programme which is reflected therein. Not only do the learning outcomes paint a comprehensive picture of the study fields of communication and media but they also specify the knowledge, skills and attitudes the students ought to acquire in a rather demanding manner, challenging the students to a high level of performance in the areas the learning outcomes cover. For the panel, the learning outcomes definitely meet and, in a number of respects, surpass the bachelor's level.

The panel welcomes the thorough way in which the programme management has compared their learning outcomes with a number of Dutch and international frameworks and standards for programmes in this domain. Therefore, the learning outcomes respond to the views of the international community of experts in the domain. The panel welcomes the specific aspects of this programme, distinguishing it from similar programmes and giving it an own profile.



The panel is positive about the efforts of the programme management to keep track of the labour market and the careers of the alumni. Also, the panel noted the programme management discusses regularly the requirements of the professional practice in order to attune the learning outcomes to developments in the professional field.

#### *Assessment of this standard*

These considerations have led the assessment panel to assess the standard 1 *Intended learning outcomes* to be good.

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

*The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.*

#### *Findings*

The programme only started in 2009 and, therefore, is still very young. The number of students who enrolled in the programme was 130 (in 2009), 122 (in 2010), 126 (in 2011), 144 (in 2012) and 172 (in 2013). The number of applications is about double the number of students who are in fact admitted. According to Dutch law, the programme management has been given the right to select the students and to limit the number of incoming students (*numerus clausus*), especially to ensure the international character of the programme.

The selection procedure of the students is performed by a selection committee, reporting to the examination board. The prerequisites to be admitted to the programme, are a Dutch secondary school diploma (in Dutch: vwo) or an equivalent and a good command of the English language, to be demonstrated by means of a favourable score on a well-established test. The candidates are, also, to be strongly motivated for this programme and are to have an international background, international ambitions and a strong academic record. Foreign students' diplomas are checked by either the university's admission office or by Nuffic, a specialist organisation in the Netherlands for these matters. As the programme management is in a position to select the students, the student group composition is balanced in terms of nationality. About 45% of the students are Dutch, 5% of the students are Dutch but live abroad, 45% of them have a non-Dutch nationality and 5% are non-Dutch but live in the Netherlands. The programme management offers a deficiency course in mathematics for incoming students who do not meet the requirements in this respect.

The programme management drafted a table, specifying in great detail the relations between the intended learning outcomes of the programme and the learning goals of each of the courses in the programme. From this table may be deduced all of the learning outcomes to be covered by these learning goals. The course descriptions of each of the courses specify the learning goals, the course contents, the compulsory literature, the study methods as well as the assessment methods and the lecturers involved in the courses. The course contents meet the learning goals. In this way, the programme management has demonstrated the intended learning outcomes of the programme to be fully represented in the curriculum.

In the curriculum, a number of different types of courses have been specified. These courses refer to the different types of intended learning outcomes which the programme management has drafted. The types of courses and the study methods employed therein are the following (for an overview of all of the courses in the programme please refer to section 3.3 of this report).

- Theoretical core courses, like Key Concepts in the Social Sciences, Media Systems in Comparative Perspective and Communication and Organisations. These courses are primarily meant to convey knowledge and understanding about the core subjects of the programme and to teach students how to apply this knowledge and understanding to specific cases and problems. The main study methods employed are lectures and tutorials. The lectures are meant to provide the students with an overview of the subject matter of the course, whereas the tutorials are meant for the students to actively engage in course-related topics by means of weekly or biweekly assignments, debates and oral presentations. In the tutorials, the student group size is 20 to 25.
- Methodological core courses, among which Introduction to Social Science Research, Introduction to Statistical Analysis and Qualitative and Quantitative Methods in Media and Communication (two separated courses). These courses address research methods and techniques and cover subjects like research designs, measurement instruments, data collection and data analysis, comprising much of the methodological core of doing research. The educational set-up of these courses very much resembles the theoretical core courses' set-up, consisting of lectures and tutorials. In the tutorials, the students, in addition, receive hands-on training in applying research methods, learning how to use research instruments and software.
- Focus area seminars, meant to introduce the students to the two specialisations they may select. As has been indicated in standard 1, these focus areas enable the students to gain in-depth knowledge and understanding of specific study areas within the broader field of study of communication and media. In these courses, the students are encouraged to participate actively by means of in-class discussions and debates.
- Electives. In the second and third years, the students may choose a number of electives. In these courses as well as in the minor, the students may customize the programme to their own preference. For the electives students may choose master's programmes like Business Administration, Arts and Culture Studies, History, Philosophy, Sociology and Psychology.
- Minor or exchange. The students may either take a number of courses abroad (exchange programme) or take a minor, being different from the study area of this programme. Students who want to go on exchange have to meet a number of requirements, such as not having any study delay and having obtained an average grade of 6.5 for the courses in the first and second years. If the students opt for a specific minor, often they do so to be admitted to a master's programme of their choice which has set this minor as a prerequisite for admission to this programme.
- Practical oriented courses, being, among other, Communication Workshops in Academic Skills, New Media Production and Communication Management. These courses or workshops are meant to teach the students' academic skills, such as communication skills, orally and in writing. The study methods in these workshops are primarily practical and comprise simulation games, individual and group assignments and small-scale projects.
- Internship. In the third year, the students are to take an internship in the field of communication and media. In the internship, the students are to apply their knowledge and understanding as well as their academic skills in a real-world setting. Students may either take their internship in the Netherlands or abroad. Students who want to pursue an academic career may take a research internship. The internship plan is approved by their internship supervisor and the students are to submit a written reflection report on their internship. The students are to find the internships themselves but they may seek advice from the programme's internship co-ordinator.
- Research workshops, like Cross-national Comparative Research and the Bachelor Thesis Class are meant to familiarize the students with the research process and the steps within the research process, like drafting a research design, drafting and answering research questions and looking at the theoretical implications of the research.

- In the Bachelor's Thesis the students are to integrate theoretical and methodological knowledge and understanding they have acquired in the courses (for more detailed information on the Bachelor's Thesis, please refer to standard 3 of this report).
- Talented and motivated students may take the honours programme (15 EC) in the second year. In this honours programme, the students are presented with additional topics and are familiarized with recent research outcomes in the communication and media areas of study. The students are to actively engage in designing one of the modules of the honours programme and in inviting outside experts to lecture in the honours programme.

The department head Media and Communication is responsible for the programme. She is assisted by a number of support staff members, like the IBCoM programme co-ordinator, the internship co-ordinator, the alumni officer, the student advisor, the international exchange officer, and the admissions officer. The programme management monitors a number of external surveys on the programme's quality, like the Dutch National Student Survey. The programme committee, consisting of lecturers and students, discusses the outcomes of the regularly conducted evaluations among students and advises the programme management on the programme's quality and the improvements in the programme. The examination board is responsible for monitoring the quality of the examinations of all of the Erasmus School of History, Culture and Communication programmes, including this programme (please refer to standard 3 for more detailed information on the examination board).

The programme management, lecturers and support staff meet regularly to discuss the programme. they do so in order to detect and remedy gaps and overlap in the curriculum. Lecturers responsible for a specific course meet to discuss the course contents and the course logistics and implement improvements, when required.

The student-to-staff ratio is about 30 : 1, which is a figure not uncommon for Dutch programmes, although the figure is not especially favourable either. The lecturers with whom the panel has met, have indicated to experience a substantial workload. One of the reasons for this is that the programme is still in the build-up phase and it requires a considerable amount of time to adjust and re-adjust the programme.

One of the main concerns of the programme management when recruiting and selecting lecturers for the programme is to ensure their research interests to meet the contents of the programme and the focus areas which have been defined. Moreover, the research themes in the research group, to which the lecturers in their capacity as researchers belong (Erasmus Research Centre for Media Communication and Culture), meet the focus areas of the programme. The lecturers' research track records are monitored and assessed by the university. The lecturers participate in prominent Dutch research schools, like Netherlands School of Communications Research and Research School for Media Studies. The lecturers have indicated to introduce their research activities and results in the classroom. The students with whom the panel has met, have confirmed this, but have also indicated this aspect of the teaching could be strengthened.

Out of a total of 44 staff lecturing in the programme, 75% holds a PhD degree. Another 18% are presently working on their doctoral dissertation. At the moment, the teaching staff includes two full professors. The programme management is in the process of recruiting a third full professor. One of the requirements is he or she ought to have a clear international profile. Four staff members are on tenure track, leading to an associate professor position in the foreseeable future.

As to their educational qualities, 60% of the lecturers hold a BKO-certificate, being a well-established certificate in the Netherlands to proof the educational capabilities of university lecturers. In 2015, according to the rules of the Dutch Ministry of Education all of the lecturers will either hold a BKO-certificate or have an exemption on account of their educational track records.

The educational concept of the programme is primarily aimed to learn and to encourage the students to learn in a self-directed manner. The students are offered a number of teaching methods to foster this self-directed learning, like discussions, debates, presentations, individual assignments and group projects. In the tutorials, the relatively small students' groups (20 to 25) are composed of students with different nationalities and from different cultural backgrounds.

Before the programme actually starts, the students are invited to spend an introductory few days to get to know the lecturers and their fellow students. In the first semester of the first year, the students are to participate in the so-called IBCoMpanion study guidance programme. Two students from the second or third years guide a group of about fifteen freshmen through the first semester, familiarizing them with aspects of the programme and of studying and living in Rotterdam. The students may turn to their lecturers for study guidance and may also obtain advice from the student advisor. The students with whom the panel has met, were positive about the study guidance. The programme management monitors the study progress of the students and may contact the students in case of study delay. The attendance of the tutorials is obligatory. The students are entitled to a resit at the end of the year but may only take resits for a maximum of three courses per year. The students are to obtain 60 EC in their first year. Students will be forced to leave the programme (binding study advice), if they do not meet this requirement.

At the beginning of each of the courses, the course's learning goals are discussed with the students to familiarize them with the aims which have been set for the course. The students have access to the course descriptions. In the course of the programme, the programme management has scheduled a number of information sessions, meant to inform the students about, among other, focus areas, exchange programmes and internship options.

### *Considerations*

The panel considers the admission requirements of the programme to be satisfactory, admitting only students who are motivated and talented enough to have a fair chance of completing the programme. Of course, the large number of students applying and the *numerus clausus* the programme management has the right to enforce, enable the programme management to apply very strict admission requirements. In the opinion of the panel, the admission procedure is conducted appropriately by the selection committee, being supervised by the examination board.

The panel considers the intended learning outcomes to be appropriately represented in the curriculum. In the opinion of the panel, both the study areas communication and media are satisfactorily covered. The students with whom the panel has met, have confirmed being that both study areas are being taught appropriately. The panel has, however, some reservations concerning the extent to which the students are taught to develop critical views and opinions on media and communication related issues, as has been specified in one of the intended learning outcomes. In the curriculum, topics like power, political aspects of communication and media and critical cultural studies seem to be somewhat underrepresented. The panel recommends to give these aspects a more prominent place. The curriculum covers the theoretical and methodological topics satisfactorily in the theoretical courses, the methodological courses and the research workshops. As to the level of knowledge and skills regarding quantitative research methods, the panel has verified the students are to have statistical knowledge up to mastering the multivariate analysis.

The panel is, therefore, satisfied the students gain a satisfactory level of statistical knowledge in the programme. The panel welcomes the focus areas seminars, allowing the students to specialise in one of the sub-areas of the media and communication fields of study. Also, the panel is positive about the academic skills the students acquire in the communication workshops. The panel feels the students have a satisfactory degree of choice to customize the curriculum, being able to select a number of electives and to take a minor or go on an exchange programme.

The panel finds the programme to be well-organised. Also, the panel considers the lecturers and the support staff to be a very motivated team, meeting the requirements for a bachelor's programme like this one and with very promising prospects, especially given the early stage of development the programme is in. In the opinion of the panel, the lecturers are up to their tasks and the support staff, really, is an asset to the programme. The support staff performs a number of important tasks and allows the teaching staff to fully concentrate on lecturing. The research and teaching qualities of the lecturers meet the requirements. The panel welcomes the appointment of a third full professor in the foreseeable future, which appointment will broaden the basis of the program and help carry the heavy burden of senior management duties, thus also ensuring continuity in this regard.

The panel considers the educational concept of the programme to be appropriate, especially enabling the students to experience various, relevant teaching methods to engage in. The panel approves of the efforts of the programme management to encourage the students to learn in a self-directed way. In the opinion of the panel, the study guidance and the information provided to the students are adequate and allow the students to complete their studies.

#### *Assessment of this standard*

These considerations have led the assessment panel to assess the standard 2 *Teaching-learning environment* to be satisfactory.

### **5.3 Standard 3: Assessment and achieved learning outcomes**

*The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.*

#### *Findings*

The programme's assessment system is in line with the Reference Framework Assessment and Examination Boards of the Erasmus University Rotterdam (March 2011) and the Assessment Policy of the Erasmus School of History, Culture and Communication (May 2013). In the Assessment Policy document, the principles to be applicable for the examinations in this and the other programmes of the school are outlined. Recently, this assessment policy was operationalised in the assessment protocol, specifying the practical rules and regulations concerning the drafting and assessing of examinations.

The programme's assessment system includes, among other, an assessment plan, specifying the way in which the intended learning outcomes of the programme are covered by the examinations, assessment quality criteria, like validity and reliability for the examinations and tasks and responsibilities of the examination board and the examiners. The lecturers and examiners are to observe the assessment quality criteria when drafting and assessing the examinations.

The examination board plays an important role in the assessment system of the programme. The main responsibility of this board is to monitor the quality of the examinations to ensure the examinations meeting the quality standards as set. The examination board also rules on individual cases concerning examinations. Members of the examination have been trained to perform these tasks appropriately.

For the courses, a number of assessment methods have been selected. In most of the courses, the students are required to send in a small assignment weekly or biweekly. These assignments have a formative aspect, as they are meant for regular feedback on the students' study progress but they, also, are part of the course grade. At the end of the courses, the students take an examination. This examination may either be a written examination or a paper of about 2,000 to 3,000 words. Only very rarely and in exceptional cases, may the students take an oral examination. The grade of the course is a weighted average of the grades of the assignments and the final examination of the course. In nearly all of the courses, the final grade not only depends on work done by the individual student but also on group work. The programme management feels group work has added value because of the communication and collaboration skills the students have to demonstrate to complete the group assignments. The panel has explicitly looked into the ratio of individual examinations to group examinations, e.g. in the form of group assignments. From a list presented by the programme management, may be derived that the part of the individual examinations is dominant, in most of the courses determining from 60% to 100% of the course grade. Having completed their exchange programme or their internship, the students are to present a self-reflection report, describing their experiences.

For the bachelor's thesis, the programme management has drafted a thesis procedure. The aim of the thesis is for the students to write an academically sound piece of work, using either quantitative or qualitative research methods. The first step in this procedure consists of the bachelor's thesis class during which the students draft their research question and their research proposal. The thesis classes are organised according to research themes in the focus areas the students have chosen. So, students with the same focus areas are in the same thesis class. The thesis class lecturer will be the thesis supervisor of these students. The bachelor's theses are assessed by two examiners, being the thesis supervisor and the second reader, who assess the theses independently. They use the thesis assessment form, specifying a substantial number of assessment criteria. The examiners may add comments to their assessments. All of the theses which have been approved by these examiners, are checked by the so-called *second reader panel*, consisting of a number of lecturers and chaired by the thesis co-ordinator. If the proposed grade is more than 8 (on a scale of 10 points), if the grades of the examiners differ more than one point or if the thesis has a proposed grade of 5 to 6 (barely satisfactory), the second reader panel will appoint an arbiter and will rule on the definitive grade, having heard the arbiter's assessment of the thesis.

As the programme only started in 2009, no more than two cohorts of students have graduated until now. In the Netherlands, it is quite uncommon for graduates from bachelor's programmes to enter the labour market. The majority of the students first proceeds with a master's programme before looking for a job. Nevertheless, a number of courses, notably New Media Production, Communication Management, Communication and Media Practice, and the internship allow the students to familiarize themselves with aspects of the professional practice. About 17% of the graduates of the programme have thus far opted to enter the labour market. Some 11% of the students took a year's leave. About 71% of the graduates decided to go on with a master's programme. In some cases, these students are to take a specific minor to be admitted to these master's programmes. Out of these graduates, some 50% continued to do their master's programme at Erasmus University, about 25% proceeded to a master's at a Dutch university and some 18% continued with a master's programme abroad. Some of these programmes are offered by prestigious institutes like London School of Economics & Political Science, Oxford University and Kings

College London. A substantial part of the graduates opting for Erasmus University chose for master's programmes at Rotterdam School of Management. Not only did the graduates continue in the field of communication and media but also in related study areas like (international) business administration, international public relations and marketing management. The graduates of the programme gained access to these master's programmes.

In 2013, the programme management recruited an alumni officer who is responsible for contacting the alumni and their employers as well as for monitoring the alumni careers. In 2014, the first of an annual graduate survey will be conducted among alumni. In addition, every year in-depth interviews with alumni and their employers will be held.

### *Considerations*

The programme management has an assessment system in place, in line with the assessment policy of the Erasmus University Rotterdam and of the Erasmus School of History, Culture and Communication. The panel regards this assessment system to be adequate and comprehensive, covering all the rules and regulations required, be it the programme's assessment system has been implemented fairly recently. In the programme's assessment protocol these rules and regulations have been operationalised in terms of relevant quality criteria. The panel considers the tasks and responsibilities of the examination board as well as of the examiners to be outlined well and to conform to the requirements for examination boards in the Netherlands.

The panel considers the assessment methods the programme management has selected, to be quite appropriate. The students' performance may be well assessed on the basis of the written examinations or assignments at the end of each of the courses. The panel is positive about the numerous small assignments in the courses, as these not only are relevant for the feedback on the students' achievements but also add to obtaining a reliable picture of these achievements. The individual examinations outweigh the group work, thereby ensuring a fair assessment of the students' performance.

The panel considers the thesis procedure to be sound and well-elaborated. The bachelor's thesis class is a good starting point for the thesis writing process. The panel is, especially, very positive about the thesis assessment procedure. Not only do two examiners assess the theses but also does the second reader panel scrutinize the bachelor's theses, in a number of specific cases. For the panel, the involvement of the second reader panel adds greatly to the reliability of the assessment procedure and is an extra guarantee for the theses' quality.

The panel members have studied a number of theses and have discussed the quality of these theses. The panel members consider the topics addressed in the theses to be relevant for this programme and assesses the research designs, problem statements, handling of problems and conclusions to be executed very well by the students. Therefore, the panel regards the theses to be methodologically very sound, especially for a bachelor's programme. The majority of the theses in the panel's sample proved to be more oriented towards the study area of media than that of communication. As a consequence, in the majority of the theses reviewed by the panel a qualitative research method rather than a quantitative research method had been adopted. The panel asks the programme management to pay attention to this aspect. The marks which were given by the lecturers correspond to the marks the panel members would have given. The panel assessed the theses to be solid theses, especially strong in exposing the students' own ideas about the subject matter addressed in the theses.

The panel has studied the graduate figures of the programme. The majority of the graduates go on to study in master's programmes of Erasmus University or other universities in the Netherlands or abroad. These programmes may be in the study area of media and communication but may also be in related areas. The panel has observed the majority of the graduates are admitted to these programmes, some of these being offered by prestigious institutes. For the panel, this is an indication of the level of knowledge and skills the graduates have achieved in the programme.

*Assessment of this standard*

The considerations have led the assessment panel to assess standard 3 *Assessment and achieved learning outcomes* to be good.



## 6. Findings, considerations and assessments of the distinctive quality feature internationalisation

### 6.1 Standard 1: Vision on internationalisation

*Shared vision. The programme has a vision on internationalisation. This vision is supported by stakeholders within and outside the programme (criterion 1a).*

#### *Findings*

Erasmus University Rotterdam has the intention to become a genuinely international university. The International Bachelor's programme in Communication and Media is one of the programmes embodying this goal. As has been indicated above, the bachelor programme International Business Administration of Erasmus University Rotterdam serves as an example to this programme.

The programme management intends to prepare students, either directly or after having completed a subsequent master's programme, for a career in the international media and communication world. In the opinion of the programme management, preparing the students for such a career requires them to be able to work in a multinational business setting, to collaborate with people from other countries and from other cultural backgrounds and to be fluent in the English language. The multinational business setting may include a number of companies or organisations from different countries. The programme management has explicitly designed the programme to comply with this vision on internationalisation. This includes international programme components, an internationally composed staff and a group of students, coming from different countries and from different cultural backgrounds.

On the internationalisation vision, the programme management is in touch with a number of stakeholder groups. In the programme committee, the programme management discusses this vision with lecturers and students who are both represented in the committee. The programme management, regularly meets with the advisory board, representing the professional field, to discuss this vision. In 2013, an alumni officer has been recruited to monitor the alumni's career, regarding their international experiences as well.

#### *Considerations*

The panel has observed the programme management to have a clear vision on internationalisation. The programme management, explicitly, focuses on preparing the students for an international career in an international business setting, requiring the students to be able to work together with people from other countries and from other cultural backgrounds. The panel considers the programme in this respect to be a good and praiseworthy initiative.

The panel would, however, invite the programme management to enrich the internationalisation vision to include other perspectives than the Anglo-Saxon and European ones on which the vision primarily rests and to add deeper, cultural and philosophical dimensions.

The panel has found the vision on internationalisation the programme management has put forward, to be equally shared by the major stakeholder groups, lecturers, students and alumni with whom the panel has met. The panel, therefore, concludes the vision is supported by the programme's major stakeholder groups.

### *Assessment of the criterion*

These considerations have led the assessment panel to assess the criterion 1a *Shared vision* to be satisfactory.

*Verifiable objectives. The vision on internationalisation includes verifiable objectives (criterion 1b).*

### *Findings*

The programme management has drafted a fairly extensive number of objectives, being a total of no less than 15. These include objectives about the composition of the student population in terms of nationality, the international or intercultural contents of the courses offered, the composition of the teaching staff in terms of nationality and cultural backgrounds, the skills of the lecturers in teaching in an international classroom, the student participation in international exchange programmes or international internships and the number of students continuing their studies in master's programmes abroad.

Target figures have been set for each of these objectives. For instance, the student population consists of at least 50% students with a non-Dutch or dual nationality, the number of non-Dutch teaching staff is between 40% and 60%, a substantial number of courses in the curriculum has an international or intercultural dimension and more than 10% of the students continue their studies abroad.

The programme management intends to benchmark their own objectives with those of other programmes in the Netherlands and abroad. Also, the programme management wants to consider innovative forms of internationalisation like double degrees or joint degrees.

### *Considerations*

The panel has studied the programme's international and intercultural objectives and considers these to be in line with the vision on internationalisation as presented by the programme management and to be appropriate operationalisations of this vision. Objectives have been set for all of the dimensions related to this vision.

As for most of these objectives target figures have been set, the objectives are verifiable, i.e. for most of the objectives it may be established whether they are met or not. For the objective number of courses with an international or intercultural dimension a target figure may be added.

The panel is pleased to understand the programme management will compare these objectives more systematically with other, similar programmes in the Netherlands and elsewhere.

### *Assessment of the criterion*

These considerations have led the assessment panel to assess the criterion 1b *Verifiable objectives* to be satisfactory.

*Improvement-oriented evaluations. The vision on internationalisation is evaluated periodically and this evaluation forms the basis for improvement measures (criterion 1c).*

### *Findings*

The programme's quality assurance system includes regular evaluations of the courses and includes the strive for improvement, especially if the results of internal or external reviews would prove to be below the targets set. The internationalisation and interculturalisation objectives are part of this system.

This is the first time an external assessment procedure with regard to the distinctive quality feature internationalisation of NVAO is being conducted. In the process of the mid-term review in 2012, the assessment panel has assessed the vision on internationalisation to be sound. The programme management has indicated intending to use the outcome of this external assessment as a baseline for further development of the international and intercultural character of the programme.

For the years to come, a number of projects have been initiated in order to improve the international and intercultural dimensions of the programme. These projects encompass, among other, improving the procedure to apply for an foreign exchange programme, further improving the IBCoMpanion programme for foreign students and implementing an assessment tool to measure the intercultural competencies the students may acquire.

#### *Considerations*

The panel considers the programme's quality assurance system to be up to standard and has verified the objectives on the international and intercultural dimensions of the programme to be included in this quality assurance system. The panel has observed systematic improvements to part of this system. therefore, expectations are warranted the international and intercultural facets of the programme will be further elaborated in the future.

The panel has studied the projects for improvements the programme management intends to implement in the years to come and is confident these projects will, in fact, be executed, leading to further improvements with regard to the international and intercultural dimensions of the programme.

#### *Assessment of the criterion*

These considerations have led the assessment panel to assess the criterion 1c *Improvement-oriented evaluations* to be satisfactory.

#### *Assessment of the standard*

As the panel has assessed all three criteria of this standard to be satisfactory, the panel assesses standard 1 *Vision on internationalisation* to be satisfactory.

## **6.2 Standard 2: Learning outcomes**

*Intended learning outcomes. The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its vision on internationalisation (criterion 2a).*

#### *Findings*

As has been indicated above, the intended learning outcomes are derived from international frameworks, like those of the International Communication Association (ICA) and of the International Association for Media and Communication Research (IAMCR).

The majority of the intended learning outcomes the programme management has drafted, specify in one way or another the international or intercultural dimensions of the programme. For instance, the students are to gain knowledge and understanding about subjects in the media and communication study areas, especially looking at these subjects from an international, comparative perspective. Also, the students have to analyse and reflect upon issues in these domains, being required to include the international dimensions in their analysis and their reflection. Furthermore, the students are to be able to work in an international setting and are to be able to communicate and collaborate with people from other countries and with other cultural backgrounds.

#### *Considerations*

The panel has noted the intended learning outcomes of the programme to correspond to reputed international frameworks for the media and communication domains.

Having studied the intended learning outcomes, the panel considers these learning outcomes to reflect the internationalisation vision strongly. The programme's internationalisation vision consists of preparing the students to work in a multinational business setting, to collaborate with people from other countries and from other cultural backgrounds and to be fluent in the English language. The programme's intended learning outcomes, clearly and convincingly, reflect this vision. According to the learning outcomes, the students are to master the international and intercultural dimensions of the media and communication subject matter and are to be able to communicate and collaborate with people from other nationalities and other cultural backgrounds.

#### *Assessment of the criterion*

These considerations have led the assessment panel to assess the criterion 2a *Intended learning outcomes* to be good.

*Student assessment. The methods that are used for the assessment of the students are suitable for measuring the achievement of the intended international and intercultural learning outcomes (criterion 2b).*

#### *Findings*

Assessment methods have been chosen by the programme management to assess the international and intercultural courses' learning goals. The international learning goals are predominantly knowledge-oriented and are assessed by means of written examinations or individual assignments. The intercultural learning goals are mostly related to skills and to the students' attitudes and are, therefore, mostly assessed by means of group assignments in international and intercultural diverse student groups, including the evaluation of the individual contribution of the students to group processes and self-reflection reports, after having completed an exchange programme or an internship.

The programme management has presented examples of these assessments. In the courses Media Systems in Comparative Perspective and International and Global Communication the international contents of these courses is tested by means of written examinations or individual assignments. In the courses Intercultural Communication and Research Workshop Cross-national Comparative Research, the students' intercultural skills are tested in the form of group assignments. Collaborative and communication skills are included in these tests.

For the assessment of the international learning goals, written examinations or assignments may be considered to be valid methods to measure the students' achievements. For the intercultural learning goals, the students' achievements are more difficult to measure. The programme management is considering a range of assessment methods to adequately measure the intercultural skills of the students.

### *Considerations*

The panel considers the assessment methods which are used to test the students' achievements on the international and intercultural learning goals to be satisfactory. The written examinations or individual assignments are appropriate to assess the knowledge-oriented international learning goals. The intercultural learning goals are adequately tested by means of group assignments including process-oriented evaluations and self-reflection reports.

The panel approves of the efforts of the programme management to find assessment methods to improve the measurement of the intercultural learning goals.

Although the assessment methods have been extensively described in the course manuals, the panel has not found any explicit mention of the testing of the international or intercultural components in the Erasmus School of History, Culture and Communication assessment protocol. The panel, therefore, advises the programme management to introduce this into the School's assessment protocol or into an assessment protocol specifically designed for the programme.

### *Assessment of the criterion*

These considerations have led the assessment panel to assess the criterion 2b *Student assessment* to be satisfactory.

*Graduate achievement. The programme can demonstrate that the intended international and intercultural learning outcomes are achieved by its graduates (criterion 2c).*

### *Findings*

The programme management has set a number of target figures to be able to verify whether the graduates have attained the international and intercultural learning outcomes. In line with these figures, the international and intercultural learning outcomes are considered to be achieved, if at least 80% of the graduates applying for admission to international master's programmes in the field of communication and media are accepted, if at least 80% of the graduates applying for admission to international Erasmus University Rotterdam master's programmes in related study areas are accepted and if a high percentage of students applying for admission to international master's programmes in related study areas of other institutes in the Netherlands or abroad are accepted. The programme management has indicated to have reached all of these targets, be it on the basis of a still somewhat limited number of graduates (a total of 182).

The programme management, also, has set targets with respect to the position and careers of graduates in the labour market. As the programme only began in 2009, the number of graduates having entered the job market is still too limited to warrant any valid conclusions. As has been indicated above, the programme management has recruited an alumni officer to monitor the alumni careers and, among other, obtain relevant findings in this respect. Also, a survey among the alumni will be conducted.

### *Considerations*

The targets to measure the extent to which the graduates have achieved the intended international and intercultural learning outcomes are, in the panel's opinion relevant and ambitious. Although the figures are still based on a limited number of graduates, the panel considers the results to be very much up to standard. The graduates perform well, measured by their rates of admission to international master's programmes in the Netherlands and abroad. Some of the graduates are admitted to prestigious institutes in, for instance, the United Kingdom.

The panel welcomes the recruitment of an alumni officer and the plans of the programme management to conduct a survey among the alumni. Having taken these measures, the programme management will, in the opinion of the panel, be in a position to monitor the alumni international careers.

### *Assessment of the criterion*

These considerations have led the assessment panel to assess the criterion 2c *Graduate achievement* to be good.

### *Assessment of the standard*

The panel has assessed two out of three criteria of this standard, 2a and 2c, to be good, whereas criterion 2b has been assessed as satisfactory. The panel attaches substantial weight to the two criteria 2a and 2c, as these address the international and intercultural features of the intended learning outcomes as well as the graduates' international and intercultural capabilities. For the panel, these criteria outweigh the importance of criterion 2b. Therefore, the panel assesses standard 2 *Learning outcomes* to be good.

## **6.3 Standard 3: Teaching and learning**

*Curriculum. The content and structure of the curriculum enable the achievement of the intended international and intercultural learning outcomes (criterion 3a).*

### *Findings*

As has been indicated under standard 2 of the general NVAO Assessment Framework, the programme's intended learning outcomes all are adequately covered in the course contents. Therefore, the international and intercultural intended learning outcomes are reflected in the curriculum as well and the courses will allow the students to achieve these intended learning outcomes.

The programme management distinguishes between courses with either international or intercultural contents or both. Courses like Key Concepts in the Social Sciences, Media Systems in Comparative Perspective and Cross-national Comparative Research have a distinct international focus. On the other hand and again excluding focus areas courses and electives, courses like Workshop New Media Production, Communication as a Social Force and Communication and Organisations are predominantly intercultural. The contents of a number of courses, like Intercultural Communication and International and Global Communication are both international and intercultural. Many of the focus areas courses have either an international or intercultural focus or both. Students may take language courses, for which they will obtain credits.

On the other hand, some of the courses in the curriculum do not refer to international or intercultural subjects. The programme management has indicated to have the intention to further increase the number of international or intercultural courses in the coming years.

The programme management encourages students to take courses abroad. The programme maintains relationships with about 70 foreign partner universities to facilitate international exchange programmes for the students. In addition, students are allowed to take an internship abroad. A substantial number of students opts to spend part of their programme abroad (for details please refer to criterion 5a, below).

#### *Considerations*

In line with the assessment of standard 2 of the general NVAO Assessment Framework, the panel considers the international and intercultural learning outcomes to be appropriately covered in the courses. Therefore, the students will be able to attain these learning outcomes.

The panel has studied the list of internationally or interculturally oriented courses, as presented by the programme management. From this list the panel has concluded the number of courses with an international or intercultural orientation to be significant. Therefore, the panel finds the curriculum to be an appropriate reflection of the international and intercultural learning outcomes.

The panel considers the Anglo-Saxon or European perspectives in the courses to be rather dominant and the perspectives from other parts of the world (Asia, Africa, Latin America, Middle East) to be somewhat lacking. The lecturers with whom the panel has met, have indicated having looked for scientific articles from the other parts of the world but these proved to be difficult to find. The panel, however, recommends the programme management to try and include the views from researchers from other continents than Europe and North America.

#### *Assessment of the criterion*

These considerations have led the assessment panel to assess the criterion 3a *Curriculum* to be satisfactory.

*Teaching methods. The teaching methods enable the achievement of the intended international and intercultural learning outcomes (criterion 3b).*

#### *Findings*

As has been indicated under standard 2 of the general NVAO Assessment Framework, the programme management provides the students with a number of teaching methods, such as discussions, debates, presentations, individual assignments and group projects. These teaching methods are equally applied in the courses with an international or intercultural orientation.

Lectures include many students and do not lend themselves so easily to international or intercultural exchanges among the students. In the tutorials, the students' groups are purposely composed of students with different nationalities and different cultural backgrounds and one of the tutors present will have an international, being non-Dutch profile. As has been said above these groups are relatively small (20 to 25 students). The size of the tutorials allows for a satisfactorily degree of interaction between the lecturer and the students and among the students themselves.

In the first semester of the first year, the students participate in the IBCompanion study guidance programme. Two students from the second or third years act as a mentor for a group of about fifteen freshmen through the first semester, familiarizing them with aspects of the programme. The goal is to have one mentor with the Dutch nationality and one mentor from abroad. Acquainting the students with the intercultural dimension of the programme is an explicit goal of the IBCompanion programme.

### *Considerations*

For the panel, the teaching methods which are applied in the courses, foster the active participation of the students in class and, therefore, promote their international and intercultural awareness and skills.

The panel has observed the small-group tutorials allow for the rather intense interaction between the lecturers and the students and among the students, especially since the groups are composed of students with different nationalities. The panel is, especially, positive about the presence of one tutor from the Netherlands and one tutor from abroad.

Also, the panel looks favourably upon the IBCoMpanion study guidance programme, being a stimulus for the international and intercultural awareness of the students.

### *Assessment of the criterion*

These considerations lead the assessment panel to assess the criterion 3b *Teaching methods* to be satisfactory.

*Learning environment. The learning environment is suitable for achieving the intended international and intercultural learning outcomes (criterion 3c).*

### *Findings*

The students are guided through the first semester of their first year by participating in the IBCoMpanion programme, in which programme the student groups have an international and intercultural diverse composition and allow the students to interact with students from other countries and other cultures.

As has been indicated under criterion 3b, the students are offered the opportunity to learn in small groups of students with different nationalities and from different cultural backgrounds. The tutors come from different countries, providing an international perspective on the subject matter taught and adding to the international and intercultural understanding of the students.

In the majority of the courses, the students engage in group work and group assignments are part of the course grade, be it not the major part. The students are required to complete assignments, based on a group effort. In these small groups (4 to 5 students) communicating and working together are imperative to accomplish the group tasks. Group work is not only graded on the basis of the final product but also on the basis of the evaluation of the group processes.

### *Considerations*

The panel considers the IBCoMpanion study guidance programme, the tutorials and the group work to present a learning environment, conducive to achieving the international and intercultural intended learning outcomes.

The panel finds the IBCoMpanion study guidance programme an appropriate vehicle for the students to become acquainted with their fellow students from other countries and from other cultural backgrounds.

Also, the panel regards the tutorials to allow the students to approach the topics and problems from international and intercultural perspectives.



In the panel's opinion, the small internationally and culturally diverse groups of students working on group assignments foster the communication and collaboration between students from different countries and with different cultural backgrounds.

*Assessment of the criterion*

These considerations lead the assessment panel to assess the criterion 3c *Learning environment* to be satisfactory.

*Assessment of the standard*

The panel has assessed all three criteria of this standard to be satisfactory. Consequently, the panel assesses standard 3 *Teaching and learning* to be satisfactory.

## 6.4 Standard 4: Staff

*Staff composition. The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes (criterion 4a).*

*Findings*

The teaching staff has an internationally diverse composition, 50% of the lecturers having the Dutch nationality, about 18% coming from other European countries and about 32% being from other parts of the world. Non-Dutch lecturers come from countries like China, Canada, the United States, India, Belgium, Germany and Iraq. The senior staff, notably two full professors are mainly Dutch. As has been indicated above, the programme management intends to recruit a third full professor with a distinct international profile, preferably having a non-Dutch nationality.

The lecturers who were recruited by the programme management in the last five years, were selected on the basis of their international profile, their preparedness and skills to teach in an international, English-spoken programme and their preparedness to lecture in an international, interculturally diverse classroom.

*Considerations*

The panel has observed the teaching staff to be very much internationally composed. This applies, very strongly, to the junior staff and, to a somewhat lesser extent, to the senior staff. Therefore, the panel welcomes the appointment of a third, non-Dutch full professor, as this will contribute to the international composition of the senior staff.

The panel is very positive about the recruitment and selection policy of the programme, being aimed at recruiting lecturers with an international profile and the skills and motivation to lecture in internationally and interculturally classrooms. For the panel, this policy has proven to be very successful.

*Assessment of the criterion*

These considerations have led the assessment panel to assess the criterion 4a *Staff composition* to be good.

*International experience and competence. Staff members have sufficient international experience, intercultural competences and language skills (criterion 4b).*

### *Findings*

The programme's staff members participate in a number of international organisations for media and communication studies, such as the European Communication Research and Education Association (ECREA), the International Communication Association (ICA), the International Association for Media and Communication Research (IAMCR) and the American National Communication Association (NCA).

The majority of the teaching staff has either held positions at foreign universities or has been lecturing at universities abroad and, therefore, has obtained relevant international teaching experience. As has been said under criterion 4a, the lecturers are recruited, taking into account their skills and willingness to lecture in an international, intercultural diverse classroom. This requirement ensures to attract lecturers who may fit the international and intercultural character of the programme.

All of the lecturers are to have a good command of the English language, the C1 level according to the Common European Framework of Reference being required.

### *Considerations*

The panel considers the international research qualities of the lecturers to be very much up to standard, as these lecturers participate in a number of important international organisations in the media and communication disciplines.

Also, the panel considers the lecturers to be very experienced with regard to teaching international and intercultural diverse student groups, since the majority of them has been lecturing at universities outside of the Netherlands or has held positions abroad. In the opinion of the panel they, definitely, meet the requirements of this international and intercultural programme.

The panel assesses the command of the English language by the lecturers to be good, they being required to master the language at C1 level of the Common European Framework of Reference. The panel has been able to assess this firsthand, as the panel has spoken with them.

### *Assessment of the criterion*

These considerations have led the assessment panel to assess the criterion 4b *International experience and competence* to be good.

*Services provided to staff. The services provided to the staff (e.g. training, facilities, staff exchanges) are in line with the staff composition and facilitate international experiences, intercultural competences and language skills (criterion 4c).*

### *Findings*

Lecturers coming from abroad and starting in the programme, are assisted by the human resources department of Erasmus School of History, Culture and Communication. These services include, among other, obtaining working and residence permits for the Netherlands, housing and insurances.

In the programme, the lecturers are offered a variety of services. These services include educational training, training in drafting examinations and training in teaching in the international and intercultural classroom. The programme management and the lecturers meet regularly to discuss teaching in the international and intercultural classroom.

### *Considerations*

The panel feels the services offered to the lecturers regarding the international and intercultural features of the programme are very much up to standard. The lecturers are offered relevant services in this respect and receive appropriate support, concerning the international and intercultural features of the programme.

### *Assessment of the criterion*

These considerations have led the assessment panel to assess the criterion 4c *Services provided to staff* to be satisfactory.

### *Assessment of the standard*

The panel has assessed two out of three criteria, being 4a and 4b to be good, whereas criterion 4c has been assessed to be satisfactory. The panel attaches substantial weight to the first two criteria, as these constitute important aspects of the international and intercultural capabilities of the staff members and, in the opinion of the panel, outweigh the importance of the third criterion. Therefore, the panel assesses standard 4 *Staff* to be good.

## **6.5 Standard 5: Students**

*Student group composition. The composition of the student group (diversity of national and cultural backgrounds) is in line with the programme's vision on internationalisation (criterion 5a).*

### *Findings*

On account of the *numerus clausus*, the programme management has a fair deal of discretion to determine the composition of the student population. At the moment, the composition is Dutch students from the Netherlands (45%), Dutch students living abroad (5%), non-Dutch students living in the Netherlands (5%) and non-Dutch students from abroad (45%).

The programme management has set as a goal to admit at least 50% students from abroad. Another goal is to have no nationality, apart maybe from the Dutch students, to be dominant in the student population. The programme management sets as a target to have at least 25 nationalities in the student intake each year. Relatively large numbers of students come from Germany, Bulgaria, the United States, Indonesia, Belgium, the United Kingdom and Russia.

### *Considerations*

The panel considers the composition of the student population to be very international on the one hand and to be balanced in terms of nationalities on the other hand. Many nationalities are represented and no nationality really is dominant. The panel is convinced the students have ample opportunity to meet students from other countries and other cultures.

### *Assessment of the criterion*

These considerations lead the assessment panel to assess the criterion 5a *Student group composition* to be good.

*International experience. The international experience gained by the students is adequate and in line with the programme's internationalisation vision (criterion 5b).*

### *Findings*

As has been indicated, the students meet with their fellow students from other countries and are taught international and intercultural subjects in the classes, as these subjects are part of the courses.

As stated earlier, a number of students opt for a minor instead of an exchange programme, as these students want to pursue their studies in a master's programme for which this minor is required. As a consequence, the number of students going on exchange is limited to the students not taking such a minor. The number of students taking a part of the programme outside of the Netherlands is, however, quite substantial. Of the foreign students, 76% spend part of the programme abroad, either going on exchange (17%) or taking an internship abroad (18%) or doing both (41%). Of the Dutch students, 54% go abroad by going on exchange (38%), taking an internship abroad (5%) or doing both (11%). These percentages are very high, even compared to those of the bachelor programme International Business Administration of Erasmus University Rotterdam.

### *Considerations*

The panel is convinced the students gain international and intercultural experience, as is evident from the course contents, the topics addressed in the classes and the skills the students are trained in.

In the opinion of the panel, the percentage of students going abroad in the course of the curriculum is very high. Therefore, many of the students will have a real-life international and intercultural experience in the curriculum.

### *Assessment of the criterion*

These considerations lead the assessment panel to assess the criterion 5b *International experience* to be good.

*Services provided to students. The services provided to the students (e.g. information provision, counseling, guidance, accommodation, Diploma Supplement) are adequate and in line with the composition of the student group (criterion 5c).*

### *Findings*

Prospective students may obtain information about the programme through the website. Upon arrival, foreign students are assisted in completing the administrative requirements for their stay in the Netherlands and in finding housing. Students who arrive in August, are offered an intensive course to learn the Dutch language. Excellent students from outside of Europe may apply for a scholarship.

Incoming students may participate in a number of introductory events, including the bootcamp of the programme during which they meet their lecturers and fellow students. The IBCoMpanion programme provides a study guidance programme in the first semester, meant to familiarize the students with the programme as well as with studying in Rotterdam.

The programme's support staff assists the students in all kinds of matters. The students may turn to the student advisor in case of study delay or study problems. For the foreign exchange programme and the internships abroad the students may go to the department's international office.

The students provides a diploma supplement with the information required.

*Considerations*

The panel assesses the services provided for the students to be good. The students coming from abroad are assisted in various matters, related to their staying in the Netherlands. The study guidance is effective, especially the first-year IBCoMpanion programme. The panel has verified the programme management to provide adequate information, guidance, counseling and housing services as well as diploma supplements to the students.

*Assessment of the criterion*

These considerations lead the assessment panel to assess the criterion 5c *Services provided to students* to be good.

*Assessment of the standard*

As the panel has assessed all three criteria of this standard to be good, the panel assesses standard 5 *Students* to be good.

## Annex 1: Schedule of site visit

Rotterdam, 12 December 2013

08.30 h. – 09.30 h.	Arrival and deliberations of panel (closed session)
09.30 h. – 10.00 h.	Dean and programme management Prof. D. Douwes PhD (dean Erasmus School of History, Culture and Communication), prof. S. Janssen PhD (founding dean/departement head Media and Communication), S. Reijnders PhD (director of education of Erasmus School of History, Culture and Communication)
10.00 h. – 11.15 h.	Programme management and core team Prof. S. Janssen PhD (founding dean/departement head Media and Communication), prof. J. Jansz PhD (member executive board Media and Communication and BA-1 co- ordinator), M. Verboord PhD (bachelor's thesis co-ordinator and co-ordinator methods courses), E. Hamilton MSc (IBCoM programme co-ordinator), R. Mast MA (internship co-ordinator and alumni/exchange officer a.i.)
11.30 h. – 12.15 h.	Examination board and people involved in examinations Prof. J. Jansz PhD (chair examination board), M. Verboord PhD (member examination board and bachelor's thesis co-ordinator), M. Heemskerk MSc (student advisor and international exchange officer), B. Grashoff MA, LL.M (admissions officer)
12.15 h. – 13.30 h.	Lunch, deliberations and documents review (closed session), during which 12.15 h. – 12.45 h. open office hours
13.30 h. – 14.15 h.	Lecturers, including representative of programme committee P. Arora PhD, A. Al-Rawi PhD, J. Engelbert PhD (member programme committee), E. Hitters PhD, J. Kneer PhD, D. Novak PhD (member programme committee)
14.15 h. – 15.00 h.	Students and alumni, including representative of programme committee H.M. Hüttermann (student, member of programme committee, German/Brazilian), G. bin Abdul Gani (student, Singaporean), D. van Vliet (student, Dutch), J. Leeftang (alumna, Colombian/Dutch), H. Hsu (alumnus, Dutch)
15.00 h. – 17.00 h.	Deliberations and documents review (closed session)
17.00 h. – 17.30 h.	Presentation of main findings by the panel's chair to the programme management and to programme representatives

## Annex 2: Documents reviewed

The assessment panel has studied the following documents, presented prior to the site visit:

- Self-evaluation report International Bachelor's programme in Communication and Media
- Domain-specific reference frameworks Communication Science, Media Studies and Communication and Information Sciences and Standards for Undergraduate Communication Programs
- Overview of curriculum
- Components of the programme, including matrix intended learning outcomes/learning objectives courses
- Teaching and Examination Regulations
- Overview of teaching staff
- Bachelor's thesis assessment form
- Summary of bachelor's theses of the last two years
- Contacts with the professional field, including internships and guest lecturers
- Numbers of applications and admissions
- International student population composition
- Incoming and outgoing students per partner university
- Outgoing exchange per country
- Overview of master programme of graduates
- Benchmark report 2013
- Report on institutional quality assurance assessment of Erasmus University Rotterdam
- Student failure and success rates
- Diploma supplement (example)

On the day of the site visit, the programme management presented the following documents:

- Erasmus University Rotterdam institutional quality assessment report and documents
- Initial accreditation report of programme (2009)
- Results of programme's mid-term review (2012)
- Documents on the programme, including study guide, academic portals, policy book, lecturers' manuals, binding study advice and bachelor's thesis procedures
- Course guides of all the courses, including course contents, literature, assessments and grading schemes
- Course materials
- Internationalisation documents, including Erasmus University Rotterdam policy paper, handbook for New students, international benchmarking, overview of programme's international collaborations and projects, student exchange programmes and number of students taking courses abroad
- Student satisfaction reports, including course evaluation results and scores of students' satisfaction in Dutch Keuzegids Bachelors
- Documents on examination board and assessment policies, including assessment policy and protocol of Erasmus School of History, Culture and Communication, rules and regulations of examination board, rules on cheating and plagiarism and percentage of group assessments versus individual assessments per course
- Tasks, procedures and minutes of programme committee
- Management information, including education figures
- Human resources policy and training, including staff requirements and Erasmus University Rotterdam training courses offered
- Information on staff, including curricula vitae of core staff
- Information on relations with the professional field and labour market, including internship procedures, professional advisory board minutes and names of guest lecturers

### **Annex 3: Theses reviewed**

The theses of the following students have been selected for review by the panel

- 321264
- 324859
- 335414
- 335189
- 336133
- 335120
- 336079
- 345807
- 335413
- 345084
- 335155
- 344462
- 345471
- 344487
- 340119



## Annex 4: Composition of the assessment panel

The assessment panel had the following composition:

- Prof. H.D.Y. Van den Bulck PhD, professor of Communication Studies, University of Antwerp, panel chair;
- Prof. D. Hesmondhalgh PhD, professor of Media and Music Industries, University of Leeds, panel member;
- Prof. P. Vorderer PhD, professor of Media and Communication Studies, University of Mannheim, panel member;
- M. Koopmans MSc, graduated from University of Amsterdam, master's programme Corporate Communication, student member.

### **Prof. H.D.Y. Van den Bulck PhD, panel chair**

Mrs Van den Bulck currently is professor of Communication Studies and director of the Research Group Media, Policy and Culture as well as dean of Faculty of Political & Social Sciences of Antwerp University. She studied Communication Studies at KU Leuven University and University of Leicester (United Kingdom) and obtained her PhD at KU Leuven University. Her research interests are, among other, the role and position of public service broadcasting and the role of media in celebrity culture. Mrs Van den Bulck has been involved in Flemish media policy as the vice chair of the Flemish Media Council. She has published widely.

### **Prof. D. Hesmondhalgh PhD, panel member;**

Mr Hesmondhalgh currently is professor of Media and Music Industries and head of the Institute of Communication Studies as well as director of the Media Industries Research Centre of University of Leeds. He pursued his studies at University of Oxford, Bolton Institute of Higher Education and Northwestern University (United States) and obtained his PhD from Goldsmith College. His research interests include, among other, media industries, music, society and culture and social theory and theories of media. Mr Hesmondhalgh has published numerous journal articles and a number of books.

### **Prof. P. Vorderer PhD, panel member;**

Mr Vorderer currently is professor of Media and Communication Studies at University of Mannheim as well as president-elect of the International Communication Association. He studied Psychology at University of Heidelberg and Sociology at University of Heidelberg and University of Mannheim. Mr Vorderer obtained his PhD from Technische Universität Berlin. He went on to do research and to lecture at University of Music and Drama Hannover, University of Southern California and Vrije Universiteit Amsterdam. Mr Vorderer has published numerous journal articles and a number of books in his field of expertise.

### **M. Koopmans MSc, student member.**

Ms. Koopmans graduated from University of Amsterdam, master's programme Corporate Communication. Previously, she studied the bachelor's programme Communicatiewetenschappen of University of Amsterdam. In the first half of 2012 she participated in an exchange programme and studied at Lund University in Sweden. Having finished her studies, Mrs Koopmans was employed at the University of Amsterdam.