

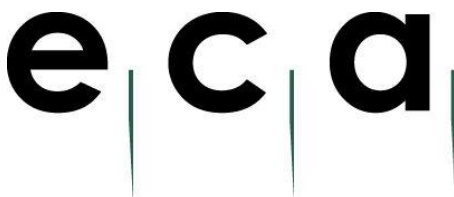
Assessment report

International Bachelor in Communication and Media

Erasmus University Rotterdam



Certificate for Quality in Internationalisation



european consortium for accreditation

Assessment report

International Bachelor in Communication and Media

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ECA OCCASIONAL PAPER

European Consortium for Accreditation in Higher Education



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1. Executive summary

The assessment of the International Bachelor programme in Communication and Media of Erasmus School of History, Culture and Communication of Erasmus University Rotterdam was organised by evaluation agency Certiked. Certiked convened the assessment panel. The assessment panel studied the self-assessment report and annexed documentation. The site visit was conducted by the assessment panel on 1 February 2019 at the Erasmus University Rotterdam campus.

The internationalisation goals of the programme have been clearly documented and are shared and supported by both internal and external stakeholders. The verifiable objectives are very concrete and thus allow the programme to assess the achievement of the internationalisation goals. The programme is very committed to promoting the quality of teaching and learning as part of the internationalisation goals. The programme surpasses the current, generic quality for this standard. The programme clearly goes beyond the acceptable level of attainment for this standard across the standard's entire spectrum. The panel therefore assesses *Standard 1. Intended internationalisation* as good.

The intended international and intercultural learning outcomes of the programme are reflections of the programme internationalisation goals. The intended international and intercultural learning outcomes are part of the examinations and assessments in the courses. Examinations and assessments assess the students having achieved the intended international and intercultural learning outcomes. Also, the subsequent studies and careers show the programme graduates having achieved the intended international and intercultural learning outcomes. The panel regards all the underlying criteria of this standard to be met. The programme meets the current, generic quality for this standard. The panel therefore assesses *Standard 2. International and intercultural learning* as satisfactory.

The contents of courses clearly reflect international and intercultural contents and allow students to achieve the intended international and intercultural learning outcomes. In most courses, international and intercultural dimensions are included. The teaching methods adopted in the courses allow for pronounced international and intercultural teaching and learning. Learning methods, group projects, group composition and examination methods promote the intended international and intercultural learning outcomes. The programme surpasses the current, generic quality for this standard. The programme clearly goes beyond the acceptable level of attainment for this standard across the standard's entire spectrum. The panel therefore assesses *Standard 3. Teaching and Learning* as good.

Staff members teaching in the programme, come from a very wide range of countries and often have ample international experience. The programme promotes international and intercultural diversity among staff members. Training on lecturing in the international classroom and language training is offered. Staff members know how to lecture and guide international and intercultural diverse student groups. If they come from abroad, staff members are assisted in completing administrative formalities in the Netherlands. The

programme surpasses the current, generic quality for this standard. The programme clearly goes beyond the acceptable level of attainment for this standard across the standard's entire spectrum. The panel therefore assesses *Standard 4. Staff* as good.

The student population is very diverse, more than 60 nationalities being represented. Students are offered international and intercultural exchange possibilities. The staff members and support staff take care of the guidance of the students, being very diverse in international and intercultural terms. The programme provides the diploma supplement. The panel considers the achievements of the programme in this respect to surpass the current, generic quality for this standard. The programme clearly goes beyond the acceptable level of attainment for this standard across the standard's entire spectrum. The panel therefore assesses *Standard 5. Students* as good.

The panel assessed the programme both on the basis of the Generic Assessment Framework of NVAO and on the basis of the Distinctive Quality Feature Internationalisation Framework. In each of these assessment procedures, the programme has been assessed in terms, appropriate to these frameworks. The panel has not compared these assessment procedures or outcomes. At the one hand, this was not the task of the assessment panel and, on the other hand, these assessment frameworks comprise different standards, focus on different aspects of programme quality and, in the panel's perception, are based upon different principles. In the panel's view, the assessments for the Distinctive Quality Feature Internationalisation being different from those for the generic assessment is the result of the programme's strong focus on, and elaborate development of, internationalisation.

The panel advises the European Consortium for Accreditation (ECA) to award the International Bachelor programme in Communication and Media of Erasmus School of History, Culture and Communication of Erasmus University Rotterdam the ECA Certificate for Quality in Programme Internationalisation, implying the NVAO Distinctive Quality Feature Internationalisation as well.

2. The assessment procedure

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

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

- Prof. dr. H. Vandebosch, professor Department of Communication Sciences, University of Antwerp (panel chair);
- Prof. dr. A.A. Maes, professor Communication and Cognition, Tilburg University (panel member);
- Prof. dr. T. Smits, professor Faculty of Social Sciences, Leuven University (panel member);
- C.H.W. Buurman, chair Logeion, Netherlands Association for Communication Professionals (panel member);
- Prof. dr. K. Schoenbach, distinguished adjunct professor Northwestern University in Qatar (panel member);
- P.A.M. Kwakman BSc, student Research Master Communication Science, University of Amsterdam, (student member).

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members' expertise and experience can be found in [Annex 1: Composition of the assessment panel](#). All panel members signed a statement of independence and confidentiality. These signed statements are available from evaluation agency Certiked upon simple request. The procedure was coordinated by drs. W. Vercouteren, process coordinator/secretary at Certiked evaluation agency.

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit. ([Annex 2: Documents reviewed](#)). The panel organised a preparatory meeting on 31 January 2019. The site visit took place on 1 February 2019 at the Erasmus University Rotterdam campus. ([Annex 3: Site visit programme](#)).

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

The panel finalised the draft report. It was then sent to the International Bachelor in Communication and Media programme management to review the report for factual mistakes. Some issues were reported. The panel amended the report. The panel approved the final version of the report on 23 April 2019.

3. Basic information

Qualification:	International Bachelor in Communication and Media
Number of credits:	180 EC
Specialisations (if any):	None
ISCED field(s) of study:	N.A.
Institution:	Erasmus School of History, Culture and Communication Erasmus University Rotterdam
Type of institution:	Publicly funded
QA / accreditation agency:	Certiked
Status period:	29 September 2020 (accreditation period)

4. Assessment scale

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

Unsatisfactory

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

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

Satisfactory

The programme meets the current generic quality for this standard.

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

Good

The programme surpasses the current generic quality for this standard.

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

Excellent

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

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

5. Assessment criteria

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

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

Findings

Erasmus University Rotterdam has chosen the international profile and has set the agenda to achieve internationalisation. The Erasmus School of History, Culture and Communication is committed to internationalisation. Both the University and the School have laid down their internationalisation goals in their educational vision and educational policy plans.

The International Bachelor programme in Communication and Media shares the Erasmus University Rotterdam and Erasmus School of History, Culture and Communication international profile and complies with the University's and School's educational visions and educational policy plans. The programme has clearly set out to be an international programme. The goals of the programme are to educate students in the international and intercultural dimensions of communication and media. The programme's internationalisation and intercultural goals have been documented.

The goals of the International Bachelor programme in Communication and Media are supported by Erasmus School of History, Culture and Communication. The School has organised management and support for the programme at School level. The School is fully dedicated to the internationalisation goals of the programme. In addition, external stakeholders with whom the assessment panel met, expressed to support the internationalisation goals of the programme.

Conclusion and recommendations

The panel concludes that the goals of the programme very clearly demonstrate the internationalisation focus and internationalisation goals of the programme. These goals have been well documented. The internationalisation goals are shared and strongly supported by Erasmus University Rotterdam, Erasmus School of History, Culture and Communication, staff members, students and external stakeholders.

Criterion 1b: Verifiable objectives

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

Findings

On the basis of the internationalisation goals, the programme has listed seventeen verifiable internationalisation objectives. These objectives specify, among others, the international student population of the programme (at least 50 % of the students are international),

international and intercultural learning goals being part of the learning goals of mandatory and specialisation courses, students participating in international exchange (at least 50 % of all students), a wide and geographically varied network of partner universities, high acceptance rates for programme graduates at international master programmes (more than 85 % to 90 % of applicants), programme graduates being employed by international companies (more than 50 % of programme graduates).

The programme internationalisation objectives have been formulated in precise and concrete terms to enable the programme to check whether they have been achieved. Programme management monitors and verifies whether these objectives have been met. The internationalisation objectives of the programme are challenging but reasonable.

Conclusion and recommendations

The panel concludes that the programme internationalisation objectives have been formulated and that these objectives are verifiable. They allow monitoring the achievement of the programme's internationalisation goals.

Criterion 1c: Impact on education

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

Findings

The programme has taken measures to promote the overall quality of teaching and learning.

In the learning goals of the mandatory and specialisation courses, internationalisation goals have been included. The programme actively promotes internationalisation and intercultural dimensions to be addressed in these courses.

The programme provides small-scale, interactive and collaborative education. Collaborative education means students and staff members working towards productive learning processes. In line with the diverse, international student body, the programme promotes the international classroom. Small-scale and interactive education clearly foster the international classroom, allowing students from various backgrounds to interact and discuss the programme subjects from different, international perspectives.

Conclusion and recommendations

The panel concludes that the internationalisation goals relate to teaching and learning. The measures included contribute to their quality.

Overall conclusion regarding Standard 1. Intended internationalisation

The internationalisation goals of the programme have been clearly documented and are shared and supported by both internal and external stakeholders. The verifiable objectives are very concrete and thus allow the programme to assess the achievement of the internationalisation goals. The programme is very committed to promoting the quality of teaching and learning as part of the internationalisation goals. The panel regards all the

underlying criteria of this standard to be surpassed. The programme clearly goes beyond the acceptable level of attainment for this standard across the standard's entire spectrum. The panel therefore assesses *Standard 1. Intended internationalisation* as good.

Standard 2: International and intercultural learning

Criterion 2a: Intended learning outcomes

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

Findings

The programme translated the programme goals into a series of learning outcomes. Out of the total list of the programme intended learning outcomes about 70 % (or fourteen out of a total of twenty intended learning outcomes) refer to international or intercultural dimensions. The intended international and intercultural learning outcomes cover the dimensions and aspects of the programme.

Also, the intended international and intercultural learning outcomes are clear reflections of the programme internationalisation goals. There is a clear relationship between these goals and the intended international and intercultural learning outcomes.

The intended international and intercultural learning outcomes of the programme have been documented in the programme's written information.

Conclusion and recommendations

The panel concludes that the intended international and intercultural learning outcomes correspond to the programme's internationalisation goals.

Criterion 2b: Student assessment

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

Findings

Assessment methods in the programme include written examinations with multiple-choice or open-ended questions, written assignments, practical exercises or small and larger papers. In addition, formative tests, such as assignments, oral presentations, papers and participation in class, are scheduled as well. The assessment methods are listed in the programme course guide descriptions of the courses.

The intended international and intercultural learning outcomes are assessed not separately, but as part of the course examinations. Students are assessed on their analytical skills and their research skills in international or comparative settings, on their awareness of cross-national or intercultural differences in the field of communication and media, on their written and oral communication skills in contact with organisations and persons from other national or cultural backgrounds.

As the programme uses a wide range of examination methods, the intended international and intercultural learning outcomes are assessed in a reliable way. Students are assessed in group assignments as well. Student groups are internationally composed. In this way, the intended international and intercultural learning outcomes are assessed as well.

Conclusion and recommendations

The panel concludes that examination and assessment methods are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

Criterion 2c: Graduate achievement

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

Findings

The programme has demonstrated the programme graduates having achieved intended international and intercultural learning outcomes. Both the course examinations and the Bachelor theses reflect the intended international and intercultural learning outcomes of the programme.

About 80 % of the programme graduates proceed to international master programmes, being international master programmes of Erasmus School of History, Culture and Communication (20 %), to international master programmes of Rotterdam School of Management (30 %) or to international master programmes of other reputed universities in the Netherlands. About 10 % of the programme graduates succeed in being accepted by top-ranked universities abroad.

About 80 % of the programme graduates find positions which are international.

Conclusion and recommendations

The panel concludes that the graduates achieve the intended international and intercultural learning outcomes.

Overall conclusion regarding Standard 2. International and intercultural learning

The intended international and intercultural learning outcomes of the programme are reflections of the programme internationalisation goals. The intended international and intercultural learning outcomes are part of the examinations and assessments in the courses. Examinations and assessments assess whether the students have achieved the intended international and intercultural learning outcomes. Also, the subsequent studies and careers show the programme graduates having achieved the intended international and intercultural learning outcomes. The panel regards all the underlying criteria of this standard to be met. The programme meets the current, generic quality for this standard. The panel therefore assesses *Standard 2. International and intercultural learning* as satisfactory.

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

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

Findings

Programme management presented a table to demonstrate the curriculum meeting the intended learning outcomes of the programme, among which the intended international and intercultural learning outcomes. The courses include international and intercultural contents. By means of illustration, some examples are given. For instance, in the *Intercultural Communication* course, students are taught culture and cultural boundaries shaping communication processes. In the *Key Concepts in Social Sciences* course, students are introduced to international perspectives on social science concepts and theories.

Conclusion and recommendations

The panel concludes that the content as well as the structure of the curriculum provide the necessary means for the achievement of the intended international and intercultural learning outcomes.

Criterion 3b: Teaching methods

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

Findings

The programme provides small-scale, interactive and collaborative education. In the courses, several teaching methods are adopted, such as lectures, tutorials, practical classes, seminars and workshops. The programme offers students multiple perspectives on subjects by presenting them readings, examples, real-life cases or assignments. In line with the diverse, international student body, the programme promotes the international and multicultural classroom. Students in the lectures and tutorials come from very diverse national and cultural backgrounds.

The teaching methods applied in courses allow for international and intercultural teaching and learning. In many of the courses, students work together in small, international and interculturally diverse groups. Through these teaching and learning approaches, students effectively achieve the intended international and intercultural learning outcomes.

Conclusion and recommendations

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

Criterion 3c: Learning environment

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

Findings

The learning environment in the programme is very international and very intercultural, as students from a large number of countries participate in the programme and interact in the teaching and learning processes in the programme.

The programme management is very active in promoting international and intercultural diversity in the student body and in the classroom. Students are not free to select their own student groups. The staff members are in charge of the group composition, in order to prevent students with the same backgrounds being in one and the same group. In many of the courses, the examinations include group projects. Through the diversity in the student groups and the group projects as part of the examinations, the achievement of the intended international and intercultural learning outcomes is promoted.

Conclusion and recommendations

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

Overall conclusion regarding Standard 3: Teaching and Learning

The contents of courses clearly reflect international and intercultural contents, and allow students to achieve the intended international and intercultural learning outcomes. In most courses, international and intercultural dimensions are included. The teaching methods adopted in the courses allow for pronounced international and intercultural teaching and learning. Learning methods, group projects, group composition and examination methods promote the intended international and intercultural learning outcomes. The programme surpasses the current, generic quality for this standard. The programme clearly goes beyond the acceptable level of attainment for this standard across the standard's entire spectrum. The panel therefore assesses *Standard 3. Teaching and Learning* as good.

Standard 4: Staff

Criterion 4a: Composition

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

Findings

About 65 staff members are involved in the programme. The student-to-staff ratio is 16.6/1. Staff members come from a wide range of national and cultural backgrounds. About 48 % of them come from abroad, from a variety of countries around the globe. The majority of the staff members received their PhD training in countries outside of their home country. The vast majority of them has relevant international teaching experience. They had appointments at foreign universities, were visiting professors at foreign institutes.

The International Bachelor programme in Communication and Media has an extensive support staff, being available to assist students.

The staff members and support staff are very committed to the programme and to the students. The staff members and the support staff are qualified to guide the students and to support them in achieving the intended international and intercultural learning outcomes.

Conclusion and recommendations

The panel concludes that the composition of the staff does indeed facilitate the achievement of the intended international and intercultural learning outcomes.

Criterion 4b: Experience

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

Findings

Most staff members are involved in international research, visiting other countries regularly. The subjects they teach are often anchored in international research. Most staff members have international profiles and sound academic, international track records.

All staff members have affinity with lecturing before international and intercultural groups of students. They either have the experience or they are prepared to take courses in this respect. The staff members find it no problem to teach in English to international and intercultural diverse student groups.

The programme recruitment policy is to create and maintain a lecturing team of highly qualified and diverse staff members.

Conclusion and recommendations

The panel concludes that staff members have sufficient internationalisation experience, intercultural competences and language skills.

Criterion 4c: Services

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

Findings

The International Bachelor programme in Communication and Media offers services to staff members. International staff members are assisted by the Erasmus School of History, Culture and Communication human resource department in applying for visa, working and residence permits for the Netherlands and insurances. The department assists staff members in their contacts with municipal and national offices. The University Language Centre offers language training in Dutch or English.

The University Community for Learning and Innovation and the University Educational Service Unit RISBO provide educational support and lecturing in the international and intercultural classroom.

The programme informs staff members about international conferences, training in this respect and relevant memberships.

Conclusion and recommendations

The panel concludes that the services provided to the staff are consistent with the staff composition. These services adequately facilitate international experiences, intercultural competences and language skills.

Overall conclusion regarding Standard 4: Staff

Staff members, teaching in the programme, come from a very wide range of countries and often have ample international experience. The programme promotes international and intercultural diversity among staff members. Training on lecturing in the international classroom and language training is offered. Staff members know how to lecture and guide international and intercultural diverse student groups. If they come from abroad, staff members are assisted in administrative procedures in the Netherlands. The programme surpasses the current, generic quality for this standard. The programme clearly goes beyond the acceptable level of attainment for this standard across the standard's entire spectrum. The panel therefore assesses *Standard 4. Staff* as good.

Standard 5: Students

Criterion 5a: Composition

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

Findings

The student influx between 2013 and 2016 amounted to about 180 incoming students to rise to around 250 students in 2017. The programme expects student numbers to gradually rise further in the years to come. To achieve and maintain student body diversity, the programme firmly intends to have about 50 % of the students coming from the Netherlands and about 50 % international students. International students come from over 60 different countries, the countries most represented being Germany, Vietnam, France, Italy, Spain, Romania, Turkey, India and South-Korea.

The programme is committed to the internationalisation goals. The very diverse student population composition in terms of nationalities and cultures mirrors the internationalisation goals of the programme.

Conclusion and recommendations

The panel concludes that the composition of the student group in terms of national and cultural backgrounds is in line with the programme's internationalisation goals.

Criterion 5b: Experience

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

Findings

Students in the programme gain international and intercultural experiences. Students participate in the international classroom with the diverse groups of students and staff members. About 70 % of all students go abroad, the country of destination not being their home country. Students going abroad may either take courses abroad or do international internships. The programme prides itself of a student-exchange network with 95 universities in other countries.

Conclusion and recommendations

The panel concludes that the international experience gained by the students is in line with the internationalisation goals of the programme. It suggests, though, to monitor the 95 foreign universities of the student-exchange network closely and probably focus on a smaller number with more intense relationships.

Criterion 5c: Services

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

Findings

Programme management intends to create a student community and to accomplish students feeling at home in the programme.

In the programme, students are offered a series of services. Students being admitted to the programme, are informed regularly about the programme. They are welcomed at the Amsterdam airport upon arrival and are introduced to the programme. Students are assisted in completing formalities, such as obtaining visa. The support staff of the programme takes care of information provision and study guidance. Prospective students are informed by the admission and recruitment coordinator about the admission procedures and about Dutch regulations applying to foreign students. For exchange possibilities and procedures, students may contact the exchange coordinator. The internship coordinator informs students about placements and regulations applying. For all study-related issues, students may contact the study advisor. The study advisor monitors study progress, assists in drafting study plans, signals study delay and assists in resolving study delay-related and other problems. In the first year, students are guided by student mentors in the IBCoMpanion programme. Programme management provides Diploma Supplements.

Conclusion and recommendations

The panel concludes that the services provided for students are very much up to standard.

Overall conclusion regarding Standard 5: Students

The student population is very diverse, more than 60 nationalities being represented. Students are offered international and intercultural exchange possibilities. The staff members and support staff take care of the guidance of the students, being very diverse in international and intercultural terms. The programme provides the diploma supplement. The panel considers the achievements of the programme in this respect to surpass the current, generic quality for this standard. The programme clearly goes beyond the acceptable level of attainment for this standard across the standard's entire spectrum. The panel therefore assesses *Standard 5. Students* as good.

6. Overview of assessments

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

Annex 1. Composition of the panel

Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Prof. Vandebosch	X	X	X	X	
• Prof. Maes	X	X	X		
• Prof. Smits	X	X	X		
• Mrs. Buurman	X	X			
• Prof. Schoenbach	X	X	X	X	
• Mrs. Kwakman BSc				X	X
•					

Subject: Subject- or discipline-specific expertise;
 Internat.: International expertise, preferably expertise in internationalisation;
 Educat.: Relevant experience in teaching or educational development;
 QA: Relevant experience in quality assurance or auditing; or experience as student auditor;
 Student: Student with international or internationalisation experience;

Chair: Full name, position, institution/company

- Prof. dr. H. Vandebosch, professor Department of Communication Sciences, University of Antwerp.

Full name, position, institution/company

- Prof. dr. A.A. Maes, professor Communication and Cognition, Tilburg University (panel member).

Full name, position, institution/company

- Prof. dr. T. Smits, professor Faculty of Social Sciences, Leuven University (panel member).

Full name, position, institution/company

- C.H.W. Buurman, chair Logeion, Netherlands Association for Communication Professionals (panel member).

Full name, position, institution/company

- Prof. dr. K. Schoenbach, distinguished adjunct professor, Northwestern University in Qatar (panel member). Prof. Schoenbach took the Cequint Training.

Full name, position, institution/company

- P.A.M. Kwakman BSc, student Research Master Communication Science, University of Amsterdam (student member).

Coordinator: Full name, position, QA agency

- Drs. W. Vercouteren, process coordinator/secretary, Certiked evaluation agency.

Annex 2. Documents reviewed

- Self-assessment report
- Annexes to the self- assessment report
- Course material of various courses
- Examinations and assignments of various courses
- Bachelor theses
- Programme Committee minutes
- Examination Board annual reports

Annex 3. Site visit programme

Overview

Date:	1 February 2019
Institution:	Erasmus University Rotterdam
Programme:	International Bachelor in Communication and Media
Location:	Burg. Oudlaan 50, 3062 PA Rotterdam

Programme

Rotterdam, 1 February 2019

08.30 - 09.15: Arrival of the panel, internal meeting and review documentation

09.00 - 09.30: Meeting with dean (or representative) and programme management

<i>Full name</i>	<i>Position</i>
• Prof. dr. S. Janssen	Vice-dean Erasmus School of History, Culture and Communication
• Prof. dr. J. Jansz	Director of Education
• I. Gerards MA	Programme coordinator
• Dr. R. van Rijswijk	Exchange coordinator
• P. van der Houwen MA	Policy advisor

09.30-10.40: Meeting with programme management and core staff members

<i>Full name</i>	<i>Position</i>
• Prof. dr. S. Janssen	Vice-dean Erasmus School of History, Culture and Communication
• Prof. dr. J. Jansz	Director of Education
• Dr. J van Sterkenburg	BA-1 coordinator
• Dr. A. Fokkema	Programme committee member
• Dr. D. Trottier	Programme committee member
• Dr. I. Awad	Coordinator honours programme
• Dr. E. Augé	Core lecturer
• Dr. E. Hitters	Core lecturer

11.50-11.30: Meeting with Examination Board

<i>Full name</i>	<i>Position</i>
• Prof. dr. K. van Eijck	Chair Examination Board
• Dr. J. Kneer	Member Examination Board
• Dr. M. Verboord	Member Examination Board
• E. Stoker MSc	Student advisor
• B. Grashoff MA, LL.M	Admissions and recruitment officer

11.30-12.30: Meeting with staff members and final project examiners

<i>Full name</i>	<i>Position</i>
• Dr. S. Oprea	Thesis coordinator
• Dr. M. Slot	Lecturer
• Dr. D. Dumitrica	Programme committee member, lecturer
• Dr. J. Pridmore	Lecturer
• Dr. J. Hofhuis	Lecturer
• Dr. J. Lee	Lecturer
• Dr. E. Hitters	Lecturer
• Dr. A. Paz Alcenar	Lecturer

12.30-13.30: Lunch, including internal meeting and review of materials

13.30-14.15: Meeting with students

<i>Full name</i>	<i>Position</i>
• D. van Kalken	Programme committee member, BA-2/3
• N. Bakker	Programme committee member, BA-1
• M. Nguyen	BA-2
• S. Vitikainen	BA-2
• E. Mulagic	BA-3
• D. Fidlerová	Alumna, brand manager Nestlé
• T. Boon	Alumnus, trainee Unilever
• G.J. Groeneveld	Alumnus, student Marketing Management and marketeer Debatix

14.15-14.45: Meeting with external stakeholders

<i>Full name</i>	<i>Position</i>
• Dr. Y. Wang	Chair Professional Advisory Committee
• T. Huisman MA	Chief Communications Officer, IKEA Foundation
• L. van Wesep MSc	Member Professional Advisory Committee, co-founder Creativ Minds
• Prof. dr. S. Puntoni	Academic director Master Marketing Management, Rotterdam School of Management
• J.W. Pot MSc	Training and research fellow Clingendael Academy
• R. Mast MA	Internship and alumni coordinator
• N. Keylard MSc	International Trade and Business development specialist, U.S. Embassy, The Hague
• L. Wanjek MA	Social Media and PR Manager, Artaxo GmbH Hamburg

14.45-16.15: Panel deliberations

16.15-16.30: Presentation of findings by panel chair to programme management

16.30-17.00: Development dialogue

17.00-17.15: Presentation of findings by panel chair to broader audience

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