

Assessment report
NVAO Limited Framework Programme Assessment

Erasmus Mundus Master in Journalism, Media and Globalisation (joint degree)

Aarhus University/University of Amsterdam

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1. Executive summary

In this executive summary, the panel presents the main considerations which led to the assessment of the quality of the Erasmus Mundus Master in Journalism, Media and Globalisation programme of Aarhus University and University of Amsterdam. The panel assessed the programme according to the limited framework for programme assessments of the NVAO Assessment framework for the higher education accreditation system of the Netherlands, taking into account the NVAO Protocol for Dutch Applications for Accreditation leading to a Joint Degree.

In the panel's view, the programme organisation is solid. The panel appreciates the governance structure of the Consortium for this joint-degree programme, and the quality assurance system for the programme. The cooperation between the two universities involved is well-founded on the Memorandum of Agreement signed by both institutions. The organisation of the Consortium and the Memorandum of Agreement give this joint-degree programme a sound basis.

The programme profile is clearly geared towards the academic, analytical and research-oriented study of journalism, with the objective of bringing students further in their journalistic careers. The profile meets the requirements for master programmes in this domain. As prospective students may mistake the programme for training students in practical and professional journalism, the panel suggests to communicate clearly about the academic nature of the programme. The intended learning outcomes of the programme meet master requirements.

Within the programme, the Advisory Board represents the professional field. The panel welcomes the steps which programme management is intending to take in the Mundus IV programme to strengthen the position of the Advisory Board as a consultative body.

The panel endorses the English name of the programme and English as the language of instruction, as programme management brought forward convincing arguments in favour of English.

Programme management appropriately followed up on the recommendations of the previous assessment panel.

The entry requirements and the admission procedures of the programme are appropriate, assuring the admission of students, who have the motivation and the capacities to complete the programme. Students find the specialisation year in Amsterdam very demanding. The panel recommends to inform incoming students about the challenging, research-intensive nature of the Amsterdam specialisation.

The curriculum meets the programme intended learning outcomes. The contents and coherence of this curriculum are appropriate and the courses offered are solid. The panel suggest to consider making the programme more diverse and extending the programme beyond Europe, in terms of course contents, student population and staff. The panel also advises to reinforce the training on research methods in the foundational year and to offer training on specific research methods in the

specialisation year. The panel appreciates the journalistic skills training in the programme, to be further reinforced in the Mundus IV programme. The panel recommends to offer students internship opportunities (either curricular or extra-curricular) in the specialisation year. The *Journalistic Product* course allows students to engage in practical journalism. The journalistic product itself may, nevertheless, refer more to science communication than to journalism. The panel advises to reinforce the practical journalistic aspects of this course.

The lecturers have good credentials in terms of educational expertise, academic qualifications and research track records. Teachers engage in internationally competitive research in the domain of the programme. Teachers in the separate years have regular meetings. The panel recommends to further formalise the collaboration between lecturers in Aarhus and in Amsterdam, in order to, among other things, align courses.

The educational concept and study methods are appropriate for this programme, fostering students to actively take part in the teaching and learning processes. The panel welcomes the small class sizes.

Students experience guidance as more intensive in Aarhus than in Amsterdam. The panel advises to offer students more guidance in the transition from the foundational to the specialisation year in Amsterdam, in order to better prepare them for the study load, rules and regulations applying and the practical issues in this specialisation year.

The study success figures for the programme are very favourable.

The rules and regulations for the programme examinations and assessments are appropriate. The panel acknowledges that some differences cannot be resolved due to the differences in national legislation. The activities to monitor the quality of examinations and assessments by the responsible bodies in both the foundational and specialisation year are up to standard.

The assessment methods in the courses are adequate for the knowledge, insights and skills to be tested in these courses. The variation in examination methods is satisfactory.

The panel regards the supervision and assessment processes for the thesis to be appropriate and approves of the thesis assessment form in use. The panel welcomes the monitoring of thesis grades by members of the TQM committee.

In the panel's view, programme management took measures to provide adequate education during the Covid crisis, to assure the quality of this education, and to monitor the well-being of students. The measures programme management has taken to organise examinations and assessments in the Covid-crisis and to monitor the quality of these examinations and assessments are adequate as well.

Having reviewed fifteen master theses of programme graduates with lower, average and higher marks, the panel finds the level achieved by the graduates to be appropriate. All theses reviewed

are considered to be at least satisfactory and to testify to the students having reached the intended learning outcomes of the programme.

The graduates from the programme manage to obtain positions, which are adequate and are in line with the careers this programme prepared them for.

The assessment panel has conducted the assessment of the Erasmus Mundus Master in Journalism, Media and Globalisation programme of Aarhus University and University of Amsterdam. The panel assesses this programme to meet the standards of the limited framework for programme assessments of the NVAO Assessment framework for the higher education accreditation system of the Netherlands, having taken into account the NVAO Protocol for Dutch Applications for Accreditation leading to a Joint Degree. The panel judged the assessment outcome to be positive and, therefore, recommends NVAO to continue the accreditation of this programme.

Rotterdam, 6 July, 2021,

Prof. dr. K. Schoenbach
(panel chair)

W. Vercouteren MSc
(panel secretary)

2. Programme administrative information

Name programme in CROHO:	M Erasmus Mundus Master Journalism, Media and Globalisation (joint degree)
Orientation, level programme:	Academic Master
Grade:	Master of Arts
Number of credits:	120 EC
Specialisations:	N.A.
Location:	Aarhus (Denmark), Amsterdam (Netherlands)
Mode of study:	Full-time
Language of instruction:	English
Registration in CROHO:	21PK-75082
Names of institutions:	Aarhus University and University of Amsterdam
Status of institution:	Recognised, degree-awarding university (both universities)
Institution's quality assurance:	Approved (both universities)

3. Findings, considerations and assessments per standard

3.1 Standard 1: Intended learning outcomes

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

Findings

The Erasmus Mundus Master Journalism, Media and Globalisation programme finds itself in the process of transition from the Mundus III to the Mundus IV programme, following new funding being secured and with the intention to adapt the programme to current trends in the domain. No results from the Mundus IV programme yet being available, the assessment panel and programme management agreed to take the Mundus III programme as the object of the assessment. Information provided refers to Mundus III. When reference is made to the Mundus IV programme, this will be explicitly mentioned.

The programme carries 120 EC of study load and takes two years to complete. The first year is organised by Aarhus University in collaboration with the Danish School of Media and Journalism and the second year is offered by the Graduate School of Communication of University of Amsterdam. The first year is the foundational year of the programme, whereas the second year is the specialisation year. The specialisation offered in Amsterdam is called *Media and Politics*. Other specialisations are organised by City University London, University of Hamburg and Swansea University. In the first year, students are given opportunities for exchange semesters abroad in credit-awarding universities in the United States, Australia and Chile. In the Mundus IV programme, other degree-awarding partner institutions and other credit-awarding, exchange partner institutions are involved.

The Board of Studies of the Mundus Journalism Consortium, on which sit representatives of the institutions participating in this programme, is the decision-making body of the programme. The Board delegates responsibilities regarding quality assurance, administrative procedures, and economic sustainability to the Programme Consistency Committee. The Programme Quality Auditor especially assures the quality of the programme, both for the foundational and the specialisations years. Working groups have the tasks to initiate and to monitor programme development. At the Consortium level, the Advisory Board represents the professional field. In the specialisation year in Amsterdam, programme management is composed of the director of the Graduate School of Communication, programme manager, assistant programme manager, policy advisor and coordinator/study advisor. The Programme Committee, consisting of both lecturers and students, advises programme management on the quality of the programme. The Examinations Board sets rules for examinations and assessments of the programme and monitors the quality of these.

Both Aarhus University and University of Amsterdam are officially recognised, degree-awarding institutions in their home countries. The two universities signed the Memorandum of Agreement to regulate their cooperation within the programme.

The profile of the programme is to educate students, who already have some journalistic experience. The objectives of the programme are not to teach students practical journalism, but to reinforce, enrich and contextualise students' journalistic competencies with empirical, analytical and research skills. This way, students are educated to become critical, analytical journalists, who can work with data and can take the next steps towards research-oriented and policy-oriented journalism. Although practical journalism is addressed, the programme is primarily academic and research-oriented.

According to the programme's intended learning outcomes, students are educated to have a broad perspective and to gain background information to understand and report on a changing Europe in the context of globalisation, to plan, conduct and communicate original research in journalism studies, to use a variety of research methods useful in the field of journalism studies, and to communicate effectively in different contexts. Programme management showed the intended learning outcomes to correspond to the Dublin descriptors for the second cycle, as indicators of the master level. In the Mundus IV programme, the intended learning outcomes have been updated, putting more emphasis on practical journalism to complement the programme's academic focus.

The programme's name is in English, and the programme is taught in English as well. The English name and English as language of instruction are chosen to allow students from all countries to complete the programme, and to benefit from the international classroom. In addition, programme management places value on preparing students for the international labour market.

Programme management took up the recommendations of the previous assessment panel, leading to a number of improvements. Programme management, among other things, drafted plans to strengthen the financial sustainability, offered students opportunities to select qualitative or quantitative research methods in the methods course, and made the Examinations Board independent from programme management.

Considerations

The panel regards the programme organisation to be solid. The panel appreciates the governance structure of the Consortium, the different bodies within the Consortium and the quality assurance system for the programme, as these are suited to assuring the quality of the programme. The Memorandum of Agreement signed by the two universities provides a solid foundation for the cooperation between these institutions. The organisation of the Consortium and the Memorandum of Agreement give this joint-degree programme a sound basis.

The panel considers the profile of the programme to meet the requirements for master programmes in this domain. The profile is clearly geared towards the academic, analytical and research-oriented study of journalism, with the objective of bringing students further in their journalistic careers. As prospective students may misread the profile and may mistake the programme for training students

in practical and professional journalism, the panel recommends to communicate clearly about the academic nature of the programme.

The intended learning outcomes of the programme meet the master requirements. These intended learning outcomes, so the panel established, conform to the second cycle of the Dublin descriptors, adequately reflecting the master level.

The panel is positive about the Advisory Board representing the professional field. In the Mundus IV programme, the position of the Advisory Board as a consultative body will be strengthened. The panel welcomes the steps programme management is intending to take in this respect.

The panel endorses the English name of the programme and English as the language of instruction, as programme management brought forward convincing arguments in favour of English.

Programme management appropriately followed up on the recommendations of the previous assessment panel.

Assessment of this standard

These considerations have led the assessment panel to assess the programme to meet Standard 1, Intended learning outcomes.

3.2 Standard 2: Teaching-learning environment

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

Findings

About 25 % to 30 % of all incoming students choose the specialisation offered in Amsterdam. The number of applications for this specialisation has been substantial over the years, going from 119 applications in 2014 to 148 applications in 2019. The admission offers were relatively stable, going from 82 in 2014 to 88 in 2019. The actual intake increased from 17 students in 2014 to 30 students in 2019. The number of students enrolling in this specialisation is on average 30 % of the number of students admitted. The main reasons for students not to come are financial. Students may apply for and receive scholarships, but their financial situation may still be challenging due to housing and living costs.

About 50 % of the students come from various European countries and about 45 % of them come from outside of Europe. The number of Dutch students is very small. Most students are female.

The programme entry requirements refer to candidates' academic backgrounds (among other requirements, a bachelor degree in a related domain), journalism experience (at least three months), motivation to enter the programme and choice of specialisation (to be demonstrated in four essays), life experiences, and English language proficiency. Applications are ranked by the programme selection committee on the basis of these weighted criteria. Applicants submit written applications, considered by programme management to provide more objective information on applicants' qualifications than interviews. Applications are reviewed both by Aarhus and Amsterdam representatives. The latter have a decisive say in admitting applicants for this specialisation. Upon entering the programme, students are informed about the research character of the programme.

Programme management demonstrated the curriculum to meet the programme's intended learning outcomes. The foundational year in Aarhus introduces students to economic, political, social, and cultural contexts of globalisation and journalism and teaches them to apply concepts, methods, principles and theories to the study and practice of global media and journalism. In the foundational year, research methods are included in the substantive courses. This has been structured this way, as direct application of methods in these courses has proven to contribute to the learning processes of students in this respect. Students may spend one semester going on exchange to one of the credit-awarding universities. In the Amsterdam specialisation year, students take three compulsory substantive courses (24 EC), the *Research Methods Tailored to the Thesis* course (6 EC), and an elective course (6 EC). Students finish the specialisation year by drafting the master thesis (18 EC) and taking the *Journalistic Product* course (6 EC). In this course, students attend workshops on practical journalism skills and write an article to communicate the results of their theses to wider audiences. Extracurricular workshops on, among other subjects, practical skills and career preparation are offered both in Aarhus and in Amsterdam.

The core staff lecturing in the programme are eleven teachers in Aarhus and eight teachers in Amsterdam. Practically all of them have PhDs. In the specialisation year, almost 90 % of the lecturers are University Teaching Qualification certified, testifying to their educational abilities. The staff lecturing in the programme are internationally qualified scholars in the field of communication studies and publish in peer-reviewed journals. Most lecturers in the specialisation year are researchers at the Amsterdam School of Communication Research, ASCoR. The teachers in Amsterdam meet biweekly. Teachers of the foundational and specialisation years meet on the programme level biannually to discuss, among other topics, programme survey results.

Teaching methods in the foundational year include lectures, seminars, group work and discussion classes. In lectures, 50 to 90 students are in class. In seminars, group sizes are 20 to 30 students. Students gather information in the field, often working in pairs or in groups, and present the results to the teacher and their peers. The educational concept in the specialisation year is academic, encouraging students to explore and critically assess new questions and answers to these questions. Students are also required to actively engage in the learning processes. Teaching methods in Amsterdam are mainly small-scale tutorials, with 15 to 25 students in class. In the tutorials, students work on assignments, engage in discussions, and give presentations. The average number of contact hours is 11.3 hours per week in the foundational year and 8.2 hours per week in the specialisation year.

As has been said, students select their specialisation upon enrolment. Students are informed about the specialisations available and may contact students already taking specialisations. In Aarhus, students are assisted by the Service Centre regarding both programme-related issues and housing, visas, and related subjects. The study advisor in Amsterdam contacts students in their first year to facilitate their transition from Aarhus to Amsterdam. Study advisors and academic advisors in Amsterdam are available to guide students and to refer them to university services. The rules of University of Amsterdam on class attendance and results for examinations are stricter than those of Aarhus University. Differences depend upon differences in countries' legal systems. In the last five years, nearly all students graduated within two years, the designated timeframe. One student did not complete the programme.

Programme management has taken measures to organise education in the Covid crisis and to monitor the quality of the education. Education on campus proved not to be feasible, mainly due to government regulations. Therefore, learning activities have been changed to online lectures and seminars. Teachers are assisted in providing online teaching. Study advisors regularly contact students, to assist them in overcoming obstacles in their studies. This way, students' well-being is actively being monitored. Teachers signal students' problems and try to help them.

Considerations

The panel approves of the entry requirements and the admission procedures of the programme. These assure admitting students, with the motivation and the capacities to complete the programme. Students find the specialisation year in Amsterdam very demanding. The panel, therefore, recommends to inform students upon entering the programme about the challenging, research-intensive nature of the Amsterdam specialisation.

The curriculum meets, so the panel established, the programme intended learning outcomes. The contents and coherence of this curriculum are appropriate and the courses offered are solid. But the panel suggests to consider making the programme more diverse and extending it beyond Europe, in terms of course contents, student population and staff. The panel advises to reinforce the training on research methods in the foundational year and to offer training on specific research methods in the specialisation year. In the Mundus IV programme, more journalistic practice is integrated in the compulsory courses and students are offered journalism internships as elective courses (10 EC) in the foundational year. The panel appreciates this practical skills training, remarking to consider making the internship compulsory. The panel recommends to offer students internship opportunities (either curricular or extra-curricular) in the specialisation year as well. The *Journalistic Product* course allows students to engage in practical journalism. The journalistic product itself may, nevertheless, refer more to science communication than to journalism. The panel advises to reinforce the practical journalistic aspects of this course.

The panel appreciates the staff teaching in the programme. The lecturers have good credentials in terms of educational expertise, academic qualifications and research track records. Teachers engage in internationally competitive research in the domain of the programme. Teachers in the separate years have regular meetings. The panel recommends to further formalise the collaboration between lecturers in Aarhus and in Amsterdam, in order to, among other things, align courses.

The educational concept and study methods are appropriate for this programme, fostering students to actively take part in the teaching and learning processes. The panel welcomes the small scale of the class sizes for the education offered.

Students with whom the panel met experience guidance as more intensive in Aarhus than in Amsterdam. The panel advises to offer students more guidance in the transition from the foundational to the specialisation year in Amsterdam, in order to better prepare them for the study load, rules and regulations applying and the practical issues in this specialisation year.

The study success figures for the programme are very favourable.

In the panel's view, programme management took measures to provide adequate education during the Covid crisis, to assure the quality of this education, and to monitor the well-being of students.

Assessment of this standard

These considerations have led the assessment panel to assess the programme to meet Standard 2, Teaching-learning environment.

3.3 Standard 3: Student assessment

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

As the national legal systems of Denmark and the Netherlands differ, some rules, regulations and quality assurance on examinations and assessments differ as well. The examinations and assessments in Aarhus are governed by the Study Regulations. In the foundational year, external co-examiners appointed by the Danish government review examinations and assessments and monitor the quality of these. Courses to be taken by students going on exchange to one of the credit-awarding institutions, have to be approved by the Board of Studies of the Consortium. These courses should meet the programme's intended learning outcomes. The rules and regulations with respect to examinations and assessments in the specialisation year in Amsterdam are laid down in the Education and Examination Regulations for the programme. In Amsterdam, the Examinations Board is the authority to monitor the quality of examinations and assessments and to ensure students reaching the intended learning outcomes. One representative from Aarhus University sits on the Examinations Board in Amsterdam. The Examinations Board in Amsterdam handles requests for exemptions, approval of electives and fraud cases. In the coming years, the Examinations Board will review the alignment of examinations to course goals and course contents. Consortium representatives inspect course files, course evaluations, assessment methods and grade distributions regularly.

The assessment methods for courses in the foundational year are primarily individual written examinations or essays. In the specialisation year in Amsterdam, the assessment methods are mainly (research) papers, assignments or presentations. Group work will never exceed the 30 % threshold in determining the final grade for courses.

The process leading to the completion of the Master Thesis has been divided into separate phases. In the first phase, students come together in the thesis preparation group to discuss research topics. Students decide in this group on their thesis topic and the principal methodology to research the thesis topic. In the *Research Methods Tailored to the Thesis* course, students select the method or methods to be adopted in their thesis. Students may choose from a variety of methods. In this phase, students have to submit their fully developed thesis proposal for approval. In the third phase, the actual research is conducted and the master thesis is drafted. The thesis is to be written in an empirical research paper format. In this phase, students are supervised individually by their supervisor. The fourth phase consists of the *Journalistic Product* course, being aimed at communicating in writing on the results of the research done to a wider, lay audience. The master thesis is assessed by the thesis supervisor and the second examiner. Second examiners are members of the TQM committee, meant to assure uniform grading practices for theses. Both examiners assess and grade the thesis independently, meaning without any discussion among them. They make use of the standardised thesis assessment form. When supervisor and second examiner disagree more than 1.0 point on the thesis mark, when one or both decide to grade the thesis a marginal pass or fail (less than 5.5), or when the thesis is graded 8.0 or more by one or both of them, they have to discuss the thesis and to reach agreement on the final grade.

Programme management has taken measures to organise examinations and assessments in the Covid crisis and to monitor their quality. As most examination methods are (research) papers, assignments or presentations, they are organised as in pre-Covid times. Some changes are made, however. Presentations are recorded and written examinations are converted to take-home examinations. To lower stress levels of students, deadlines for assignments and theses are extended. Examinations and assessments are assured to test the course goals and the programme's intended learning outcomes as before.

Considerations

The panel regards the rules and regulations for the programme examinations and assessments as appropriate. The panel acknowledges that some differences cannot be resolved due to the differences in national legislation. The quality assurance of the examinations and assessments is adequate. The panel sees the activities to monitor the quality of examinations and assessments by the responsible bodies in both the foundational and specialisation year as being up to standard.

The assessment methods in the courses are adequate for the knowledge, insights and skills to be tested in these courses. The variation in examination methods is satisfactory.

The panel regards the thesis supervision and assessment processes as appropriate and approves of the thesis assessment form in use. The panel welcomes the monitoring of thesis grades by members of the TQM committee.

The panel considers the measures programme management has taken to organise examinations and assessments in the Covid-crisis and to monitor the quality of these examinations and assessments to be appropriate.

Assessment of this standard

These considerations have led the assessment panel to assess the programme to meet Standard 3, Student assessment.

3.4 Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.
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Findings

Students are to demonstrate the knowledge and skills, that they have acquired in the programme, in their thesis. The average grade for the theses was 7.6 for the last two cohorts.

Since 2015, 132 students graduated from the specialisation in Amsterdam. Career perspectives for programme graduates are good. Graduates tend to find appropriate positions within a reasonable time after graduation.

From a survey conducted by the Consortium among alumni of the programme (the response rate was 29 %), about 60 % of the graduates indicated working in the sector of media and internet companies. Average salaries tend to be relatively low.

Considerations

The panel reviewed fifteen master theses of programme graduates. The theses were selected from all of the theses of graduates of the last four years. In the selection, theses with lower, average and higher marks were represented. All the theses reviewed are considered to be at least satisfactory and to testify to the students having reached the intended learning outcomes of the programme.

The panel appreciates that graduates from the programme are securing positions, which are adequate and in line with the careers this programme prepared them for.

Assessment of this standard

These considerations have led the assessment panel to assess the programme to meet Standard 4, Achieved learning outcomes.

4. Overview of assessments

Standard	Assessment
Standard 1. Intended learning outcomes	Programme meets Standard 1
Standard 2: Teaching-learning environment	Programme meets Standard 2
Standard 3: Student assessment	Programme meets Standard 3
Standard 4: Achieved learning outcomes	Programme meets Standard 4
Programme	Positive

5. Recommendations

In this report, a number of recommendations by the panel have been listed. For the sake of clarity, these have been brought together below:

- To communicate clearly about the academic nature of the programme, in order to prevent students mistaking it for a programme in practical and professional journalism.
- To strengthen the relations of the programme with the professional field, in line with programme management's plans in this respect.
- To inform students upon entering the programme about the challenging, research-intensive nature of the Amsterdam specialisation.
- To consider making the programme more diverse and extending the programme beyond Europe, in terms of course contents, student population and staff.
- To reinforce the training on research methods in the foundational year and to offer training on specific research methods in the specialisation year.
- To create internship opportunities (either curricular or extra-curricular) for students in the specialisation year.
- To strengthen the practical journalistic dimensions of the *Journalistic Product* course.
- To further formalise the collaboration between lecturers in Aarhus and in Amsterdam, in order to, among other things, align courses.
- To offer students more guidance in the transition from the foundational to the specialisation year in Amsterdam, in order to better prepare them for the study load, rules and regulations applying and the practical issues in this specialisation year.

Appendix: Assessment process

Certiked VBI evaluation agency was requested by University of Amsterdam to support the limited framework programme assessment process for the Erasmus Mundus Master in Journalism, Media and Globalisation (joint-degree) of Aarhus University and University of Amsterdam. The objective of the programme assessment of this master programme was to establish whether the programme would conform to the standards of the limited framework, as laid down in the NVAO Assessment framework for the higher education accreditation system of the Netherlands, September, 2018 (officially published in Stcrt. 2019 no. 3198, 29 January 2019), taking into account the NVAO Protocol for Dutch Applications for Accreditation leading to a Joint Degree, 7 June, 2010.

Management of the Erasmus Mundus Master in Journalism, Media and Globalisation programme discussed the composition of the assessment panel and drafted the list of panel candidates. Having conferred with programme management, Certiked invited candidate panel members to sit on the assessment panel. The panel members agreed to do so. The panel composition was as follows:

- Prof. dr. K. Schoenbach, Distinguished Adjunct Professor, Northwestern University in Qatar, and Honorary Professor, Zeppelin University, Germany (panel chair);
- Prof. dr. H. Van den Bulck, Full Professor and Head of Department of Communication, Drexel University, United States of America (panel member);
- Prof. dr. K. Tenenboim-Weinblatt, Associate Professor, Department of Communication and Journalism, Hebrew University of Jerusalem, Israel (panel member);
- M. Ebbinkhuijsen MSc, PhD Candidate and Lecturer Communication and Media, Radboud University, the Netherlands (student member).

On behalf of Certiked, W. Vercouteren MSc served as the process coordinator and secretary in the assessment process.

All panel members and the secretary confirmed in writing being impartial with regard to the programme to be assessed as well as observing the rules of confidentiality. Having obtained the authorisation by the University, Certiked requested the approval of NVAO of the proposed panel to conduct the assessment. NVAO has given its approval.

The Erasmus Mundus Master Journalism, Media and Globalisation programme has recently been granted funds by the European Commission to continue the programme from 2020 onwards. This led to the design of the programme being updated to Mundus IV, this programme having begun in September 2020 in Aarhus and starting in Amsterdam in September 2021. No results from the Mundus IV programme yet being available, the panel found it advisable to assess the Mundus III programme. The Mundus III programme was offered from 2005 to 2019. Programme management agreed with the approach of the assessment panel.

To prepare for the assessment process, the process coordinator convened with programme management to discuss the documents to be presented to the assessment panel, the site visit schedule, and the planning of the preparatory activities. In the course of this process, programme management and the process coordinator regularly had contact to monitor the process. The

activities prior to the site visit were performed as planned. Programme management approved of the site visit schedule.

Well in advance of the site visit date, programme management sent the list of theses of programme graduates of the four most recent years. Acting on behalf of the assessment panel, the process coordinator/secretary selected fifteen theses from this list. In the selection, theses with lower, average and higher grades were represented.

The panel members were forwarded in time the documents, prepared by programme management. These documents consisted of the self-assessment report, the annexes to the self-assessment report and additional information. The student chapter was part of the self-assessment report. The annexes to the self-assessment report included, among other texts, the Memorandum of Agreement between the two universities, key programme and student data, teaching and examination regulations, course catalogue, master thesis guide and assessment procedure, and teaching staff profiles. Information on Covid-19 measures was provided as well. The additional information consisted of course dossiers and course examinations, Programme Committee minutes and Examinations Board annual reports.

To assist panel members in assessing the programme, they were presented the Trained Eye Limited Framework Joint Degrees document of Certiked evaluation agency, i.e. the elaboration of the NVAO Assessment framework and the NVAO Protocol for Dutch Applications for Accreditation leading to a Joint Degree.

Prior to the site visit date, the assessment panel chair and the process coordinator met to discuss the assessment process procedures. In this meeting, the panel chair was informed about the profile of panel chairs as drafted by NVAO. The panel chair agreed to work in line with the profile of panel chairs.

Due to the continuing spread of Covid-infections in the Netherlands and the measures taken by Dutch government to counter the spread of infections, programme management proposed the site visit to be organised online. All panel members agreed to the online visit.

Prior to the date of the online visit, panel members sent in their preliminary findings, based upon their studying the programme documents, and sent in questions to be put to the programme representatives on the day of the visit. The panel secretary summarised this information, and compiled a list of questions to serve as the starting point for the discussions with the programme representatives during the visit.

Shortly before the visit date, panel members met to prepare for the site visit. Panel members discussed the procedures to be adopted during the visit, the preliminary findings about the programme, the panel reviews of the theses studied, and the questions to be put to the programme representatives.

On 11 May, 2021, the panel conducted the online visit. The visit schedule was in accordance with the schedule as planned. The visit schedule included the following meetings:

- 09.00 – 09.45 Faculty representatives and programme directors
- 10.00 – 11.00 Programme management and core lecturers
- 11.15 – 12.00 Examinations Board
- 12.00 – 13.00 Panel lunch (closed session), with 12.00 – 12.30 Open office hours
- 13.00 – 14.00 Lecturers and final project examiners
- 14.15 – 15.00 Students (with Programme Committee student member) and programme alumni
- 15.00 – 16.30 Deliberations panel (closed session)
- 16.30 – 16.45 Main findings presentation by panel chair to programme representatives
- 16.45 – 17.15 Development dialogue

In all of these meetings, representatives of both universities were present. Open office hours were communicated timely by programme management to staff and students. No persons presented themselves during these open office hours.

In a closed session at the end of the visit, the assessment panel considered the findings, weighted the considerations and arrived at conclusions with regard to the quality of the programme. After these internal deliberations, the panel chair presented in broad outline the findings, considerations, conclusions and recommendations to programme representatives.

At the end of the site visit, panel members and programme management met to discuss further improvements of the programme during the development dialogue.

The assessment draft report was finalised by the secretary, having taken into account the findings and considerations of the panel. The draft report was sent to the panel members, who studied this draft and made a number of changes. Thereupon, the secretary edited the final report. This report was presented to programme management to be corrected for factual inaccuracies. Programme management were given two weeks to respond. Having been corrected for the factual inaccuracies, the Certiked bureau sent the report to the University Board to accompany its request to continue the accreditation of this programme.