

Besluit

Besluit strekkende tot het verlenen van accreditatie (na herstel) aan de opleiding wo-master Mediastudies van de Erasmus Universiteit Rotterdam

Gegevens	
datum	Naam instelling : Erasmus Universiteit Rotterdam
31 maart 2016	Naam opleiding : wo-master Mediastudies (60 EC)
onderwerp	
Besluit	
accreditatie wo-master	Graad opleiding : Master of Arts
Mediastudies van de Erasmus	Variant opleiding : deeltijd, voltijd
Universiteit Rotterdam	Afstudeerrichtingen : Media en Cultuur
(004402)	Media en Journalistiek
uw kenmerk	Media and Business
CvB/AZ/HB/265.384	Media, Culture and Society
ons kenmerk	Locatie opleiding : Rotterdam
NVAO/20160403/AH	
bijlagen	Datum goedkeuren
3	Panel 1 : 16 oktober 2012
	Datum eerste locatiebezoek : 28 en 29 mei 2013
	Datum eerste visitatierapport : 28 november 2013
	Datum herstelplan : 28 maart 2014
	Datum goedkeuren panel 2 : 28 april 2014
	Datum herstelbesluit NVAO : 30 juni 2014
	Datum tweede locatiebezoek : 28 oktober 2015
	Datum tweede visitatierapport : 1 december 2015
	Datum aanvraag 2 (na herstel) : 22 december 2015
	Instellingstoets kwaliteitszorg : ja, positief besluit van 17 oktober 2013

Beoordelingskaders

- Artikel 5a. 12a. van de Wet op het hoger onderwijs en wetenschappelijk onderzoek (Stb. 2010, 293);
- Accreditatiebesluit WHW (Stb. 2011, 536);
- Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523)

Bevindingen

De NVAO stelt vast dat in het visitatierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding voldoende heeft bevonden.

Samenvatting bevindingen en overwegingen van het panel (hierna ook: the committee).

Standard 1: Intended learning outcomes

The committee assesses this standard as satisfactory.

The committee compared the intended learning outcomes prepared by the programme against the domain-specific reference framework and examined their profile and orientation. It is satisfied with the chosen profile of the programme.

The committee is very positive about the focus of the programme on empirical research and considers the social scientific orientation a very interesting approach. It recognizes the 'Rotterdam' profile (academic quality, social engagement and entrepreneurship) in the intended learning outcomes and feels that it is a good original and useful profile for the master's programme. It notes, however, that the intended learning outcomes are quite ambitious and wonders if they are not too ambitious for a one-year programme.

In the interviews the committee held during the site visit with students and alumni, they confirmed that they were aware of the profile of the programme. Most of them even stated that they chose to study Media Studies in Rotterdam because of this profile. However, the committee would like to note that the profile and intended learning outcomes tend to fit some of the four sub-programmes better, especially 'Media and Business', than others.

From the site visit interviews the committee learned that the master's programme also has a strong international focus, particularly in two of the four sub-programmes ('Media and Business' and 'Media, Culture, and Society'). Although it is very positive about this, it noted that this emphasis is not included in the intended learning outcomes formulated for the programme. The committee understands, however, that the programme chose to define generic intended learning outcomes for all the sub-programmes, which results in the fact that some of the aspects on which certain sub-programmes focus are not included in the intended learning outcomes.

The committee is satisfied with the orientation of the programme, which prepares students both for a future in an academic career and for the professional practice in a scientific manner.

Standard 2: Teaching-learning environment

The committee assesses this standard as satisfactory.

The committee concludes that the programme, the personnel and the programme-specific facilities enable the students to realize the intended learning outcomes. It found the setup of the programme to be clear and transparent. The four sub-programmes have the same structure and are clearly distinguishable from each other. The committee felt, however, that it might be useful to strengthen the connections between the four sub-programmes. It advises the programme to introduce more flexibility for students than currently available and allow students to follow courses from another sub-programmes than their own.

The students the committee spoke to were in general positive about the Master Thesis Class. Some did note, however, that the organized sessions at the beginning contain certain repetitions, while for others these sessions were too short.

Pagina 3 van 8 Students also remarked that the research proposals they produced at the end of the Master Thesis Class should serve as the basis for the master thesis, however in practice it is often adjusted. The lecturers confirmed that the proposal written in the Master Thesis Class did not always cover the complete extent of the master thesis. The committee thinks that this is a missed opportunity for the programme. It recommends to make more efficient use of the proposals for the master thesis.

The committee noted that the programme devotes a great amount of time to the master thesis. Combined with the Master Thesis Class, the programme spends 25 EC on the master thesis and its preparation. The committee is positive about this focus on research, but thinks that 25 EC is too much time to spend on the thesis. The committee would like to recommend to reduce the study load spend on the master thesis and preparation. It would also like to encourage the programme to allow for more connections between the professional practice and the master theses, i.e. theses in cooperation with the professional practice. It would like to stress that linking the professional practice to a master thesis can be very valuable.

The committee felt that the intended learning outcomes were clearly defined within the curriculum. However, it would like to stress that their strong emphasis on organizations is not equally represented in all four of the sub-programmes. Also, it found a lack of quantitative research methodology in some of the sub-programmes. That is why it stated under standard 1 that the intended learning outcomes formulated by the programme may be too ambitious. Because of the social scientific orientation of the programme, it had expected that there would be more methodological training in, for example, the use of SPSS. It concludes that it may be possible to integrate the 5 EC Master Thesis Class into the 20 EC of the master thesis, which would leave some extra room for following another methodological course (sub-programme specific). The committee would like to note, however, that even though the committee questions the setup and position of the Master Thesis Class in the curriculum, it is positive about the content of the Master Thesis Class. It thinks that students may be able to benefit more from the seminars and workshops if they have more methodological training prior the seminars and workshops.

The committee finds that there was a good mix of work forms and a good balance between individual and group work. Within the courses it seems that there was room for the students' individual input and interests. The committee finds the didactic views adequate for a master's programme in Media Studies. It is positive about the number of contact hours and the reported workload by students. It is very pleased to see how much the programme management values the quality of teaching and how many lecturers have already obtained their BKO (university teaching certificate). The programme committee seems to function properly and is quite active, however, the committee is sorry to see that not all sub-programmes are equally represented.

Finally, the committee advises the programme to alter the content of the Honours programme so that the programme can actually offer something extra to excellent students. According to students, the current Honours programme does not add any extra value. It does not help them in the pursuit of an academic career and it also provides no added value on the labour market.

The committee assesses this standard as unsatisfactory.

The committee concludes that the assessment methods in the master's programme Media Studies are appropriate for the relevant courses. When studying all the material, the committee also noted that the assessment information was well documented. It is very positive that the courses use standardized assessment forms, and that there were often intermediate assignments. The students reported to the committee that they valued the feedback they received, and that this was usually quite elaborate.

Although the committee was surprised about the fact that there is only one examination board for the entire faculty, it learned that this examination board was very involved and committed. The committee concluded that it functions adequately.

The committee also assessed the achieved learning outcomes by inspecting a selection of the master theses. Unfortunately, five out of the twenty-five theses were unsatisfactory. This was a surprise since the committee was impressed with the quality assurance of the programme for the master thesis assessment. In addition, the programme devotes a large part of the curriculum to the master thesis and has formulated ambitiously intended learning outcomes. The level of grades awarded by the programme was not too high in general, and the committee members agreed with the grades awarded by the supervisors for the remaining theses. The committee was concerned with the minimum criteria the programme sets for a passing grade.

In all of the unsatisfactory theses, the problems were mainly related to methodological issues. The committee observed that in most of them, the student was allowed to use a technique or methodology different from the field of expertise of the supervisor. This resulted in techniques and methodologies being used in a less adequate way. For example, at least one thesis showed quantitative data that was not statistically analyzed and therefore led to unfounded conclusions. Also, some of the research questions that the students proposed were according to the committee difficult to research because they were not clearly formulated. There was also a lack of definitions of the variables, which led to a list of measured variables that were superficial, and it was not clear how they contributed to answering the research question.

The committee also received the assessment forms of the theses. From these forms it saw that the supervisors of all of the unsatisfactory theses were also very critical in their feedback. Since not every supervisor was available for an interview, the committee spoke with representatives. The committee spoke in an interview with the supervisor and second reader of one thesis and with the second reader of another thesis, also members of the second reader panel were present. It concluded that the supervisors expressed basically the same issues with the theses that the committee had, but that the supervisors and the committee differed in their opinion of whether or not this was satisfactory.

The committee is confident that if the programme raises the minimum criteria used to assess theses, this will lead to improvement of the quality of the theses within one year. It recommends that a year after implementing the changes, an external committee should check whether or not they have had the desired effect.

In response to the 2013 assessment report, the programme management formulated an improvement plan. On 30 June 2014, the NVAO decided to extend the accreditation of the programme and to grant the programme an improvement period of two years (until 31 May 2016), during which it had to implement improvement measures.

On 28 October 2015, an assessment panel again visited the master's programme Media Studies in order to find out whether the improvement measures had been implemented successfully and had been effective. The panel found that the improvement measures had been carefully implemented. It appreciated the decision of the programme management to reduce the number of credits allocated to the Master's thesis and the 'MA Thesis Class'. As a result of this decision, it became possible to offer students a more intensive methodological training through the introduction of an extra mandatory methods course. In addition, the 'MA Thesis Class' has been restructured. As a result, guidance of the writing process of the research proposal of the thesis is now more timely and intensive. The programme management also developed 'Methodological Guidelines' for the thesis. Together with the 'Academic Writing Guide Media, Communication and Culture 2015-2016' and the website of the Erasmus School of History, Culture and Communication, these guidelines constitute a package of clear and consequent information for students about the standards and minimum requirements as well as the assessment and graduation rules and procedures.

With regard to Standard 3, the programme changed the assessment procedure of the research proposal for the MA thesis and made changes in the assessment of the MA thesis. Improvements in the assessment of the MA thesis include changes in the assessment form, more explicit communication of instructions to supervisors on how to apply assessment criteria and use the assessment form, and the introduction of the rule that a third reader is also called upon when both supervisor and reader consider a thesis a pass, but one of them grades it with a six.

The panel concludes that the above-mentioned measures have been effective. It has read 15 theses that were produced since the previous assessment and concluded that they are of satisfactory academic quality. It is convinced that the programme management and the Examination Board have established a system of coherent rules and procedures that guarantee adequate quality assurance of the achieved intended learning outcomes.

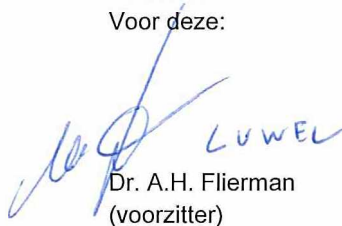
Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Erasmus Universiteit Rotterdam te Rotterdam in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 15 februari 2016 naar voren te brengen. Per e-mail van 30 maart 2016 heeft het college van bestuur van de Erasmus Universiteit laten weten af te zien van de reactietermijn van twee weken.

De NVAO besluit accreditatie te verlenen aan de wo-master Mediastudies (60 EC; varianten: deeltijd, voltijd; locatie: Rotterdam) van de Erasmus Universiteit Rotterdam te Rotterdam. De opleiding kent de volgende afstudeerrichtingen: Media en Cultuur; Media en Journalistiek; Media and Business; Media, Culture and Society. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

Dit besluit treedt in werking op 30 juni 2014 en is van kracht tot en met 29 juni 2020.

Den Haag, 31 maart 2016

De NVAO
Voor deze:



Dr. A.H. Flierman
(voorzitter)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

Uit besluit van 30 juni 2014

Onderwerp	Standaard	Beoordeling door het panel
1. Beoogde eindkwalificaties	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	Voldoende
2. Onderwijsleeromgeving	Het programma, het personeel en de opleidingsspecifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren	Voldoende
3. Toetsing en gerealiseerde eindkwalificaties	De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd	Onvoldoende
Eindoordeel		Onvoldoende

Beoordeling na herstel

Standaard	Standaard	Beoordeling door het panel
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Eindoordeel		Voldoende

De standaarden krijgen het oordeel onvoldoende, voldoende, goed of excellent.

Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

Panel eerste beoordeling en beoordeling herstelplan

- Prof. dr. Jan Baetens, professor Literatuur en Cultuur, KU Leuven (voorzitter);
- Dr. Philippe Meers, associate professor Communicatiewetenschappen, Universiteit Antwerpen;
- Prof. dr. Karin Raeymaeckers, professor Communicatiewetenschappen, Universiteit Gent;
- Dr. Jan Simons, associate professor Nieuwe Media, Universiteit van Amsterdam;
- Prof. dr. Gerard Steen, professor Taalgebruik en Cognitie, Vrije Universiteit Amsterdam;
- Prof. dr. Willy Vanderpijpen, emeritus professor Informatie- en Bibliotheekwetenschappen, Universiteit Antwerpen, Koninklijke Bibliotheek Brussel;
- Lennart de Vries, masterstudent Communicatie- en Informatiewetenschappen, Rijksuniversiteit Groningen.

Het panel werd ondersteund door Chantal Görissen MSc, secretaris (gecertificeerd).

Panel beoordeling gerealiseerd herstel

- Prof. dr. Jan Baetens (chair), professor in Literature and Culture at KU Leuven, Belgium;
- Dr. Philippe Meers, professor in Film and Media studies at the University of Antwerp, Belgium;
- Prof. dr. Ed Tan, professor in Media Entertainment at the University of Amsterdam, the Netherlands.

Het panel werd ondersteund door Adriënne Wieldraaijer-Huijzer MA, secretaris (gecertificeerd).

