

# **CIW and Mediastudies**

**Erasmus School of History,  
Culture and Communication  
Erasmus University Rotterdam**

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This report was finalized on: 28 November 2013



# Report on the master's programme Media Studies of Erasmus University Rotterdam

This report takes the NVAO's Assessment Framework for Limited Programme Assessments as a starting point.

## Administrative data regarding the programme

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### Master's programme Media Studies

Name of the programme:	Media Studies
CROHO number:	60830
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	<ul style="list-style-type: none"><li>- Media en Cultuur</li><li>- Media &amp; Journalistiek</li><li>- Media &amp; Business</li><li>- Media, Culture &amp; Society</li></ul>
Location(s):	Rotterdam
Mode(s) of study:	full time, part time
Expiration of accreditation:	31-12-2014

The visit of the assessment committee CIW and Mediastudies to the Erasmus School of History, Culture and Communication of Erasmus University Rotterdam took place on 28 and 29 May 2013.

## Administrative data regarding the institution

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Name of the institution:	Erasmus University Rotterdam
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	conditionally positive

## Quantitative data regarding the programme

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The required quantitative data regarding the programme are included in Appendix 5.

## Composition of the assessment committee

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The assessment of the master's programme Media Studies of the Erasmus University of Rotterdam was part of the assessment cluster *CIW en Media Studies*. In total, the committee assessed 23 programmes. The assessment committee for the cluster consisted of the following members:

- Prof. dr. Jan Baetens, professor *Literatuur en Cultuur*, KU Leuven (voorzitter);
- Prof. dr. Marie-Thérèse Claes, professor *Interculturele Communicatie*, KU Leuven;
- Emiel Hoffer BA, master's student International Business Communication, Radboud Universiteit Nijmegen;
- Prof. dr. Sonja de Leeuw, professor *Nederlandse televisiecultuur*, Universiteit Utrecht;
- 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. Ed Tan, professor *Communicatiewetenschappen*, Universiteit van Amsterdam;
- Prof. dr. Willy Vanderpijpen, emeritus professor *Informatie- en Bibliothekwetenschappen*, Universiteit Antwerpen, Koninklijke Bibliotheek Brussel;
- Lennart de Vries, master's student *Communicatie- en Informatiewetenschappen*, Rijksuniversiteit Groningen.

### Site visit Erasmus University Rotterdam

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The site visit to Erasmus University Rotterdam took place on May 28 and 29, 2013 in Rotterdam. See Appendix 6 for the programme of the visit. No requests were received for the consultation hour.

The committee that assessed the master's programme Media Studies of the Erasmus University Rotterdam consisted of:

- 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 Bibliothekwetenschappen*, Universiteit Antwerpen, Koninklijke Bibliotheek Brussel;
- Lennart de Vries, master's student *Communicatie- en Informatiewetenschappen*, Rijksuniversiteit Groningen.

Drs Trees Graas, project manager at QANU, was the coordinator of the assessment cluster *CIW en Mediastudies*. The committee was supported by Chantal Gorissen, MSc, QANU staff member, who acted as secretary, under supervision of Trees Graas.

The Erasmus University of Rotterdam board and the Accreditation Organisation of the Netherlands and Flanders (NVAO) agreed to the composition of the assessment committee.

Appendix 1 contains the curricula vitae of the members of the committee. All members of the committee and the secretary signed a declaration of independence as required by the NVAO protocol to ensure that they judge without bias, personal preference or personal interest, and the judgement is made without undue influence from the institute, the programme or other stakeholders (see Appendix 8).

The committee read a total of twenty-five theses for the master's programme, in order to evaluate the achieved learning outcomes. The theses were chosen by the chairman and the

project manager from a list of theses of graduates of the last two completed academic years within a range of grades. During the site visit, the committee studied the quality of the course materials, the student information, the exams and the course programmes in detail. The list of theses and courses can be found in Appendix 7.

## **Working method of the assessment committee**

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### *Preparation*

The committee held a preliminary meeting on September 17, 2012. During this meeting the committee was instructed about the accreditation framework and the programme of the upcoming assessments. The Domain Specific Framework for 'Communication, Information and Media Studies' was set (see Appendix 2).

To prepare the contents of the site visits, the coordinator first checked the quality and completeness of the Critical Reflection Reports prepared by the programmes. After establishing that the Reports met the demands, they were forwarded to the participating committee members. The committee members read the reports and formulated questions on their contents. The coordinator collected the questions and arranged them according to topic.

As well as the Critical Reflection Report, the committee members read fifteen theses for the master's programme. In the case that more than 10% of the selected theses were evaluated as unsatisfactory by two committee members, the committee then proceeded to read another ten theses. A stratified sample of theses was chosen from a list of graduates of the last two completed academic years within a range of grades.

### *Site visit*

A preliminary programme of the site visit was made by the coordinator and adapted after consultation of the committee chairman and the programme coordinator of Erasmus University Rotterdam. The timetable for the visit in Rotterdam is included as Appendix 6.

Prior to the site visit the committee asked the programmes to select representative interview partners. During the site visit meetings were held with panels representing the faculty management, the programme management, alumni, the programme committee and the Board of Examiners. Meetings were also held with representatives of the students and teaching staff. Well in advance of the visit, the committee approved a list of the selected interview partners.

During the site visit the committee examined material it had requested; an overview of this material is given in Appendix 7. The committee gave students and lecturers the opportunity – outside the set interviews – to speak informally to the committee during a consultation hour. No requests were received for this option.

The committee used the final part of the visit for an internal meeting to discuss the findings. The visit was concluded with a public oral presentation of the preliminary impressions and general observations by the chair of the committee.

### *Report*

Based on the committee's findings, the secretary prepared a draft report. This report was presented to the committee members involved in the site visit. After receiving approval, the draft report was sent to the faculty with the request to check it for factual inaccuracies. The comments received from the programme were discussed with the committee chairman. The

final version of the report was sent to the committee members for a final check. Subsequently the definitive report was approved and sent to Erasmus University Rotterdam.

#### *Decision rules*

In accordance with the NVAO's Assessment Framework for Limited Programme Assessments (as of 6 December 2010), the committee used the following definitions for the assessment of both the standards and the programme as a whole.

#### **Generic quality**

The quality that can reasonably be expected in an international perspective from a higher education bachelor's or master's programme.

#### **Unsatisfactory**

The programme does not meet the current generic quality standards and shows serious shortcomings in several areas.

#### **Satisfactory**

The programme meets the current generic quality standards and shows an acceptable level across its entire spectrum.

#### **Good**

The programme systematically surpasses the current generic quality standards across its entire spectrum.

#### **Excellent**

The programme systematically well surpasses the current generic quality standards across its entire spectrum and is regarded as an (inter)national example.



## Summary judgement

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This report reflects the findings and considerations of the CIW and Media Studies assessment committee on the master's programme Media Studies of Erasmus University Rotterdam (EUR). These findings and considerations apply to both the full time and the part time variant of the programme. The committee's assessment is based on information provided in the critical reflection and from the evaluations of the selected theses, additional documentation and interviews held during the site visit. The committee was pleased to find many positive aspects but also some room for improvement. Taking the latter into account, the committee concluded that the master's programme does not yet fulfil the requirements of the criteria for standard 3, set by NVAO, which are the conditions for accreditation.

### *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 recognises 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 organised sessions at the beginning contain certain repetitions, while for others these sessions were too short. 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 organisations 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-programme. 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.

*Standard 3: Assessment and achieved learning outcomes*

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 analysed 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.

The committee assesses the standards from the Assessment framework for limited programme assessments in the following way:

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment and achieved learning outcomes	unsatisfactory
General conclusion	unsatisfactory

The chair and the secretary of the committee hereby declare that all members of the committee have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 28 November 2013



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Prof. dr. J. Baetens



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C.J.J. Gorissen MSc

## Description of the standards from the Assessment framework for limited programme assessments

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### Standard 1: Intended learning outcomes

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

#### **Explanation:**

As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

### Findings

#### *Domain-specific requirements*

The institutes participating in the Communication and Information Science and Media Studies cluster visit jointly prepared the domain-specific reference framework (see Appendix 2). This frame of reference is intended for the bachelor's and master's programmes offered by universities in the Netherlands that are assessed within the framework of the national review of the Humanities programmes. In the framework the institutes describe that they make a distinction between three clusters of disciplines within the domain: 1) Communication & Information Studies, 2) Journalism and Journalism Studies, and 3) Media Studies. The profile of the master's programme Media Studies of Erasmus University Rotterdam (EUR) is classified in the third cluster, which in the domain-specific reference framework also includes film and television studies, new media, literature and book studies.

The critical reflection explains that because the domain-specific reference framework covers a broad range of programmes, the requirements also offer sufficient scope for programmes to make choices and place their focus on the basis of the nature of the central object of study and of their own individual approach.

The committee studied the framework and agrees that the domain-specific qualifications are appropriate for a master's programme within the field of Communication and Information Science and Media Studies. The requirements are indeed formulated in a rather broad way, due to the differences in orientation between the different programmes and institutes.

#### *Profile and orientation*

The master's programme Media Studies of EUR describes itself as using a broad label. It offers four specialised sub-programmes, Media en Cultuur (M&C), Media en Journalistiek (M&J), Media and Business (M&B), and Media, Culture and Society (MCS). According to the critical reflection, each of these four sub-programmes has a clear focus, but they are also interrelated. All four sub-programmes are characterized by a social scientific orientation and a strong focus on empirical research.

In the critical reflection, the overall programme is described as having a 'Rotterdam' profile, which is characterized by academic quality, social engagement and entrepreneurship. The master's programme Media Studies of EUR is distinguished from other Media Studies programmes in the Netherlands by a focus on organizational, political and strategic aspects of the media field and its social scientific orientation.

The intended learning outcomes of the master's programme Media Studies are the same for all four sub-programmes, as they all overlap in structure, applied work forms and research orientation (i.e., an empirical-theoretical approach drawn from the social and behavioural sciences) and have some common courses (electives).

In the critical reflection, the Media Studies programme compares its intended learning outcomes with the Dublin descriptors (see Appendix 3). It aims to train students to become thorough, critical and versatile professionals at an academic level. In the critical reflection, the programme states that Media Studies graduates should be able to make an independent contribution to the academic study of the media sector, journalism and the relation between media, culture and society. They should be able to thoroughly analyse complex organizational, political and social issues and know how to apply the insights gained in management, policy and communication positions within and outside the media sector.

The committee is satisfied with the profile chosen by the department. It is very positive about the focus on empirical research. It also finds the social scientific orientation a very interesting approach. It recognises the 'Rotterdam' profile (academic quality, social engagement and entrepreneurship) in the intended learning outcomes and finds it 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 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. From the site visit interviews the committee learned that the 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.

#### *Academic and professional orientation*

In the critical reflection the programme describes how the sub-programmes build upon academic knowledge and skills that students have acquired in a bachelor's or a pre-master's programme. The master's programme has a strong focus on empirical research.

According to the critical reflection, students who have academic ambitions can follow a shortened one-year programme of the research master's programme Media Studies (programme Sociology of Culture, Media and the Arts) after receiving their master's degree. However, this is only accessible to students with high grades and a good proficiency in English. The programme believes that the scientific research skills that are developed in the programme offer a solid basis for a wide variety of professions outside academia, in which analysis and communication of complex issues and developments are essential. The committee is satisfied with the orientation of the programme, which prepares students for a future in either an academic career or professional practice based on advanced academic training.

## Considerations

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 positive about the focus of the programme on empirical research, and finds the social scientific orientation an interesting approach. This positive view was enhanced by the fact that the committee was able to clearly recognize the 'Rotterdam' profile (academic quality, social engagement and entrepreneurship) in the intended learning outcomes. However, it also found the intended learning outcomes somewhat too ambitious, and wondered if a one-year programme would be able to live up to these expectations.

The committee concluded that the chosen profile is a good, original and useful profile for the master's programme. It was pleased to find the profile clearly recognizable in the intended learning outcomes. It was surprised, however, that there were no intended learning outcomes with an international focus given the programme's, during the site interview described, strong international orientation. Overall, therefore, the committee is satisfied with the orientation of the master's programme, which prepares students for a future in either an academic career or the professional practice in a scientific manner.

## Conclusion

*Master's programme Media Studies:* the committee assesses Standard 1 as **satisfactory**.

## Standard 2: Teaching-learning environment

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

### Explanation:

The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

## Findings

### *Content, structure and coherence of the curriculum*

The committee studied the curriculum of the master programme Media Studies, looking for coherence and a logical structure. The curriculum of the programme is included in Appendix 4.

The Media Studies master's programme is a selective one-year programme (60 EC). It consists of four sub-programmes, Media en Cultuur (M&C), Media en Journalistiek (M&J), Media and Business (M&B), and Media, Culture and Society (MCS). The first two programmes have a local orientation and are therefore taught in Dutch. The latter two programmes have an international orientation and are taught in English. Students choose one sub-programme at the start of their study.

The sub-programmes all have a similar structure. The academic year is divided into four terms, and all courses (except the master thesis) are worth 5 EC. Obligatory components for all four sub-programmes are: two or three seminars (10 - 15 EC), one or two methodological courses (5 - 10 EC), one elective (5 EC), one or two research workshops (5 - 10 EC), the Master Thesis Class (5 EC), and the Master Thesis (20 EC).

Most students follow the master's programme full-time, but it is also possible to follow it part-time. The part time sub-programmes are the same as the full time ones, but last for two years. Part time students follow parts of the fulltime programme during the day and can use the same facilities. In the first year the part time students follow 25 EC and in the second year, 35 EC.

The content of the four sub-programmes can be differentiated as follows:

Media & Cultuur (Dutch) focuses on the organizational and strategic issues in the media sector and examines developments in policy, production, distribution and marketing of media organizations and the changing interests and habits of the media public. In addition, the wider social-cultural consequences of these developments for the production and consumption of media and culture form an important object of study.

Media & Journalistiek (Dutch) focuses on the functioning and social meaning of media and journalism with special attention being paid to the processes of journalistic and political information transfer and current developments within them.

Media & Business (English) focuses on the impact of new media on international business, particularly the media business. The developments and ways in which media firms and other companies adapt to changing conditions with the use of new media technologies and new modes of communication and business are the main theme.



Media, Culture & Society (English) focuses on key developments in the media world and their wider societal causes and consequences. Special attention is paid to the rise of the internet and other new media and the shifting relations between the global, the national and the local levels. The programme examines the production, reception and content of various media as well as their social and cultural meanings and uses.

The committee studied information from a sample of ten courses, consisting of two research workshops, three methodological courses, two seminars and three electives (see Appendix 7). The committee found that the quality of the content of the courses was adequate in general. It was positive about the criteria used in the research workshops. However, it found that sometimes students did not reach a master level in the assignments they made in the research workshops. It believes that there are too few methodological courses in the programme, especially since the programme has such a strong focus on research. Also, with the programme's combination of a social scientific orientation in the area of media studies, it expected a broader range of methodological techniques to be taught.

The four sub-programmes share the same structure and format, but otherwise seem to function separate from each other. The students the committee spoke to during the site visit confirmed this. They reported that the sub-programmes are like separate master's programmes, adding that there was not a lot of contact between students from different sub-programmes. Although the committee found the set-up of the master's programme to be very transparent, it felt that the program as a whole might take more benefit from the possible connections between its four sub-programmes. In the interviews during the site visit, the committee found that some of the teaching staff are active in more than one sub-programme and that there are a few electives that students from different sub-programmes can follow together. Nevertheless, there are minimal connections between the sub-programmes, especially for students. The committee advises the programme to increase flexibility for students more than is currently available, and to allow students to follow courses from another sub-programme than their own. This could be done by providing more shared electives and/or by restructuring the Master Thesis Class/master thesis trajectory (as will be discussed further below) and thereby creating room for an extra course. The committee noted during the site visit that the programme is willing to strengthen the connections between the sub-programmes and has confidence in way in which the different sub-programmes will evolve on this matter.

Before students start with their master thesis, they follow the Master Thesis Class (5 EC), which supports them in designing and writing the thesis. In the first term students attend three sessions, in which they discuss the orientation of a thesis subject, search for relevant literature to support the thesis research, and make use of the internet and digital sources. In the second term the Master Thesis Market is organised, where lecturers present a range of graduation projects related to their research field. Students then choose a thesis subject and write a research proposal for their thesis within the Master Thesis Class. From the third term onwards, the Master Thesis Class is continued in the form of individual supervision. In term four, an optional SPSS workshop is offered.

The students the committee spoke to were in general positive about the Master Thesis Class. Some did note, however, that the organised sessions at the beginning often contained a lot of repetition, while for others the sessions were too short. Students also remarked that the research proposals they had produced at the end of the Master Thesis Class were not always used as the basis for their master thesis. The lecturers confirmed that the proposal written in the Master Thesis Class often did not cover the complete extent of the master thesis. It is,

however, the intention of the programme to use the research proposal as the basis for the master thesis, but in practice this is not always the case. The committee found this to be a missed opportunity for the programme. The committee could recommend to make more efficient use of the proposals for the master thesis. It can see the value of a course devoted to writing a research proposal for the master thesis, but thinks that both students and the programme would benefit far more from this course in terms of internal consistency and the students' study progress if it was used more often as the basis for the master thesis.

Writing the master thesis is an individually performed activity, according to the critical reflection, in which students can show that they are able to contribute to the academic debate on a certain subject in their field on the basis of their own, original research. As mentioned before, students select a thesis topic after the Master Thesis Market, and the thesis coordinator then suggests a supervisor to the students. Students may also choose an independent research subject, as long as there is a supervisor available who has the needed expertise. Students are not allowed to start working on their master thesis if they do not have an approved research proposal from the Master Thesis Class. Every three weeks, students meet with their supervisor to discuss their progress. About four months after the approval of the research proposal, students hand in a draft version of the master thesis. At the end of June, the approved version is sent to the second thesis advisor.

The committee finds that the programmes spend a great amount of time on the master thesis. Combined with the Master Thesis Class, the programme spends 25 EC on the master thesis and preparation for it. The committee is positive about the focus of the programme on research, but thinks that 25 EC is too much time to spend on the thesis. Also, it wonders if there are enough methodological courses within the master's programme. Especially given its social scientific orientation, the committee had expected to see more methodological training on, for example, the use of SPSS. It suggests 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 space to follow 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

The committee would also like to encourage the programme to allow for more connections between the professional practice and the master theses. From the interviews, the committee understood that it was often difficult for students to find relevant (research) internships; linking this (research) internship to their master thesis research was even more difficult. In the interviews during the site visit, the committee understood that the programme does not want to include internships and does not plan to do so. It realises that a one-year master's programme may indeed be too short for this. Yet it would like to underline that connecting the professional practice to a master thesis can be very valuable, and encourages all initiatives that further enable students to do this. This does not have to be in the form of an internship, it may also be valuable to explore the possibilities of more master thesis subjects deriving from the professional practice or from cooperation with the professional practice.

#### *Didactic concept*

The committee examined the didactic principles underlying the teaching in the master's programme. In the critical reflection the didactic principles are described as based on active and independent learning by the student. This means that teaching is small-scale, intensive and interactive. Students are expected to be self-directing in the processing of information within critical reflective frameworks that they develop during their programme, while the

lecturers structure the learning process and guide and evaluate performance. The aim is for students to develop an academic attitude. In practice, this is done through the interactive work forms in the seminars and the research workshops.

During the site visit interviews, the committee asked staff and students about the didactic principle. They did not seem to have explicit knowledge of this concept. The interactive work forms were recognised, however, and their value was confirmed by the staff members as well as the students. The students the committee spoke to during the site visit confirmed that the programme uses a lot of small-scale, intensive and interactive teaching. They also reported that they found this to be a pleasant way of studying.

The committee also examined the format of the teaching methods of the curriculum. It found that there was a good mix of work forms, and a good balance between individual and group work. Within the courses it seemed that there is room for the students' individual input and interests. The committee learned that the teachers facilitated this by providing individual feedback, and by using small-scale tutorial groups instead of lectures. It is positive about this approach. It finds the didactic principles adequate for a master's programme in Media Studies.

#### *The representation of the intended learning outcomes in the curriculum*

The committee examined whether and how the intended learning outcomes formulated by the master's programme have been translated into the curriculum, and how these corresponded with each other. By studying the description of the learning objectives and the specification of contents, assignments and literature on the course level, the committee gained insight into the way learning outcomes are translated within the courses and the curriculum as a whole. The study guides of several master courses were available during the site visit and online via Blackboard.

The committee concluded that the intended learning outcomes are clearly defined within the curriculum. The critical reflection provides an overview that shows how they are cross-matched with courses in the curriculum. The committee recognised the intended learning outcomes in the courses they examined during the visit. For example, in the 'Media en Beleid' course, the committee clearly recognised intended learning outcome number five, which describes that students are capable of critically evaluating the functioning of researcher, policy makers, and professionals in the media sector. The programme describes that the learning objectives are partly achieved via the work method. The seminars and workshops are used to emphasize interactive, independent learning.

The committee also noted, however, that the emphasis on organisations in the intended learning outcomes is not equally represented in all four of the sub-programmes. The described profile and learning outcomes tend to fit some of the four sub-programmes better, especially 'Media and Business' and 'Media and Culture', than the others. The committee finds that this is undesirable and would like to encourage the programme to represent all programmes more equally in the intended learning outcomes.

#### *Academic orientation*

The committee agrees with the described research focus of the programme; the course contents that the committee examined include a lot of scientific research. The programme prepares students for the labour market by teaching academic skills.

The committee had some issues with the methodological teaching in the curriculum, however. The programme has a social scientific research orientation, but the committee has

noticed a lack of quantitative research methodology in the some of the sub-programmes. There are, for example, no courses on SPSS. Students confirmed that they were not trained in these methods; they only received a short introduction. When students then want to use SPSS for their master thesis, they have to acquire the techniques themselves during their master thesis trajectory. The committee understands that a one-year master's programme is probably too short to include an extensive methodological training, and that the programme has to rely on the methodological background of the students' bachelor's programme. But the master's programme Media Studies has a large enrolment from bachelor's programmes of other universities and higher professional education (the faculty did not offer a preceding bachelor's programme until 2009). The student population in the master's programme is very diverse, with different academic backgrounds and therefore very diverse methodological knowledge levels. That is why the committee noted on standard 1 that the intended learning outcomes formulated by the programme may be too ambitious. Although the programme does have admission requirements for the programme in general and for the different sub-programmes in particular, the programme is encouraged to organize supplementary training for those students who, despite of their own or in-house preparation prove to have lasting methodological problems with SPSS techniques.

The programme does offer a number of seminars and research workshops, which provide hands-on research training. However, the committee thinks that students may be able to benefit more from the seminars and workshops if they have more methodological training prior to the seminars and workshops. It remarked that students first need to know the basics before they can start practising them.

#### *Study load*

The quantitative data for intake, feasibility and outcomes are listed in Appendix 5.

The master's programme Media Studies consists of 60 EC to be completed in one academic year (fulltime) or two academic years (part-time). In the interviews with the fulltime students, the committee found that they spend about 30-35 hours studying, although more in some periods than others. Especially during the master thesis trajectory, students reported spending more time on their studies.

The students were positive about the structure of the programme and found the workload to be manageable. On average, students have 6.25 contact hours a week, and 7.5 in the Media and Journalistiek sub-programme. Students also remarked that it is common to finish the programme within one year (for the fulltime students). According to the interviewed students and alumni, the available study support contributes to the feasibility of the programme. They highly valued how approachable the lecturers, supervisors and study advisors are, and felt that there are sufficient possibilities to receive study support when needed.

The committee is positive about the number of contacts hours and the workload reported by students.

#### *Teaching personnel*

The master's programme Media Studies is taught by two full professors, two endowed chairs, two associate professors, eleven assistant professors, ten lecturers, and three external lecturers. The student-staff ratio is 20:1. The committee is positive about this ratio, as it supports the small-scale, interactive teaching methods.

Each of the four sub-programmes has a scientific staff member as coordinator. According to the critical reflection, the four coordinators also discuss the coherence between sub-programmes, in so-called ‘master coordinator meetings’. As of March 2013, the programme is also supported by a Media Studies Programme Coordinator, who focuses on the contacts with alumni and the work field of the programme.

Teaching is mainly provided by experienced lecturers with a PhD degree and professors from the Department of Media and Communication. According to the critical reflection, the PhD candidates teaching in the master’s programme are all in their third or fourth year of their PhD trajectory, working under the supervision of an experienced lecturer. All lecturers are also active researchers, which encourages a strong connection between research and teaching. The committee noted that the master thesis subjects were often directly related to the lecturers’ research. This is deemed a good way of guiding students in their master thesis.

According to the critical reflection, in 2015 all lecturers will be required to have their BKO, in accordance with the performance agreements between the Ministry of Education, Culture and Science (OCW) and EUR. At the moment 67% of the lecturers (10 out of 15) have already obtained their BKO. One lecturer will finish the BKO course in 2013, and the other lecturers only recently started working at the university and will begin the BKO course in the 2013-2014 academic year. The teaching performance of the lecturers forms part of their professional development (P&D) cycle, and course evaluations are communicated to the lecturers themselves, the Department Head, the supervisor, the coordinator of the relevant programme and the Programme Committee.

The committee is very pleased with how seriously the programme values the quality of teaching, and how many lecturers have already obtained their BKO. It concludes from the interviews and the critical reflection that the teaching staff are well equipped and that all the different expertises are represented. It was also pleased to find that the lecturers reported that there was a lot of exchange between colleagues in the different fields of expertise.

#### *Facilities and Study support*

Based on the documentation received and the interviews conducted with various groups during the site visit, the committee ascertained that the facilities are appropriate.

In the critical reflection the programme states that some material and personal facilities are specific to the programme and others are also used by other programmes.

One of the facilities specific to the programme is the ‘media master room’. The room contains 25 computers, and students can use this room outside of teaching hours for study and consultation. It has been mainly used by students of the Media & Journalistiek sub-programme and for the methods courses. The master’s programme Media Studies also has its own student advisor (0.8 fte). S/he is involved with preventing, signalling and resolving study delay. All students can make an appointment with the student advisor, about study-related or personal problems. If necessary, the student advisor refers them to the relevant agencies or specific training. The programme also has a student ombudsman. S/he deals with complaints and comments from other students. This usually means that students are referred to the right people who can help to solve their specific problem.

For students with high grades, there is the possibility to enter an Honours Degree programme (20 EC). It entails one or two extra seminars (total of 10 EC) and a 10 EC extension of their master thesis. The Honours Degree is awarded to students who have successfully completed

their regular programme and the Honours programme seminars and an extended master thesis within the specified period. These students also have to earn a minimum grade of 8 for their master thesis. In the critical reflection the programme notes that there are few students who choose to be part of this Honours programme. The committee also saw this reflected in the interviews with the students. It concludes that the option is not very popular because the programme prefers to encourage excellent students to finish their programme on time with high grades. This gives the students access to an abbreviated research master's programme, which in turn amplifies their chances of acquiring a PhD position. Students added that it is also the uncertainty of the Honours programme that makes it unattractive. If students experience a delay in their study or do not receive at least grade 8 for their master thesis, they will not get the Honours degree, even though they did the extra 20 EC of work.

The committee advises the programme to explore alternative forms of the current Honours programme, so that the programme can actually offer something extra to excellent students. The problem with the current Honours programme is that it does not add any extra value for the students. The committee learned from the programme that the current Honours programme does not help students in the pursuit of an academic career. It wondered whether it has added value for the labour market. Students, alumni and teaching staff reported that this was not the case in their experience. They found that employers valued aspects like internships more than additional academic courses.

#### *Quality assurance*

As stated in the critical reflection, an important instrument in the quality assurance system is the programme committee. For the master's programme Media Studies, there is the Media and Communication programme committee, which also covers the bachelor's programme. It consists of four staff members and four student members. The four student members include bachelor and master students. This means that not every sub-programme of the master's programme is equally represented on the programme committee. The committee advises the programme to make sure that all sub-programmes are equally represented on the programme committee, along with an equal representation of the bachelor and master programmes. It wonders if it might be more efficient and effective to have separate programme committees for the bachelor and master programmes because they will often be concerned with different issues.

In the critical reflection, the programme committee is described as primarily concerned with topics that extend beyond courses, such as the diversity in teaching and work forms, coherence and coordination between courses, services and facilities. Twice a year it discusses the evaluations of the curriculum in the past semester. It provides solicited and unsolicited advice on all issues relating to education. The advice is directed to the department head, the Director of Education and the MT/Dean. The programme states that in the past two years the position of the programme committee has been given a clearer profile and status within the organization, and that people now tend to respond more to its advice. During the site visit the committee was pleased to find that the programme committee seemed to function properly and is quite active.

#### **Considerations**

The committee concludes that the programme, the personnel and the programme-specific facilities enable the master students to realize the intended learning outcomes.

The committee found the intended learning outcomes clearly defined within the curriculum. This is definitely the case for the Media and Business and Media and Culture sub-programmes. The committee thinks it would be good that the two other sub-programmes sharpen their learning outcomes along similar lines.

The committee found the setup of the master's programme to be very clear and transparent. The four sub-programmes can be clearly distinguished from each other, and they all share the same structure. The committee felt that there were too few connections between the four sub-programmes, however. It advises the programme to be a bit more flexible and allow students to follow courses from another sub-programme than their own.

The committee is unsure about the Master Thesis Class. It is positive that there is such an emphasis on learning how to write a research proposal. This clearly fits with the strong academic focus of the programme. However, the committee feels that given this preparation, students spend too much time on their master thesis. The Committee agrees with the programme that the proposal written in the Master Thesis Class should be used as a basis for the actual master thesis, but found it strange to see that this is not always the case in practice. The committee found this to be a missed opportunity for the programme. The committee could recommend to make more efficient use of the proposals for the master thesis. It can see the value of a course devoted to writing a research proposal for the master thesis, but thinks that both students and the programme would benefit far more from this course in terms of internal consistency and the students' study progress if it was used more often as the basis for the master thesis, as it was intended.

The committee did think that there were too few methodological courses in the programme, especially since there is such a strong focus on research. Also given the programmes' combination of a social scientific orientation in the area of media studies, it expected a broader range of methodological techniques to be taught in the programme. It noticed a lack of quantitative research methodology in the programme. That is why it stated under standard 1 that the intended learning outcomes formulated by the programme may be too ambitious. It thought 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 to follow another methodological course (sub-programme-specific).

The committee was satisfied with the programme's didactic principles. It was also positive about the space allotted for students' individual input and interests within the courses. It is very pleased about how seriously the programme values the quality of teaching and how many lecturers have already obtained their BKO.

The committee would like to encourage the programme to allow more connections between the professional practice and the master theses. It thinks that linking the professional practice to a master thesis can be very valuable for the students. This does not have to be in the form of an internship, it may be valuable to explore the possibilities of more master thesis subjects derived from the professional practice or in cooperation with the professional practice. The committee saw some examples of this in the theses it examined, and thinks this could add value if done more often.

## **Conclusion**

*Master's programme Media Studies:* the committee assesses Standard 2 as **satisfactory**.

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

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

**Explanation:**

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

## **Findings**

### *Assessment and evaluation system*

The committee checked whether the programme has an adequate system of assessment. It examined the assessment policy, the procedures involved with assessment, the forms of assessment and the functioning of the examination committee.

The critical reflection states that the programme aims for an integrative assessment of knowledge, skills and a critical, scientific attitude. It employs written assignments, oral presentations, the research proposal, and active participation as forms of assessment. The final grade of a course is based on the weighted average of all intermediate assignments and the final examination. An intermediate examination cannot be retaken. Students always receive feedback on their work, usually within three weeks after the announcement of the grade. The committee concluded that the assessments mainly focus on the application of knowledge, while there are no assessments of factual knowledge. It thinks the assessment forms are well designed, but suggests that the programme may want to incorporate some testing of factual knowledge. It noted on a few occasions that the level of testing was not critical enough, even though it found the applied criteria to be adequate. For example, as already noted under standard 2, it found that the students' results from the research workshops did not always reach a master's level.

During the site visit the committee studied the course material provided and concluded that the forms of assessment were appropriate for the relevant courses. It also noted that all the examinations and the assessment forms used were well documented. It considered it very positive that the courses used standardized assessment forms, and that there were often intermediate assignments. This was clearly represented in the course material of different courses reviewed by the committee. The students reported that they valued the feedback they received, and that this was usually quite elaborate.

In the critical reflection the programme describes how the lecturers consult each other about content and assessment when courses are taught by a team. When a course is taught by an individual lecturer, the assessment is based on their expertise and experience. In proposals for course guides, lecturers provide all kinds of information about the course with the help of a standard format, including the assessment forms, assessment criteria, grading factor, deadlines, and examination dates (if applicable). At the beginning of each academic term, meetings for each sub-programme are organized by the master coordinators, in which all proposals for course guides for that term are discussed. From the interviews held during the site visit and based on the materials the committee studied on site, it concludes that this process functions adequately, although the assessment criteria used could sometimes be a bit stricter.



During the site visit the committee spoke to the examination board about its role in implementing the assessment policy and monitoring the quality of assessment. It learned that the examination board was very involved and committed, although it started its work quite late. According to the critical reflection, the renewed and strengthened composition of the examination board has only been in place since September 2012. There is one examination board for the entire faculty. For the Department of Media and Communication, there are two people on the board. According to the critical reflection, this was necessitated by the growth of the programmes and the tasks arising from the amendment of the law. The examination board was assisted by the EUR project group 'Assessments and Examination Board', which prepared a guide to assist in the establishment of the 'new style' examination board and the organization of its tasks. Since December 2012, a bi-monthly coordination meeting has taken place between the Dean, the Director of Education and the Chairman of the Examination Board in order to shape their joint responsibility in the field of assessments.

#### *Master thesis*

The programme considers the master thesis to be an integrative assessment moment and the concluding part of the programme. In the master thesis students should demonstrate that they have achieved the level that enables them to carry out self-designed academic research independently and to complete it successfully, and that they have developed the skills that enable them to perform comprehensive scientific research independently if they enter a PhD track.

The committee was impressed with the warrants of quality of the master thesis assessment method. This quality assurance is based on three aspects: standardized assessment forms, use of a 'second reader panel', and specified criteria for the theoretical sources and the size, analysis and assessment of data regarding the research. In the interviews during the site visit, the use of these quality assurance warrants was confirmed by the staff members. The committee also studied the assessment forms and the specified criteria. It concluded that the assessment forms were actively used by all staff members.

The programme states that all lecturers use the same assessment form. This provides a clear overview of the assessment criteria for the thesis for both students and lecturers. This assessment form has room for feedback on the various criteria. Students also receive feedback on 'process/attitude'.

The programme has a 'Second Reader Panel', which consists of permanent employees at minimally assistant professor level and is chaired by the thesis coordinator. When a thesis supervisor approves a thesis, it is sent to the 'Second Reader Panel' together with the assessment form. Then a second reader also reviews the thesis with the help of the assessment form. The 'Second Reader Panel' then compares the assessments of the supervisor and the second reader. If there are doubts whether the thesis is a pass, if the proposed grade is higher than 8, or if the grade proposed by the supervisor differs from that awarded by the second reader by 1 or more points, the 'Second Reader Panel' appoints an arbitrator and takes a binding decision.

The programme also specified a number of general criteria on the assessment form about the theoretical sources and the size, analysis and assessment of the research data. The criteria are established in close consultation with all supervisors, and include criteria for both quantitative and qualitative analysis.

### *Achievement of the learning outcomes*

The committee also investigated the job positions of graduates of the master's programme in Media Studies and whether they were adequately prepared for them. From the interviews with the alumni and the evaluation reports on alumni satisfaction, the committee learned that the alumni were very positive about their master's programme and that they felt adequately prepared for the labour market. They were especially positive about the academic skills they had acquired during their studies.

The committee also assessed the achieved learning outcomes by inspecting a selection of the master theses (see Appendix 7). It initially studied fifteen master theses, together with the associated assessment forms. Consideration in selecting the theses was given to the grading (low, average and high grade) and the specializations. The committee members read the theses and assessed their presentation of the problem and review of the literature, methods and justification, conclusion and discussion, structure, legibility and verification. Two of the theses were considered unsatisfactory, and there were doubts about the quality of another thesis. Because more than 10% of the selected theses were evaluated as unsatisfactory, the committee then proceeded to read another ten theses, in accordance with the guidelines. From these ten the committee also considered three to be unsatisfactory. During the site visit the committee spoke with some of the thesis supervisors and members of the second reader panel about these theses. In this interview the procedures were discussed as well as the content of the theses, but the main focus of the conversation was on the minimum level of criteria that could be awarded a passing grade.

This was an unexpected 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 only had a problem with the minimum criteria the programme found adequate.

The main problems with the unsatisfactory theses involved their methodology. 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 analysed 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 had also received the assessment forms. From them the committee saw that the supervisors of all of the unsatisfactory theses were also very critical about them in their feedback. The committee found the feedback sometimes even harsh, yet the supervisor concluded that the thesis was acceptable. 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 basically had the same issues with the theses that it had, but that the supervisors and the committee differed in their opinion on whether or not this was acceptable.

## Considerations

The committee concludes that the examination board started its work late but was very involved and committed. The committee was impressed with the warrants of quality of the master thesis assessment method. It finds that the assessment forms were appropriate for the relevant courses. It was also very positive about the use of standardized assessment forms, and that students received quite elaborate feedback in these forms.

The committee was surprised to find five unsatisfactory these out of the twenty-five it examined. Especially since the committee was so impressed with the quality assurance of the programme for the master thesis assessment. And also because the programme devotes such a large part of the curriculum to the master thesis and has such ambitious intended learning outcomes. It was not the case that the level of grades awarded by the programme was too high in general, for the committee members agreed with the grades awarded by the supervisors to the other theses. It only had a problem with the minimum criteria the programme found acceptable.

If the programme were to increase the minimum level of the criteria used to assess the theses, the committee is confident this would 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.

## Conclusion

*Master's programme Media Studies:* the committee assesses Standard 3 as **unsatisfactory**.

## General conclusion

The committee assessed Standards 1 and 2 as satisfactory. The committee assessed Standard 3 as unsatisfactory. According to the NVAO rules, this means that the committee's general assessment judgement of the programme is unsatisfactory. The committee is confident that if the programme were to increase the minimum level of the assessment criteria, this would lead to improvement of the quality of the theses within one year. It recommends that a year after the changes are implemented, an external committee should check whether or not they have had the desired effect.

## Conclusion

The committee assesses the *master's programme Media Studies* as **unsatisfactory**.

## Appendices



## **Appendix 1: Curricula Vitae of the members of the assessment committee**

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**Prof. dr. Jan Baetens** is gewoon hoogleraar in de culturele studies aan de Faculteit Letteren van de KU Leuven. Hij is werkzaam binnen het dubbele veld van de culturele studies en de literatuurwetenschap en voormalig programmadirecteur van de MA-opleiding Culturele Studies. Hij is medecoördinator van een Leuvens GOA ('geconcerteerde onderzoeksactie')-onderzoeksprogramma rond literaire verandering (2011-2016) en algemeen coördinator van een IUAP ('interuniversitaire attractiepool') rond genrestudie en mediumverandering, met als partners: VUB, UCL, ULg (voor België) en OSU (Columbus, OH) en UQAM (Montréal) (voor Noord-Amerika). Hij participeert regelmatig aan onderzoeksevaluaties in Frankrijk (AERES) en is expert voor diverse nationale instellingen voor wetenschappelijk onderzoek. Hij is ook zelf actief in het veld, zowel in een functie als uitgever als in hoedanigheid van dichter (hij is de auteur van een twaalftal bundels, allemaal in het Frans, en sommigen daarvan in samenwerking met beeldend kunstenaar Olivier Deprez).

**Emiel R. Hoffer BA** is masterstudent Communicatie- en Informatiewetenschappen aan de Radboud Universiteit Nijmegen. Naast zijn bachelor- en masterprogramma (International Business Communication) was hij drie jaar lang – van 2008 tot 2011 – lid van de Opleidingscommissie. Twee onderbrekingen in deze periode vormden zijn stage bij een animatiestudio in Auckland, New Zealand en een buitenlandsemester aan de University of California (Berkeley). In zijn hoedanigheid als lid van de Opleidingcommissie heeft Hoffer verder plaatsgenomen in drie benoemingsadviescommissies. Hij adviseerde inzake de benoeming van twee universitair docenten – Business English en Organisationele Communicatie. In de laatste benoemingsadviescommissie adviseerde hij bij de aanstelling van een nieuwe hoogleraar Taal, Communicatie en Culturele Cognitie aan zijn faculteit.

**Prof. dr. Marie-Thérèse Claes** is professor intercultureel management bij de Louvain School of Management in België. Ze was twee jaar decaan van de Business Faculteit van Asian University in Thailand. Ze is gastprofessor in universiteiten in Europa, Azië en de Verenigde Staten van Amerika. Haar onderzoeks- en onderwijsgebied omvat interculturele communicatie, intercultureel management, international Human Resource Management en Diversity Management. Ze is ook trainer en consultant voor bedrijven. Ze is Fulbright en Japan Foundation alumna, en was voorzitter van Sietar Europa (Society for Intercultural Education, Training and Research) en van EWMD (European Women in Management Development international network).

**Prof. dr. Sonja de Leeuw** is hoogleraar in het departement Media- en cultuurwetenschappen aan de Universiteit Utrecht. Haar werkveld is de Nederlandse televisiecultuur in een internationale context. Haar onderwijs en onderzoek liggen op het gebied van de televisiecultuur (geschiedenis en theorie), het televisie-erfgoed en media en culturele diversiteit (media en diaspora, representaties van etniciteit). Ze is actief in verschillende internationale netwerken. Zij coördineerde het EU project: Video Active, Creating Access to European Audiovisual Heritage, en is coördinator van EUscreen. Exploring Europe's Television Heritage in Changing Contexts. Zij is mede-oprichter en mede hoofdredacteur van het e-journal Journal of European television history and culture. Zij heeft gepubliceerd over Europese televisiecultuur, televisiedrama en over media en identiteit. Ze is mede-oprichter van het European Television History Network (EHTN) en van het Centre for Television in Transition (Universiteit Utrecht) en vice-voorzitter van de sectie Diaspora, Migration and the Media van ECREA.

**Dr. Philippe Meers** (PhD Universiteit Gent, 2003) is departementsvoorzitter en hoofddocent film- en mediastudies in het departement Communicatiewetenschappen van de Universiteit Antwerpen. Meers doceert Filmtheorie, Geschiedenis en esthetiek van de film, en Wereldcinema in de master Filmstudies en Visuele Cultuur, in de master Communicatiewetenschappen en in de bachelor Communicatiewetenschappen. Hij is ondervoorzitter van de Onderzoeksgroep Visuele Studies en Mediacultuur, waar hij promotor is van een aantal projecten en doctoraten. Hij is tevens ondervoorzitter van de opleidingscommissie van de master Filmstudies en Visuele Cultuur en bestuurslid van het Centrum voor Mexicaanse Studies van de Universiteit Antwerpen. Meers was tot recent hoofd van de Film Studies section van de European Communication Research and Education Association (ECREA), stichtend lid van het European Network for Cinema and Media Studies (NECS), en van het Network on History of Movie-going, Exhibition, and Reception (HoMER) Buiten de universiteit is hij lid van de raad van bestuur van de (audiovisuele) culturele organisaties Aifoon, C.H.I.P.S., Laika en Fonds Raoul Servais.

**Prof. dr. Karin Raeymaeckers** is hoogleraar in de communicatiewetenschappen aan de Universiteit Gent. Ze is verantwoordelijk voor de vakken ‘Gedrukte Media’ en ‘werkcollege journalistiek’ in de bacheloropleiding. In de masteropleiding is ze vooral actief in de afstudeerrichting journalistiek met module vakken als journalistieke Praktijk I en II. Ze is ook medelesgever voor de cursus Actuele Aspecten van Journalistiek en verantwoordelijk lesgever voor het vak ‘Politiek en Media’ een mastervak dat zowel in het curriculum is opgenomen van de opleiding communicatiewetenschappen als van de opleiding politieke wetenschappen. Zij is in de opleiding ook verantwoordelijk voor de organisatie van de stages en neemt tegelijk ook de rol van academisch secretaris van de faculteit Politieke en Sociale wetenschappen op zich. Tegelijk is ze ook verantwoordelijk voor de facultaire bibliotheek. Ze is directeur van de onderzoeksgroep Center for Journalism Studies en lid van internationale netwerken als Euromedia Research Group.

**Dr. Jan Simons** is universitair hoofddocent Nieuwe Media aan de Faculteit der Geesteswetenschappen van de Universiteit van Amsterdam (FGW-UvA). Hij is tevens trekker van het onderzoeks-speerpunt ‘Creatieve Industrie’ van die faculteit. Hij is lid van de redactieraad Media van de Amsterdam University Press (AUP) en de programmaraad ICT & Onderwijs van de UvA. Voorheen was hij o.a. hoofdredacteur van het filmtijdschrift Skrien en filmcriticus van De Groene Amsterdammer en Het Financieele Dagblad.

**Prof. dr. Gerard Steen** is gewoon hoogleraar Taalgebruik en Cognitie aan de Letterenfaculteit van de Vrije Universiteit Amsterdam. Hij heeft aanstellingen als UD gehad aan de Universiteit Utrecht bij Engelse Taal en Cultuur en bij Algemene Letteren, bij de Universiteit van Tilburg bij Tekstwetenschap, en bij de VU bij Engelse Taal en Taalkunde. Hij is verantwoordelijk voor onderwijs in Communicatie en Informatiewetenschap op Bachelor en Masterniveau, en runt een interdisciplinair expertisecentrum over metaforiek, the Metaphor Lab. In 2004 ontving hij een NWO Vici beurs voor zijn onderzoek naar Metaphor in Discourse. Hij is coördinator van het onderzoeksprogramma Taal, Cognitie en Communicatie in de Letterenfaculteit, en bestuurslid van de Landelijke Onderzoeksschool Taalwetenschap, LOT. Aan de VU heeft hij diverse facultaire en universitaire taken in commissies op het terrein van talentbeleid en kwaliteitszorg bij het onderzoek.

**Prof. dr. Ed Tan** is sinds 2003 hoogleraar Communicatiewetenschap aan de Universiteit van Amsterdam, waar hij o.a. Wetenschapsfilosofie- en methodologie en seminars op het gebied van film- en televisiereceptie doceert. Hij was gedurende enkele jaren voorzitter van de Opleidingscommissie Communicatiewetenschap, en onderwijscoördinator van de pro-



grammagroep Jeugd en Media Entertainment. Hij was lid van de Visitatiecommissie Filmstudies en Visuele Cultuur die over de kwaliteit van het onderwijs van de gelijknamige specialisatie aan de Universiteit Antwerpen rapporteerde in 2010. Hij was hoogleraar Vergelijkende Kunstwetenschap aan de Vrije Universiteit van 1995 tot 2003, verantwoordelijk voor het onderwijs in de Algemene Cultuurwetenschap en voorzitter van de Opleidingscommissie. Tan was betrokken bij de oprichting en inrichting van het onderwijs van de opleiding Film en Televisiewetenschap aan de Universiteit van Amsterdam aan het eind van de jaren tachtig, en ongeveer terzelfdertijd bij de inrichting van het onderwijs van de opleiding Theater, Film- en Televisiewetenschap van de Universiteit Utrecht. Begin jaren tachtig werkte als onderwijskundige bij de faculteiten Diergeneeskunde van de UU en Geneeskunde van de UvA aan vraagstukken van toetsing en onderwijsontwikkeling.

**Prof. dr. Willy Vanderpijpen** is emeritus hoogleraar Informatie- en Bibliotheekwetenschappen aan de Universiteit Antwerpen. Hij doceerde de vakken *Documentaire informatiesystemen* en *Management in de bibliotheek- en informatiesector* aan de postacademische Opleiding Informatie- en Bibliotheekwetenschap (Instituut voor Onderwijs- en Informatiewetenschappen). Hij doceerde deze vakken ook in het kader van ontwikkelings-samenwerking [o.m. RECOSCIX Workshop in Kenia (Regional Cooperation in Scientific Information Exchange in the Western Indian Ocean Region) en STIMULATE, een jaarlijks International Training Program on Information). Hij was voorzitter en nadien ondervoorzitter van de Onderwijscommissie Informatie- en Bibliotheekwetenschap. Tevens beheerde hij in de Koninklijke Bibliotheek van België de departementen Logistiek (nationale en internationale samenwerking; automatisering) en Gedrukte Werken. Hij vertegenwoordigde de Koninklijke Bibliotheek van België bij verschillende internationale organisaties, o.m. CENL (Conference of European National Librarians), IFLA World Library and Information Congress. Hij was lid van de ISO-werkgroep ter voorbereiding van *Performance Indicators for National Libraries*. Hij was betrokken bij onderzoeksprojecten van de Europese Commissie op het gebied van het ontsluiten en beschikbaarstellen van informatie en van de digitalisering van het cultureel patrimonium.

**Lennart de Vries** is masterstudent Communicatiekunde binnen de opleiding Communicatie- en informatiewetenschappen aan de Rijksuniversiteit Groningen. Sinds 2010 houdt hij zich bezig met de controle en verbetering van het onderwijsprogramma van zijn opleiding. Dit deed hij in 2010 als studentvoorzitter in de opleidingscommissie Communicatie- en Informatiewetenschappen en in 2011 als bestuurslid van studievereniging Commotie, gelieerd aan de Faculteit Letteren, gericht op studenten Communicatie- en informatiewetenschappen. Als bestuurslid van Commotie heeft hij zich onder andere bezig gehouden met studievoorlichting, studiebegeleiding en loopbaanoriëntatie.



## **Appendix 2: Domain-specific framework of reference**

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### **The domain-specific frame of reference for the Communication, Information and Media Studies review**

#### **1. Introduction**

This frame of reference is intended for the bachelor and master programmes offered by universities in the Netherlands, which are being assessed within the framework of the national review of the Humanities programmes. The domain is to be referred to as Communication, Information and Media Studies. Within this domain, a distinction can be made between three clusters of disciplines and programmes:

1. Communication & Information Studies, in which language, information and communication are central; this denominator includes programmes in which language and image usage, cognition and communication & information processes are primary subjects of study, but also programmes which have the objective of linking theoretical insights with communication practices in the broadest sense of the word;
2. Journalism and Journalism Studies;
3. Media Studies, including film and television studies, new media, literature and book studies.

As the review involves a broad range of programmes, the frame of reference chosen is not of a prescriptive nature, but offers sufficient scope for programmes to make choices and place their focus on the basis of the nature of the central object of study and the nature of their own individual approach. In the context of these choices, the QANU framework requires the programmes to formulate clear objectives and ensure compliance with the criteria for standards and orientation set by the Accreditation Organisation of the Netherlands and Flanders [NVAO].

The following paragraphs explain the objectives the programmes must fulfil, in particular the domain-specific attainment targets and qualifications. Subsequently, within the domain-specific requirements, the structure and content of the programmes is discussed.

#### **2. Objectives and nature of the programmes**

The objective of the bachelor and master programmes being assessed in the context of the Communication, Information and Media Studies review is to educate students to an initial (bachelor) standard or, as the case may be, to a more specialised (master) academic standard in the field of object of the study. In addition, the programmes should prepare the students for a social profession, whereby the knowledge and skills acquired during the study can be put into practice. With the exception of the professional master programmes, this does not in fact relate to a specific professional activity, but more to what is expected by society, in the first place, from the bachelor and master programmes being assessed by the Communication, Information and Media Studies review. This means that both the academic standard as well as the academic and social relevance should be guaranteed. Current trends within the field of study must be paid sufficient attention within the programmes. One of the objectives of the bachelor programmes is to educate students so they are qualified to continue to a master programme. The master programmes should offer students an education that enables them to undertake academic research independently. In principle, this requires a master's graduate to have attained a standard which enables him/her to write a dissertation independently; although, in practice, a master who goes on to follow a doctoral programme will often receive supplementary or specific teaching before having to undertake academic research

him/herself. Professional master programmes combine theoretical and practical elements within the context of aiming for a professional education on an academic level.

The committee expects the bachelor and master programmes assessed within the context of the Communication, Information and Media Studies review to strive for the following targets:

1. To provide knowledge of, respectively insight into, the field of study of the programmes:  
(a) Communication & Information Studies, in particular in relation to information processes and information management, language and image usage and cognition, and organisations in this field; (b) Journalism; (c) Media Studies, including film, literature and television studies, book studies and new media;
2. To educate the students so that they can express themselves, both orally and in writing, on an academic level;
3. To familiarise the students with the value and meaning of academic approaches, in which theoretical insights form a substantial part;
4. To provide a framework within which the students learn to deal with the theoretical knowledge acquired and to apply this in a relevant way to various types of sources and literature;
5. To provide a balance between the breadth and depth of knowledge and insight, whereby the accent moves from breadth in the bachelor programme to depth in the master programme.

The bachelor programmes offer a general and broad basic course and educate students to an initial academic level. The master programmes offer specialisation and greater depth in each field of study. It is also conceivable that the specialisation and depth in the master programmes encompass several fields of study. This obviously has consequences for the degree of depth.

Individual master programmes not connected to a specific BA programme still follow on from the general bachelor qualifications but the specialisation is consequently of a different form.

### **3. The attainment targets and qualifications of the bachelor programmes**

Students who are graduates of one of the bachelor programmes assessed within the context of the Communication, Information and Media Studies review should have the following domain-specific knowledge and skills. Programmes may make choices and place their focus on the basis of the nature of the object of study and their own individual approach.

#### *Knowledge*

- Regarding programmes in the field of Communication and Information: this involves knowledge of, respectively insight into, communication processes and the role played by language, image and sound, knowledge of relevant scientific theories about communication and information, knowledge of the role and importance of technical, organisational and contextual factors, and the possible consequences of these processes;
- Regarding the Media Studies programmes: this involves knowledge of, respectively insight into, the nature and role of films, literature, television as well as old and new media, their social functions and historical development, the institutional, aesthetical and philosophical aspects of such, as well as processes such as intermediality and remediation;
- Regarding the programme for Journalism, this involves knowledge of, respectively insight into, the role of journalism in society, the media sector and the impact and character of journalism.

All the programmes mentioned should also provide:

- Knowledge of and insight into contemporary and historical trends in the field of study and relevant disciplines from a humanities and, to the extent relevant, social science perspective;
- Knowledge of the theoretical and philosophical backgrounds in the field of study of the disciplines involved;
- Knowledge of the relevant qualitative and quantitative research methods;
- Knowledge of and insight into the complexity of the field of study of the disciplines involved from the perspective of a humanities orientation;
- The ability to form an opinion about the applicability of theories relevant to the field of study;
- Basic knowledge of interdisciplinary ways of working.

#### *Skills*

- The ability to analyse academic texts and compile and present written and oral reports on these;
- The ability to gather, select and organise secondary literature and primary sources quickly and to work with these independently;
- The ability to write an assignment in accordance with the requirements of the academic discipline;
- The ability to put into practice the theories and methods corresponding to the field of study;
- The ability to evaluate social issues from the perspective of the disciplines involved;
- The ability to apply the acquired knowledge in a context typical of the field of study;
- The ability to undertake an independent orientation of the relevant professional sectors.

#### *Academic attitude*

- To demonstrate the ability to form an opinion in respect of the field of study, based, among other things, on considerations of relevant social, scientific and ethical aspects;
- To demonstrate the ability to reflect on their own responsibilities;
- To show respect for the opinion of others.

#### *Alignment with the labour market*

The programmes should aim to ensure that, in a flexible way, the content of the programmes is aligned with the requirements of the future area of work.

From the perspective of the labour market, the bachelor programmes within the domain Communication, Information and Media Studies are, on the one hand, mainly general programmes, which derive their value from the aforementioned academic education and skills; while, on the other, within the creative, business and public sectors, they focus on a varied professional field in the areas of communication, text writing, information, journalism, film, television, new media and digitalisation.

#### **4. The attainment targets and qualifications of the master programmes**

As far as knowledge and skills are concerned, the master programmes build on both specialist and non-specialist bachelor programmes. Programmes may make choices and place their focus on the basis of the nature of the object of study and their own individual approach. In particular, this applies to the professional master programmes which focus explicitly on professional practice.

Students who graduate from a master programme in one of the programmes assessed within the context of the Communication, Information and Media Studies review should have the following specific knowledge and skills.

#### *Knowledge*

- Knowledge of how to and the ability to participate actively in the academic activities of the discipline, in particular in the area of the specialisation being studied. This implies sufficient knowledge and insight to set up and independently undertake research in the field of Communication & Information Studies, Journalism and Media Studies, including film, literature and television studies, book studies and new media.
- Thorough knowledge of and insight into the most important theories and key concepts, the research methods and techniques;
- Knowledge of the complexity and diversity of the field of study and the ability of students to apply this knowledge when assessing both their own research and that of others.

#### *Skills*

- To have the technical and theoretical skills to gather, analyse and assess sources and literature independently and in an academic way; the objective being to formulate and assess explanatory or insightful working hypotheses in a creative way and, in so doing, contribute to relevant academic debates;
- To have the oral and writing skills essential to publicise the knowledge and results of academic research or of the student's own academic research in a clear and interesting way among both colleagues and the wider public.

#### *Academic attitude*

- To be prepared and able to take account of social, academic and ethical aspects when forming an opinion and analysing complex issues in the student's own field of study;
- To be prepared and able to reflect on methodical, historical and ethical social aspects of the science involved;
- To reflect on ethical issues related to the student's own field of study.

#### *Alignment with the labour market*

Graduates should have sufficient of the aforementioned skills to fill academic professions or jobs, for which an academic master programme is required or beneficial. Academic professions should be taken to mean professions which combine the development, acquisition and processing of sustainable knowledge, the willingness to enter new and/or unexplored fields and the bearing of responsibility.

### **5. Content/bachelor programmes**

During the bachelor programmes, students should be introduced to the artistic, culturally theoretical and/or social contextualisation of communication and communication processes of the media and their products and of the media phenomenon, as well as to the undertaking of academic research and the writing of academic texts.

Those responsible for the programmes must consider the increasing need for knowledge of the English language in education (teaching) and academic communication. In the bachelor programmes, attention is paid to the social embedding of the field of study.

The bachelor programmes conclude with a bachelor thesis or a comparable assignment.

## **6. Content/master programmes**

During the master programmes, students specialise in one or more of the domains: journalism, film, literature, television, old or new media, the language and communication of national or international organisations, information science, or in a combination of two or more of these fields. The programmes offer scope for the study of methodology and theory and for constituent or supporting disciplines. In multi-disciplinary programmes considerable attention is paid to the integration of the different disciplines.

Professional programmes should equip students with specific theoretical knowledge, practical skills and attitudes which are indispensable for the performance of a job in the field of work of the master. If an internship forms part of the programme, this should demonstrably contribute to the development of the knowledge, skills and attitudes necessary for the performance of a job in the field of work of the master.

The master programmes should include sufficient scope for the development of specific research skills so that master students are able to write master theses or comparable academic assignments in their own field of study.

In the master programmes, attention is paid to the social embedding of the field of study. Those responsible for the programmes must consider the increasing need for knowledge of the English language in education (teaching) and academic communication.

The manner of presentation of the master programmes makes it apparent that the programme has taken account of which other master programmes exist in the same or similar fields and what the place of this master programme is within the range of these programmes.





### Appendix 3: Intended learning outcomes

The Master's programme Media Studies aims to train students to become thorough, critical and versatile professionals on an academic level. After completion of the programme graduates can make an independent contribution to the academic study of the media sector, journalism and the relation between media, culture and society. They are able to thoroughly analyse complex organizational, political and social issues and know how to apply gained insights in management, policy and communication positions within and outside the media sector.

*Graduates have gained knowledge and understanding of the following:*

1. Key theoretical developments, issues and discussions in the academic study of media and communication.
2. Theory development and research regarding current policy, strategic and organisational issues and developments in the media sector, particularly in journalism, the cultural industries and media applications within organizations.
3. Key academic research methods and techniques as they apply to the field of media and communication.

*Graduates have an academic mind, a critical disposition and excellent written and oral expression skills.*

*Furthermore, graduates are capable of:*

4. Systematically analyze complex processes and issues within the media sector as well as media and communication issues within organizations and society.
5. Critically evaluate the functioning of researchers, policy makers and professional in the media sector and to make a constructive contribution to innovations in policy, organizations and strategy.
6. Independently conduct research in the field of media and communication by applying various (qualitative and quantitative) research methods and document this in a clearly structured argumentation.
7. Independently and creatively apply the gained knowledge and skills within the media and communication sector, media and communication research, (media and communication) policy of governments, firms and institutions and the public debate about media.

Relation between intended learning outcomes and Dublin descriptors

Dublin descriptors	Learning outcomes
Qualifications master:	
<b>Knowledge and understanding</b>	
has demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;	1, 2, 3
<b>Applying knowledge and understanding</b>	
can apply his or her knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the field of study;	4, 5, 6
<b>Judgement</b>	
has the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of his/her knowledge and judgements;	5, 6

<b>Communication</b>	
can communicate conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;	5, 6, 7
<b>Learning skills</b>	
Has the learning skills to allow him or her to continue to study in a manner that may be largely self-directed or autonomous.	6, 7

## Appendix 4: Overview of the curriculum

### Overview of the curriculum in diagram form (2012-2013)

All courses have a study load of 5 EC except for the Master Thesis (20 EC).

#### *Programme Media & Cultuur (M&C)*

Term 1	Term 2	Term 3	Term 4
<i>Seminars:</i> - Organisatie & Management van Media en Cultuur - Het Participerend Publiek	<i>Seminar:</i> - Media en Culturele Globalisering	<i>Elective (1 out of 3):</i> - Media en Beleid - ICT, Cultuur en Samenleving - Media, Children and Parents	Master Thesis
<i>Methodological course:</i> - Methoden van Mediaonderzoek	<i>Research Workshops (2 out of 4):</i> - Televisie voor Jong en Oud - Creatieve Industrie - Culture on the Internet - Sociale Media	Start Master Thesis	
Master Thesis Class M&C			

#### *Programme Media & Journalistiek (M&J)*

Term 1	Term 2	Term 3	Term 4
<i>Seminar:</i> - Beeldvorming en Media	<i>Seminar:</i> - Television in Society	<i>Elective (1 out of 3):</i> - Media en Beleid - ICT, Cultuur en Samenleving - Media, Children and Parents	Master Thesis
<i>Methodological course:</i> - Methoden van Mediaonderzoek			
<i>Workshop:</i> - Workshop Journalistiek	<i>Research Workshops (2 out of 4):</i> - Fotojournalistiek - Politieke Communicatie - Productie van Nieuws - Journalistiek, Politiek en Conflict	Start Master Thesis	
Master Thesis Class M&J			

*Programme Media & Business (M&B), track International Business*

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<i>Seminars:</i> - Media and Business Transformations - Corporate Management with New Media	<i>Seminar:</i> - Strategic Mass Communication	<i>Elective (1 out of 2):</i> - Culture, New Media & International Business - Entrepreneurship in Media and Business	Master Thesis
	<i>Methodological course:</i> - Case Study Research in Media and Business		
<i>Methodological course:</i> - Digital Research Methods	<i>Research Workshop (1 out of 2):</i> - Social Media Campaigns - Global Media, Advertising and Branding	Start Master Thesis	
Master Thesis Class M&B			

*Programme Media & Business (M&B), track Media Industries*

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<i>Seminars:</i> - Media and Business Transformations - Media Economics and Media Management	<i>Seminar:</i> - Online Media: the User Perspective	<i>Elective (1 out of 2):</i> - Culture, New Media & International Business - Entrepreneurship in Media and Business	Master Thesis
	<i>Methodological course:</i> - Case Study Research in Media and Business		
<i>Methodological course:</i> - Digital Research Methods	<i>Research Workshop (1 out of 2):</i> - Social Media Campaigns - Global Media, Advertising and Branding	Start Master Thesis	
Master Thesis Class M&B			

*Programme Media, Culture & Society (MCS)*

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<i>Seminars:</i> - Media and Cultural Globalization - Media and Socio-Cultural Change	<i>Seminars:</i> - Participating Audiences - Television in Society <b>OR</b> - Innovation in the Media and Cultural Industries	<i>Elective (1 out of 2):</i> - New Media and Politics - Media, Children and Parents	Master Thesis
<i>Methodological course:</i> - Methods of Media Research	<i>Research Workshop (1 out of 3):</i> - Television and Social Life - Culture on the Internet - International Journalism	Start Master Thesis	
Master Thesis Class MCS			



## Appendix 5: Quantitative data regarding the programme

### Data on intake, transfers and graduates

The details below have been provided by the VSNU and are based on the data file 1cijferHogerOnderwijs (1cHO). The numbering of the VSNU has been maintained in the tables. Details of comparable studies at other universities are not available because the study at the EUR was, until study year 2010-2011, a study with a unique CROHO-code, known as *Media en Journalistiek*. Since 2011-2012 the study has been registered as and included in the broader term *Media Studies*, but details over this period were not yet available at the VSNU.

Cohort size organized by origin of education (full-time enrollment)

Year	Own University	Other Universities		Outside HO	Total
		NL	HBO		
03/ 04	17	3	0	0	20
04/ 05	60	13	0	0	73
05/ 06	42	14	1	0	57
06/ 07	66	22	0	0	88
07/ 08	54	11	0	0	65
08/ 09	62	18	0	0	80
09/ 10	37	22	0	12	71
10/ 11	45	22	2	16	85

Duration of the study organized by origin of education (full-time enrollment)

Cohort graduation	Own University		Other University NL		HBO		Outside HO	
	graduated absolute numbers	average duration study in months	graduated absolute numbers	average duration study in months	graduated absolute numbers	average duration study in months	graduated absolute numbers	average duration study in months
03/ 04	12	12	2	12				
04/ 05	45	13	9	13				
05/ 06	43	14	10	14	1	12		
06/ 07	42	14	17	12				
07/ 08	55	15	14	19				
08/ 09	57	16	17	16				
09/ 10	37	15	23	14			10	12
10/ 11	47	17	20	14	1	12	11	14

Graduates master programme per year (total of full-time and part-time enrollment)

Cohort graduation	Total
03/ 04	14
04/ 05	54
05/ 06	57
06/ 07	60
07/ 08	70
08/ 09	74
09/ 10	72
10/ 11	80

### Teacher-student ratio achieved

Ratio	20 : 1
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### Average amount of face-to-face instruction per stage of the study programme

<b>Programme</b>	<b>Amount of contact hours (average per week)</b>
Media & Cultuur	6,25
Media & Journalistiek	7,5
Media & Business	6,25
Media, Culture & Society	6,25



## Appendix 6: Programme of the site visit

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Tuesday, 28 May 2013

### 11:30-14:00: Preparatory Committee meeting and Inspection of documents

### 14:00-14:45: Meeting with Programme Management (in Dutch)

Prof.dr. Susanne Janssen	(Chair of Department of Media & Communication)
Dr. Erik Hitters	(Director of Education ESHCC)
Dr. Marc Verboord	(Representative Executive Committee Master Programmes)
Lidewij Radix MA	(Programme coordinator MA Media Studies)

### 14:45-15:00: Internal Committee Meeting

### 15:00-16:00: Meeting with current students of the MA Media Studies (in English)

Najat Chaatouf	M&J	BA Algemene Cultuurwetenschappen (Erasmus University Rotterdam)
Robin van Essel	M&C	Premaster + HBO International Media and Entertainment Management (NHTV, Breda)
Maurice Heijboer	M&J	BA Communicatie- en Informatiewetenschappen (Utrecht University)
Saskia de Jong	M&B	BA Communicatie- en Informatiewetenschappen (Utrecht University)
Dafni Mangaloussi	MCS	BA Communication (Athens University)
Keith de Saram	M&B	BA Communicatiewetenschap (University of Amsterdam)

### 16:00-17:00: Meeting with lecturers of the Master's Programme (in English)

Dr. Ahmed Al-Rawi	(MCS)
Dr. Payal Arora	(M&B)
Dr. Isabel Awad	(MCS)
Dr. Jiska Engelbert	(M&J/MCS)
Dr. An Kuppens	(M&C/MCS)
Drs. Matthijs Leendertse	(M&B, M&C, M&J)

### 17:00-17:15: Break

### 17:15-17:45: Meeting with Graduates of the Master's Programme (in English)

Antonio Delgado Salgado MA	MCS 2011	Project Assistant Interpol Global Learning Centre (Lyon, France) [BA Communication, Universidad Iberoamerica, Mexico]
Simone Driessen MA	M&J 2011	PhD candidate / Erasmus University Rotterdam [Premaster + HBO Journalistiek, Fontys Hogeschool Tilburg]
Arnoud Goos MA	M&J 2011	Preservation & Digitalization Officer / Netherlands Institute for Sound and Vision (Hilversum)

Meghan Kane MA	MCS 2012	[BA Theater- Film en Televisiewetenschappen, Utrecht University] Analyst Market Strategy / Carmichael Lynch (Minneapolis, U.S)
Bryan van Putten MA	M&C 2011	[BA Communication Studies, Gustaphus Adolphus College, U.S.] Head of Communications / TV Media Partners Rotterdam [HBO International Communication Management, InHolland]
Annefloor Samsom MA	M&C 2012	Online Campaign manager / UPC Nederland, Amsterdam [BA Media & Cultuur, University of Amsterdam]

### Wednesday, 29 May 2013

#### 09:00-09:30: Open office hour

#### 09:30-10:00: Meeting with members of the Programme Committee (in English)

Dr. Bernadette Kester	(Chair)
Dr. David Novak	(Staff member)
Dr. Tonny Krijnen	(Staff member)
Hannah Hüttermann	(Student member)
Julian Schaap	(Student member)
Richard Theemling	(Student member)

#### 10:00-10:30: Meeting with members of the ESHCC Examination Board and the student advisor (in Dutch)

Prof.dr. Jeroen Jansz	(Chair)
Dr. Marc Verboord	(Member)
Dr. Olga Novikova	(Student advisor)

#### 10:30-11:30: Intern Committee meeting – preparation final meeting with management

#### 11:30-12:15: Final meeting with management (in Dutch)

Prof.dr. Dick Douwes	(Dean Erasmus School of History, Culture and Communication)
Prof.dr. Susanne Janssen	(Chair of Department of Media & Communication)
Dr. Erik Hitters	(Director of Education, ESHCC)
Drs. Sonja Braber	(Policy Advisor Education)

#### 12:15-15:45: Concluding committee meeting – establishment preliminary findings

#### 15:45-16:00: Oral presentation preliminary judgment (public; room H17-10) (in English)

#### 16:00-17:00: Drinks (foyer Faculty Club)

## Appendix 7: Theses and documents studied by the committee

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Prior to the site visit, the committee studied the theses of the students with the following student numbers:

336159	344643	361699	336786	351119
336251	311380	348656	362785	296353
335973	348915	296826	323343	363207
324808	324794	336902	323921	349097
291701	335803	351095	361046	364077

During the site visit, the committee studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment):

- CH4437 *Methoden van Mediaonderzoek*
- CH4401 *Methoden van Mediaonderzoek*
- CM4104 Digital Research Methods
- CH4429 Media en Culturele Globalisering
- CH4423 Television in Society
- CH4403 *Media en Beleid*
- CH4413 Research Workshop M&C 2: Creatieve Industrie
- CH4425 Research Workshop MCS 2: Culture on the Internet
- CM4109 Entrepreneurship in Media and Business
- CH4443 Media, Children and Parents



## Appendix 8: Declarations of independence

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### ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Jan Baekus

ADRES: 174 Parkstraat  
3000 Leuven /  
België



IS ALS DESKUNDIGE / ~~SECRETARIS~~ GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden kunnen beïnvloeden;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT,  
VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS  
AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: Utrecht

DATUM: 17 sept 2012

HANDTEKENING:

A handwritten signature in black ink, consisting of a large, stylized initial 'P' followed by a series of loops and a long horizontal stroke.

## **ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING**

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: RAGYMBECKERS, KARIN (UGENT)

ADRES: KORTE MEER 7-11  
9000 GENT

IS ALS DESKUNDIGE / ~~SECRETARIS~~ GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

**ZIE BIJLAGE**

AANGEVRAAGD DOOR DE INSTELLING:

**ZIE BIJLAGE**

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVINGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden kunnen beïnvloeden;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;


VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT,  
VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS  
AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: Utrecht

DATUM: 17/9/2012

HANDTEKENING:

A handwritten signature in black ink, consisting of a long horizontal stroke with a vertical line intersecting it from the left, and a wavy line extending to the right.





## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Vanderrijben Willy

PRIVÉ ADRES:

Dijkstra 17 B-8310 Sint-Kwintens (Brugge)

IS ALS DESKUNDIGE / ~~SECRETARIS~~ GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

\_\_\_\_\_  
\_\_\_\_\_

AANGEVRAAGD DOOR DE INSTELLING:

\_\_\_\_\_  
\_\_\_\_\_

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden kunnen beïnvloeden;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: *Wrecht*

DATUM: *17/09/2012*

HANDTEKENING:

A handwritten signature in black ink, consisting of a large, stylized 'L' followed by a series of loops and a final vertical stroke.

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Philippe Neer

ADRES:

Haantjeslei 99  
2018 Antwerpen  
België

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden kunnen beïnvloeden;

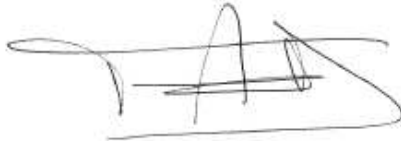
VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT,  
VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS  
AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: *Amsterdam*      DATUM: *30-09-2012*

HANDTEKENING:

A handwritten signature in black ink, consisting of a stylized, cursive script that is difficult to decipher but appears to start with a large 'A' or similar character.

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Prof dr Er J Steen

ADRES: Stuurmanlaan 328  
1019 WE Amsterdam

IS ALS DESKUNDIGE / ~~SECRETARIS~~ GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

**ZIE BIJLAGE**

AANGEVRAAGD DOOR DE INSTELLING:

**ZIE BIJLAGE**

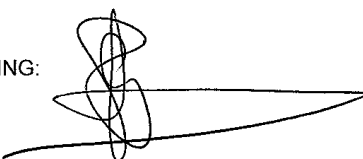
VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden kunnen beïnvloeden;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT,  
VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS  
AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: ~~Amsterdam~~ Utrecht      DATUM: 17 sept 2012

HANDTEKENING: 



## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

CIW en Mediastudies Q321

ONDERGETEKENDE

NAAM: J. A. A. Simons

ADRES: priv : Cuijperskade 67, 1018 AH Amsterdam  
werk: Tintahaagsepad 9, 1012 XT Amsterdam

IS ALS DESKUNDIGE / ~~SECRETARIS~~ GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIV EPERSON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BE INVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: *Wierden*

DATUM: *17-05-2012*

HANDTEKENING:

A handwritten signature in black ink, consisting of a large, stylized initial 'J' followed by a long, sweeping horizontal stroke that extends to the right.



## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Lennart de Vries

ADRES: Meeluwerderweg 131 1A  
9724 ES Groningen

IS ALS DESKUNDIGE / ~~SECRETARIS~~ GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

**ZIE BIJLAGE**

AANGEVRAAGD DOOR DE INSTELLING:

**ZIE BIJLAGE**

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE ZOULDEN KUNNEN BEÏNVLOEDEN;


VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN WORDT,  
VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER REDELIJKERWIJS  
AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: Utrecht

DATUM: 18-09-2012

HANDTEKENING: The signature is a cursive scribble that appears to read 'Levack'.

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: *Trees Graas*  
*QANU*  
ADRES: *Catharijnesingel 56*  
*Utrecht*

IS ALS ~~DESKUNDIGE~~ / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

**ZIE BIJLAGE**

AANGEVRAAGD DOOR DE INSTELLING:

**ZIE BIJLAGE**

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden kunnen beïnvloeden;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: *Utrecht*

DATUM: *16 oktober 2012*

HANDTEKENING: *[Handwritten signature]* *aas*

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Chantal Gaeissen

PRIVÉ ADRES:

Dr Nolenslaan 70-2

6136 GS Sitterød

IS ALS ~~DESKUNDIGE~~ / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Media Studies

AANGEVRAAGD DOOR DE INSTELLING:

Erasmus University Rotterdam

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE ZOULDEN KUNNEN BEÏNVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE  
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN  
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN  
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER  
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: *Utrecht*

DATUM: *2-12-2013*

HANDTEKENING:

A handwritten signature in black ink, appearing to be 'G. J. J. J.', written in a cursive style.