



ASSESSMENT REPORT

Limited programme assessment

HBO Master International Communication
Fulltime

Hanze University of Applied Sciences
Groningen

De kracht van
kennis.

ASSESSMENT REPORT

Limited Programme Assessment

HBO Master International Communication
Fulltime

Hanze University of Applied Sciences
Groningen

Croho registration: 70130

Hobéon Certificering BV

Dated

18 April 2016

Audit panel

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1. GENERAL AND QUANTITATIVE DATA

General data

Institution

Name	Hanze University of Applied Sciences Groningen
Status	Government funded
Outcomes of Institutional Quality Assessment	Positive

Programme

Name of programme in Central Register of Higher Professional Education (CROHO)	International Communication
ISAT-code CROHO	70130
Orientation and level	Hbo master
Relevant grade and title	Master of Arts
Number of credits	90
Location(s)	Groningen
Variant	Fulltime
Joint/Double degree	<p>Double degree with partners:</p> <ul style="list-style-type: none"> ▪ Leeds Beckett University, United Kingdom <i>Master of Arts in International Communication</i> ▪ IULM International University, Libera Università di Lingue e Comunicazione, Italy <i>Master of International Communication</i> ▪ Vilnius University, Lithuania <i>Master of International Communication</i>
Specialisations	<p>Each partner offers a number of specializations. Those at Hanze UAS are:</p> <ul style="list-style-type: none"> ▪ International Public Affairs ▪ International Marketing Communication ▪ Intercultural Management
Language of Education	English
Distinctive Quality Feature	N/A

Date of site-visit	28 January 2016	
Contact person (name and e-mail address)	Drs. H.C.Smit Programme director h.c.smit@pl.hanze.nl	Drs. H.M. Moesker Policy advisor h.m.moesker@pl.hanze.nl

Quantitative data of the programme **HBO Masters programme International Communication (MIC) full time**¹

Source diploma yield: 1cHO
 Source teaching staff: DAX-P
 Date: 10 December 2015

<i>Cohort</i>	2010	2011	2012	2013	2014
Number of incoming students					
▪ Fulltime	16	20	23	17	14
Percentage of drop-outs in first year ²					
▪ Fulltime	6,3%	0%	4,4%	0%	N.A.
Percentage of drop-outs whole programme ³					
▪ Fulltime	6,3%	5%	8,7%	17,7%	N.A.
Output ⁴					
▪ Fulltime	93,8%	95%	91,3%	70,6%	N.A.
Teaching staff		Number		Fte	
▪ Fulltime	13		0,6		
Teaching staff qualifications ⁵		Master	PhD	PhD candidate	Other
▪ Core teaching staff, fulltime	-		100%	-	-
▪ Expert teaching staff, fulltime	44,4%		33,4%	22,2%	-
Teacher – student ratio ⁶					
▪ Fulltime	1:23				
Contact hours (average a week) ⁷		Year 1		Year 2	
▪ Fulltime	15		N.A. ⁸		

¹ Source: Basisgegevens opleidingsbeoordeling 'Indicatoren en definities', Nederlands-Vlaamse Accreditatieorganisatie, 11 september 2012.

² The percentage of the total number of master students who are no longer enrolled after year 1, if possible of the last 6 years.

³ The percentage of master students who re-enrol after the first year, but who do not graduate within allocated time, if possible data of the past three years.

⁴ The percentage of master students who graduate with a master diploma within the allocated time + 1 year, if possible of the past three years.

⁵ Numbers of teaching staff with Bachelors, Masters and PhD qualifications as a share of the total faculty.

⁶ The ratio between the number of registered students and the number of FTE in faculty during the most recent year of study.

⁷ The average number of teaching hours per week according to the schedule, for every year.

⁸ It is not possible for the MIC programme to provide a general indication of the number of teaching hours per week in the third semester. Students are supervised on an individual basis and are offered a number of intensive weeks. It is up to the student to decide how to use this time.

2. SUMMARY

The Master International Communication (MIC) is a 90 EC professional Master programme, offered by Hanze University of Applied Sciences Groningen as a fulltime track. The MIC programme is conducted entirely in English and educates students to become communication professionals at a strategic level in an international environment. Students learn to look at communication issues from a broad managerial perspective, impacting C-level decisions.

The MIC programme was jointly developed and has been offered since 2010 by the Geert Hofstede Consortium. This consortium consists of Hanze UAS, Leeds Beckett University, IULM International University - Libera Università di Lingue e Comunicazione and Vilnius University. The development of the programme was made possible through Erasmus Life Long Learning funding.

The MIC is a joint master programme (double degree) over three semesters, with a total of 90 EC. A core programme is offered by all universities⁹, each offering a semester of specializations in the second semester.

Standard 1. Intended Learning Outcomes

The MIC programme educates students to become strategic communication advisors. The programme has derived its professional and competency profile from the education report published by the Global Alliance for Public Relations and Communication Management. The seven intended learning outcomes apply to all consortium partners and were validated by the international professional field.

The intended international and intercultural features of the MIC programme have been made explicit in terms of competencies and learning outcomes. The same applies to research, as students are expected to design and perform solid research, analyse data and write a well-founded advice.

The main aspects that distinguish this MIC programme from similar programmes are 'the European perspective' and 'offering and managing sustainable and innovative solutions to communication problems of the professional field', the latter being clearly reflected in the intended learning outcomes. This aspect also ties in nicely with the profile of Hanze UAS that focusses on Energy and Healthy Aging.

Because of its internationally derived learning outcomes, the integration of intercultural and research competencies and because of the unique profile of the programme, the panel considers Standard 1 to be 'good'.

Standard 2. Teaching and Learning Environment

Admission

Students who want to enrol in the MIC programme must hold a Bachelor's degree in communication or must have extensive work experience at a comparable level. The admission policy also requires good English language proficiency, a letter of motivation and two letters of reference. In the opinion of the panel, these requirements fit the MIC programme.

⁹ *IULM does not offer the first semester as there were not enough students registering for the entire programme at IULM.*

Curriculum

The MIC programme consists of three semesters of 20 weeks each. The first semester is called the Core Curriculum, the second semester is the specialisation and the third semester is dedicated to the dissertation.

Students start at one of the four partner universities to follow the Core Curriculum. In the second semester they must attend another partner university for their specialisation. Students write their dissertation during their third semester under supervision of two of the partner universities.

The coherence of the curriculum is established through the capstone assignments at the end of a module that follow a pattern of increasing complexity. The programme is also structured by means of the professional roles that are – in a slightly implicit way – addressed by the programme. The first semester mainly focusses on the role of a manager, researcher and consultant, as the second semester teaches students to be a trainer, spokesperson and facilitator. The panel is of the opinion that the programme is well-structured, both content-wise and complexity-wise.

MIC has translated the programme competencies into module competencies. The course outlines describe the learning outcomes per module. The implementation of new modules is discussed during the annual consortium meeting.

The programme keeps in contact with the professional practice through the Consortium Board of Reference and the Advisory Board of Hanze UAS MIC. The lecturers also connect with the professional field, as they are members of various professional networks. The capstone courses always comprise real-life cases from external clients. Furthermore, students participate in battles initiated and evaluated by professional international or multinational organisations.

The panel established that applied research is an important element of the MIC curriculum. Each of the communication related modules include assignments that ask for analysis and research. The Research & Methodology courses support and connect to the capstone assignments. The professorship of Communication & the Sustainable Society also contributes to the research environment in the School.

The international dimension of the MIC programme is reflected in the student population, the mandatory 'going abroad' semester, the literature, the European perspective, the assignments and real life cases, as well as the dissertation topics.

Constructed on the concept of competency-based learning, the MIC programme uses a varied and adequate mix of teaching methods. The panel wants to highlight the very educational boardroom simulation sessions in cooperation with the students of the Master International Business Management.

Staff

The panel is positive about the highly qualified faculty. Except for one, all of the lecturers have their PhD. The lecturers keep up with global communication developments by joining professional international network organizations, taking part in research projects, writing articles and attending conferences. Some of the lecturers have their own consultancy. The lecturers get and take time to professionalise both in didactics as well as in the subjects they are teaching.

Services and facilities

As part of the audit the panel members conducted a guided tour around the school. The classrooms are well-equipped. There are private spaces for group meetings and individual learning. Students have full access to the (digital) library of both Hanze UAS and the University of Groningen. These libraries have sufficient books, journals and digital databases to provide students with relevant English-language publications in the communications field.

A digital learning environment is available for all MIC students of the consortium. On blackboard they can find up-to-date information about the programme and the various courses.

The panel established that the international desk of Hanze UAS serves the special needs of international students. The material facilities and the housing of the programme tie in nicely with the requirements of a professional Masters programme in International Communication.

Altogether, the panel considers Standard 2 to be 'good'.

Standard 3. Learning Assessment System

The MIC programme has to be in line with two assessment systems: the assessments at Hanze UAS have to be in line with the assessment policy of the consortium, as well as with the assessment policy of Hanze UAS itself.

The MIC programme builds upon a combination of research and practice in international communication. The testing formats, especially the capstone assignments, ensure that students have to combine all of these elements by developing professional products. Furthermore, the panel established that the assignments are solid in level, framework, subjects and grading. The programme has mechanisms in place to ensure the validity, reliability and transparency of assignments and tests.

The School of Communication, Media and IT (SCMI) has one collective Examination Board. The Assessment Committee is delegated to monitor the quality of the assignments. The Board of Examination as well as the Assessment Committee are well-qualified and well-equipped to fulfil their tasks. Both bodies have a firm position within the organisation. Although the annual report could be more reflective, the panel concludes that the Examination Board is 'in control' of the quality of the graduates. Since MIC is a double degree programme, safeguarding the quality of the assessments and graduation level at the partner universities is assured through the accreditation process at all of the partner universities.

Based on these findings, the panel considers Standard 3 to be 'good'.

Standard 4. Learning outcomes achieved

The achieved learning outcomes of the MIC programme are measured on the basis of the dissertation and an oral defence thereof. The dissertation also includes a reflective portfolio, which is conditional to graduate. The dissertation has to incorporate all the seven learning outcomes and is worth 25 EC. The dissertation concerns a real-life complex problematic situation, which needs to be addressed from a communication point of view.

The panel reviewed the dissertations of fifteen students and also looked into some of the reflective portfolios. The panel enjoyed reading the final products. They were written in proper English and show an academic approach, relevant practical solutions and a solid reflective level.

Also, both the work field representatives and the alumni expressed their satisfaction about students' professional performance. The panel is convinced that the MIC students are well-prepared to act at Masters level as strategic communication advisors in an international environment. The panel therefore rates Standard 4 as 'good'.

Overall conclusion:

The panel evaluates Standards 1, 2, 3 and 4 as 'good'. Hence, following NVAO regulations the overall judgement on the Master International Communication of Hanze University of Applied Sciences Groningen reads 'good'.

Therefore, the panel recommends the NVAO to award re-accreditation for another six years to the Master International Communication of Hanze University of Applied Sciences Groningen.

The Hague, 18 April 2016



Drs. W.G. van Raaijen,
chair



I.A.M. van der Hoorn, MSc
secretary / coordinator

3. INTRODUCTION

The HBO Master International Communication (MIC) of Hanze University of Applied Sciences Groningen (Hanze UAS) is part of the School of Communication, Media & IT. This School also offers English language Bachelor programmes in International Communication, Game Design & Development and Business IT & Management.

Hanze UAS' MIC programme is part of the visitation group that also holds the HBO Master International Communication Management of The Hague University of Applied Sciences.

The MIC programme was initiated by the School of Communication, Media & IT, and jointly developed and has been offered since 2010 by the Geert Hofstede Consortium. This consortium consists of four partners. Next to Hanze UAS, these partners are Leeds Beckett University (United Kingdom), IULM International University, Libera Università di Lingue e Comunicazione (Italy) and Vilnius University (Lithuania). The development of the programme was made possible through Erasmus Life Long Learning funding.

The coordination of the MIC programme is delegated to one of the Consortium partners by the Consortium Board. The programme director of the Hanze UAS MIC will be the Consortium chair until 2016. She has held this position from the start of the programme, first as project manager of the Erasmus LLL project and later as elected chair.

The MIC is a joint master programme over three semesters, with a total of 90 EC. A core programme is offered by all universities¹⁰, each offering a semester of specializations. Hanze UAS offers three specialisations. These are International Public Affairs, International Marketing Communication and Intercultural Management. Student mobility in the second semester is compulsory.

Previous accreditation

The previous (initial) accreditation audit took place in 2010. The audit panel evaluated the MIC programme as positive for all standards. They also recommended several improvements; these are set out in the table below. The course management indicated the actual status of each of the recommendations.

Recommendations 2010	Improvements
Strengthen the link between research and teaching of the programme.	In 2012/2013 a new professor of Communication & the Sustainable Society was appointed. Since then she works together with the Hanze UAS MIC to further develop the research part of the curriculum. In addition, teaching staff at the Hanze UAS MIC is involved in her research projects. Students of the MIC participate in some of these projects in the second semester.
Increase the number of teachers with a PhD and also increase the experience of teachers in the field of international communication.	All core teachers of MIC now have a PhD and all staff members actively participate in international conferences to share knowledge from their research and educational work. The annual conference of one of the main networks, EUPRERA, will be hosted by Hanze UAS in 2016.

¹⁰ IULM does not offer the first semester as there were not enough students registering for the entire programme at IULM.

4. FINDINGS AND JUDGEMENTS

4.1. Intended learning outcomes

Standard 1: 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 (Bachelors or Masters) and orientation (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. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

Findings

The Master programme International Communication has derived its professional and competency profile from the education report published by the Global Alliance for Public Relations and Communication Management. The intended learning outcomes apply to all four partner universities. The seven programme competencies are:

Programme competency	
International and intercultural orientation	The student is able to display a high level of intercultural sensitivity and an international orientation by independently integrating this dimension into the professional work.
Analytical capability	The student is able to take initiative and responsibility for the development of knowledge and insight based on systematically detecting, investigating and analysing signals relevant to the organisations objectives and reputation.
Problem solving capability	The student is able to take a strategic, long term approach to identifying and solve complex open-ended communication problems and to demonstrate self-direction and originality in a multidisciplinary environment.
Implementing capability	The student is able to take responsibility for planning, implementing and evaluating of the effectiveness of communication policy, plans, projects and tools at strategic and tactical levels.
Reflective capability	The student is able to critically reflect on the (developments within the) international communication profession, the social impact of the work and on his or her own personal development, professional role and responsibility.
Communicative capability	The student is able to communicate effectively within the range of different professional roles with all of the stakeholders of the organisation (managerial).
Innovative capability	The student is able to anticipate change and includes innovation as part of the decision making process.

Table 1. Programme competencies Master International Communication

The Consortium Board of Reference has been actively involved in the development of the intended learning outcomes. The board agreed upon this current set of competencies. Members of the Board of Reference are, amongst others, a board member of EUPRERA, a board member of the Global Alliance for Public Relations and Communication Management and Geert Hofstede himself.

The programme has described six roles that are crucial for the MIC graduate. These roles are those of a manager, consultant, researcher, trainer, facilitator and spokesperson. MIC uses these roles to make students aware of their responsibilities.

Geert Hofstede recently suggested adding the role of the diplomat, as the work of a strategic communications advisor is becoming more and more diplomatic, taking into account the interests of various stakeholders.

Internationalisation

By its very nature the Master in International Communication programme should have the obvious international focus. The competencies are derived from a report published by an international alliance, which represents public relations and communication management professionals around the world. Also the Board of Reference of this MIC programme consists of authorities and representatives of various leading international alliances and organisations. In regard to the programme competencies it can be said, that they fit the needs of the international work field.

The panel has established that the programme competencies in itself also reflect the international dimension. For example, at completion of the programme students have to be able to display a high level of intercultural sensitivity and an international orientation by independently integrating this dimension into their professional work.

Research

As the international communications professional is involved in plan- and decision making at a strategic level, he must be able to found his decisions in a reliable way. Most of the time, the underpinning is based on research. This is reflected in the MIC programme competencies and learning outcomes. Among other things, students are expected to “take initiative and responsibility for the development of knowledge and insights based on systematically detecting, investigating and analysing signals relevant to the organization’s objectives and reputations”. Students are expected to design and do solid research, analyse data, draw conclusions and to give their advice.

MIC also connects with the Hanze UAS agreements for HBO Master Programmes. These agreements include the education of Master students to becoming professionals who can function adequately in the professional field, who can shape the profession and who are focussed on innovation. These characteristics cannot be realized without research.

Profile

MIC profile

As Hanze UAS formulates it “Graduates of the MIC programme are interculturally competent communication practitioners, able to work in a global context from a European perspective. They anticipate change and are able to create, offer and manage sustainable and innovative solutions to communication problems of the professional field at a senior managerial or consultancy level in organisations”.

The main aspects that distinguish this MIC programme from similar programmes are ‘the global context from a *European perspective*’ and ‘offer and manage *sustainable and innovative solutions* to communication problems of the professional field’. The latter is reflected in the intended learning outcomes as the student must be able to anticipate change and include innovation as part of the decision making process (innovative capability).

During the site visit the panel spoke with several auditees about the meaning and visibility of the global context and the European perspective. The panel agrees with the Hanze UAS that national communication problems are almost never only national anymore. The refugee problems, technological innovations and illnesses (e.g. the Zika virus) are good examples of fading boundaries. So, in the projects there is always a cross-boundary dimension.

As the auditees explained, looking from a European perspective means considering global issues based on European values, such as equality, freedom of speech, the inclusive society, etc. As the management said: "we are looking for trouble". For example, one of the students from Saudi Arabia did a research on press freedom in his country. In this case the European perspective on press freedom is applied to and compared with press freedom in Saudi Arabia.

In its development MIC is aiming towards integrating more big societal issues into the programme, these might include population growth. The programme tries to concentrate on these big issues and relate them to the role and position of organisations.

The panel recommends making this European focus more explicitly, as the panel needed some help and explanation of the auditees to completely understand the concept of the European perspective.

Hanze UAS profile

All Dutch universities (of applied sciences) have positioned themselves in the Dutch educational market taking into account their own expertise and the needs and characteristics of the region in which they operate. The spearheads of the Hanze UAS are Energy and Healthy Aging.

The panel was positively surprised that the MIC programme was able to integrate these subjects into the programme. The panel is very pleased with this integration as it is really a successful interconnection between the communication profile of the programme and the institutional profile of Hanze UAS. And besides that, it also addresses big societal issues like pollution and sustainable energy.

In May 2014 the Professorship of Communication & the Sustainable Society was established, especially for the MIC programme and with an intended impact on the whole school. This professorship is part of the Centre of Expertise Energy. Furthermore, the integration is reflected in the assignments and projects such as the Energy battles with young academics around the world, the GasTerra year transition battle and the World Bank projects for climate.

Considerations and judgement

The programme has adopted an internationally originated set of intended learning outcomes, that applies to all consortium partners and that was validated by the international professional field. The expected international features are reflected in the intended learning outcomes as well as in the profile of the programme. Globally speaking, the approach of the MIC programme is unique because of the European perspective on communication problems. The research component is reflected in the MIC profile and integrated in the intended learning outcomes. The intended learning outcomes nicely reflect the profile of the Hanze UAS regarding Energy and Healthy Aging. Overall, the MIC programme is clearly positioned in the field of communication.

On the bases of these findings the panel considers Standard 1 to be 'good'.

4.2. Teaching and Learning Environment

Standard 2: 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

Admission

The admission procedure and requirements are enshrined in the Teaching and Examination Regulations (TER). Students who want to enrol in the MIC programme must hold a Bachelor's degree in a communication related field. Extensive work experience in the field of communication can also make a student eligible for the MIC programme. In addition, the admission policy requires good English language proficiency proven by an IELTS test with a minimum grade of 6.5 and no grades on any area below 5.5. The panel is of the opinion that these scores fit a Masters programme. Furthermore, students have to write a letter of motivation and they have to submit two letters of reference not older than three years. The student's applications are screened by both Consortium partners where the applicant wishes to study.

Programme

Design of curriculum

The MIC is a 90 EC programme, which consists of three semesters. The first semester is called the Core Curriculum and is quite the same at all partner universities.

During the second semester students are required to go to a partner university to do their specialisations. All partner universities offer a specializations programme. Students can choose the university that offers the specialisations of their interest. In Milan, for example, students have the opportunity to do a specializations programme that contains Social Responsibility & Communication (10 EC), Public Affairs & Advocacy (10 EC) and Development & Communication (10 EC). Hanze UAS offers a specializations programme with International Public Affairs (10 EC), International Marketing Communications (10 EC) and Intercultural Management (10 EC).

In the third semester all students have a module on Research Methodology (5 EC) and they have to write their dissertation (25 EC) under supervision of the two universities at which they have studied.

To ensure that all students - regardless of the two universities they attend - acquire comparable knowledge and skills, the consortium has formulated sixteen programming guidelines that provide a common denominator for curriculum development. Living up to these guidelines the consortium ensures that the curricula at all the partner universities are based on the same principles. For example, every course must have an international and an intercultural focus, as well as a strategic focus. Another directive guideline for all courses is "that there is an integrated unit in which theory, skills and attitude are needed to analyse, reflect and/or solve a problem for a client. These competency driven assignments will be carried out from the perspective of one or more of the professional roles"¹¹.

¹¹ Source: MIC Core Documents

Cohesion of curriculum

The coherency of the programme is reflected in several ways. First of all, all MIC modules are assessed with a so-called capstone assignment. These assignments integrate theory, skills and attitude with the means to analyse, reflect and/or solve a problem. These capstone assignments in the MIC programme follow a pattern of increasing complexity. In the first semester students do a case study or simulation and in their second semester they conduct a problem driven project for an external client. The assignments in the second semester focus on complex problems and applied research. The dissertation in the third semester includes writing a professional product for an external client based on applied research.

The second way in which the MIC curriculum is structured is by the themes and the contents of the semesters. The consortium partners have drawn up guidelines for the Core Curriculum, the Specializations and for the Dissertation. The Core Curriculum provides the students with the knowledge and skills regarding international and intercultural societal and organisational contexts, communication, and the strategic cycle. All specialisations in the second semester build on the content of the core curriculum. In their third semester the students can choose the theme of their dissertation themselves as long as it relates to one (or more) of the specialisations they have followed.

A third way in which the curriculum is structured is by means of the professional roles that are – in a slightly implicit way - addressed by the programme. The first semester mainly focusses on the role of a manager, researcher and consultant. In the second semester students also learn to be a trainer, spokesperson and facilitator. For example, the role of spokesperson is integrated in the International Public Affairs module in the second semester. The roles are a good mechanism to clarify and visualize the potential activities of a communication manager, therefore the panel would suggest to better integrate these roles into the programme so students can easily identify which of these roles they are digging into.

The panel is of the opinion that the programme is well-structured. There is a clear build-up, both content-wise and complexity-wise.

From intended learning outcomes to learning outcomes per module

The panel established that the MIC programme intended learning outcomes are reflected in the competencies and learning outcomes per module. A matrix demonstrates which modules are linked to which intended learning outcomes. The learning outcomes per module are described in the course outlines.

Professional focus

As alumni of the MIC programme are educated to “play the role of the strategic communication advisor in contexts of societal change and innovation”, the programme itself has several mechanisms in place to ensure that it fits the ongoing developments and changing requirements of the professional practice. First of all, there are the Consortium Board of Reference and the Advisory Board of Hanze UAS. These Boards consist of communication professionals who give the consortium/Hanze UAS solicited and unsolicited advice on the content of the curriculum. The panel spoke with representatives of the Advisory Board and studied some of the minutes of their meetings to establish that it plays a serious role in connecting (the content of) the programme with the professional field.

The lecturers also connect to the professional field as they are usually members of one or more professional associations and attend conferences. Also, some of the lecturers have their own consultancy.

Thirdly, one of the consortium guidelines is to always incorporate real-life cases into the capstone assignments, preferably provided by an external client. The real-life cases for external clients challenge students to give their best. For the dissertation they themselves have to recruit a research question from an external client.

These real-life cases put students in touch with the professional practice and show them what the current issues are. Integrating real-life cases into the programme enables it to be adapted to a rapidly changing environment.

One thing that withholds Hanze UAS and the other universities from an even more adaptive capacity is that all the consortium partners have to agree upon substantial module changes. This is done during the annual meeting of the consortium. As one yearly moment for deciding on changes is very little, the consortium wants to schedule these review meetings twice a year.

Furthermore, students participate in battles initiated and evaluated by professional international or multinational organizations.

Research

Applied research is an important element of this Masters programme. Students have a module on research methods (5 EC) in the first semester. Each of the communication related modules include assignments that require analysis and research. For example, students have to develop a marketing communication strategy, write a paper or perform a case analysis. This module on Research & Methodology helps students to analyse a problem, to set up a research and to create theoretically embedded and empirically based solutions. The R&M courses support and connect to the Capstone assignments. MIC also offers a course on academic writing to improve students' proficiency level.

Sometimes students have to make two reports for one project. One is the actual research report, the other one the advice report. The advice report has to fit the client as the client is usually not interested in detailed outcomes of the conducted research, but instead desires to learn at first sight about the conclusions and the advice. Therefore, the entire research part is not included into the advice report. However, when the external client and/or the lecturers have questions about the research the student must be able to answer them in detail. Therefore they also draw up a research report. The students receive a grade for the research part (by the R&M lecturer) as well as for the communications part (by the communication lecturer). The panel is very positive about this integration of discipline and research into one project.

In 2012/2013 a new professor of Communication & the Sustainable Society was appointed. Since then she has worked together with the Hanze UAS MIC to further develop the research part of the curriculum. In addition, teaching staff at the Hanze UAS MIC is involved in her research projects. Students of the MIC also participate in some of these projects in the second semester.

The panel established that the MIC programme gives sufficient attention to research and research methods applicable for international communication professionals. Students learn to use literature, to conduct a research, to write research- and advice reports (professional products) and to present these results to their clients orally.

Internationalisation

From the first day of their studies students learn to bridge cultural difficulties because of the multicultural composition of the classes. The panel spoke with students and lecturers from Norway, the United States of America, Germany, Switzerland, Canada and Indonesia.

Through the influx of international students, the MIC programme by itself has an international character. As students corroborated during the site visit, the cultural differences between students add an extra dimension to the discussions in the classroom.

As part of the MIC programme students have to go 'abroad' in the second semester. This means that they have to choose one of the other three partner universities to do their specialisations.

Moreover, the international dimension of the programme is enhanced further by inviting guest lecturers from international and multinational organisations within and outside the Netherlands. Also the case studies involve big multinational organisations such as Volkswagen and Mattel.

Teaching formats

The MIC programme is based on the concept of competency-based learning. The educational philosophy is as follows: "competency is conscious and deliberate application of the combination of knowledge, skills and attitude within a given professional context". The programme takes this into effect by integrating theory and practice into the modules. Amongst other things, this is reflected in the capstone courses and the reflective portfolio that students develop during their studies.

The panel thinks the cooperation with the Master of International Business Management (MIBM) of Hanze UAS contributes nicely to the didactical concept. In particular, the panel favours the boardroom simulation sessions, in which MIBM and MIC students simulate a boardroom meeting. The MIC students better understand the managerial needs of the board and business students gain a better understanding of the added value of communication to realise the organisational objectives; a long term win-win situation.

Other teaching methods used in the MIC programme are workshops, presentations, case studies, guest lecturers, battles, etc. Starting from September 2016 the MIC programme intends to schedule a research course based on blended learning.

Staff

The Hanze UAS has a small core group of six lecturers who develop and teach in the MIC programme. They are well educated. Except for one, all of the lecturers have their PhD. As the MIC programme cooperates with the MIBM programme, some of the MIC courses (e.g. intercultural workshops) are taught by one of the MIBM lecturers.

The lecturers keep up with the global communication developments by joining professional international network organizations, such as Euprera and Sietar. Most of the lecturers also take part in research teams. Amongst others, they participate in research for the Professorship of Communication & the Sustainable. Some of the lecturers write articles and present these at conferences. They, too, maintain contacts with the external clients and search for new clients, thus keeping in touch with the professional field.

The lecturers are allocated time and take the time to professionalise both in didactics as well as in the subjects they teach. The panel experienced an energetic and inspiring faculty which students confirmed during the audit.

Services and facilities

As part of the audit the panel members conducted a guided tour around the school. The classrooms are well-equipped. There are private spaces for group meetings and individual learning. Students have full access to the (digital) library of both Hanze UAS and the University of Groningen. These libraries have sufficient books, journals and digital databases to provide students with relevant English-language publications in the communications field.

Second and third semester students also have access to the digital library of the partner university they study/have studied.

A digital learning environment is available for all MIC students of the consortium. In this digital environment they can find all the course outlines. On blackboard they can find up-to-date information about the programme and the various courses.

The panel established that the international desk of Hanze UAS serves the special needs of international students, including housing and counselling. The material facilities and the housing of the programme tie in nicely with the requirements of a professional Masters programme in International Communication.

Considerations and Judgement

The curriculum demonstrates coherence, both content-wise and complexity-wise. The curriculum is kept up-to-date by using real-life cases. The programme has a strong connection with professional practice, as well as with (academic) research. The international dimension is reflected in the programme, as well as in the composition of the student body and the 'going abroad' semester. The Hanze UAS profile is incorporated in the curriculum, among other things by the Energy battles and the Professorship of Communication & the Sustainable Society. Furthermore, the panel truly appreciates the student collaboration with the Master International Business Management to simulate boardroom sessions.

The lectures are all highly qualified and keep up with the latest communication and didactical developments. From a tour on the premises, it became clear to the panel that the school buildings meet the standards for classrooms and facilities required for professional education at Masters level.

Altogether, the panel considers Standard 2 to be 'good'.

4.3. Assessment

Standard 3: The programme has an adequate assessment system in place.

Explanation: The tests and assessments are valid, reliable and transparent to the students. The programme's examining board safeguards the quality of the interim and final tests administered.

Findings

The MIC programme has to 'deal' with two assessment systems. The assessments at Hanze UAS have to be in line with the assessment policy of the consortium, as well as with the assessment policy of Hanze UAS itself.

To make sure that the system of assessment is similar for all consortium partners, the universities made agreements upon the use of a diversity of assessment forms, such as cases, presentations, research assignments, peer reviews, essays, advice reports, portfolio, reflective assignments. To ensure transparency for the students, all partners will make a course outline per module according to the same format. The course outline describes the learning outcomes per module, the way of assessing and the reasoning behind the assessment. New modules are discussed during consortium meetings.

The School of Communication, Media and IT (SCMI) has recently implemented its renewed assessment policy to align it with the educational concept of the Hanze UAS. The assessment system sees to it that all intended learning outcomes are achieved.

The MIC programme builds upon a combination of research and practice in strategic international communication. The testing formats, especially the capstone assignments, ensure that students have to combine all of these elements into professional products. To make sure that students learn to work together in an international environment around 60% of the assessments are based on group work. The other 40% include individual assignments and assessments.

Validity, reliability and transparency

The panel established that the course in various ways ensures that the tests are valid, reliable and transparent:

- The criteria for each assessment are derived from the learning outcomes formulated in the course outlines;
- The assessment procedures and criteria are available to all students;
- All tests developed at Hanze UAS are being checked in accordance with the four-eye principle;
- All MIC teachers have finished their BKE-assessment course or are in the process of obtaining it;
- Company representatives are invited to give their opinion on the capstone assignments and the level of competence of the graduating students;
- Calibration sessions are organised to align assessments, both at Hanze UAS level as well as at consortium level (dissertation);
- To guarantee transparency in the grading of assignments and projects each assessment result is accompanied by feedback;
- All semesters are evaluated by students at consortium level, also on the subject of assessments.

On the basis of a selection of assignments and reports on display in the audit the panel members conclude that the programme uses a functional and adequate mix of test formats.

The assignments are solid with regard to level, framework, subjects and grading. The panel observed that the integration of research into the projects makes theory come to life and enables the students to adopt the content in a short while.

Board of Examination and Assessment Committee

The SCMI has a single collective Board of Examination for its courses. The Board of Examination includes a representative of the MIC programme. The same goes for the Assessment Committee, which is delegated to monitor the implementation of the new SCMI assessment policy.

The Assessment Committee checks assignments on a regular basis. The committee is planning to include the results of student evaluations in the criteria for selecting tests. The members of the Assessment Committee feel that their colleagues appreciate the recommendations made by the committee. The same goes for the Board of Examination which has a firm independent position and is respected by both the lecturers and the management team.

The chairman and the members of the Board of Examination and the Assessment Committee are all well-facilitated. The professionalisation of the board- and committee members is in line with the developments in Dutch Higher Education.

Since MIC is a double degree programme, graduates will receive two diplomas of the two universities where they have studied. This means that students who graduate at Leeds Beckett University will also be awarded a degree of Hanze UAS. Although the dissertations are assessed by examiners of both universities, the Board of Examination is only involved with the quality of the students who graduate at Hanze UAS. The assessment quality at the partner universities is safeguarded through the accreditation process at all of the partner universities. Likewise, the consortium partners rely on the Dutch accreditation system to ensure the quality of assessment at Hanze UAS.

The annual report of the Board of Examination is sufficient, but the panel would recommend to incorporate more reflection on the process of improvements and the way the board safeguards the quality of assessments and the achieved learning outcomes.

Considerations and Judgement

Based on the course outlines, assignments and reports, the panel concludes that the MIC programme applies a good mix of testing formats that matches the programme's orientation and the HBO Master's level. There are several mechanisms in place to assure the validity, reliability and transparency of assessments. The well-equipped Board of Examiners and the Assessment Committee take up a solid position within the programme. Although the annual report could be somewhat more reflective, the panel concludes that the Examination Board is fully 'in control'.

Therefore the panel judgement on Standard 3 reads 'good.'

4.4. Achieved Learning Outcomes

Standard 4: The programme 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.

Findings

The achieved learning outcomes of the MIC programme are measured on the basis of the dissertation and an oral defence thereof that reflect 25 EC in all. Both parts have a weight of 50% and should be at least graded with a 5,5. The dissertation also includes a reflective portfolio which is conditional to graduate.

The students individually have to acquire an assignment from an external client. This should be a complex problematic situation which needs to be addressed from a communication perspective. Furthermore, the dissertation must include a multidisciplinary component. It should not only focus on communication as a solution to a complex problem. It should also view communication in conjunction with other relevant domains.

Students can make a motivated choice of one of the professional roles; although vis-à-vis to the client they always have the consultant role. The task for the students is to provide their client with a motivated solution for a complex communication problem within an international and intercultural context.

The dissertation is assessed by two examiners; one from the university at which the student followed the core curriculum and the other one from the university at which the student took the specialisation semester. When the examiners disagree on the grading, a third examiner from one of the other partner universities will also assess the dissertation.

Panel judgement on the theses

A stratified selection of fifteen dissertations with a spreading in the grades given by the examiners was evaluated by the panel members before the audit took place. An overview of the inspected dissertations is provided in the Appendix V. The choice for these dissertations was made by the panel from a list provided by the programme that included the final papers of all graduates of the past two years.

The panel enjoyed reading the dissertations. They are written in proper English and show a solid reflective level and quite an academic approach in addition to well-formulated consultancy advises and relevant practical solutions. Students work on subjects that matter representing societal change and innovative elements. They choose relevant literature, the applicable research methodologies and come up with profound advice reports and/or implementation plans. Moreover, some of the dissertations show the Hanze UAS profile on sustainability and corporate social responsibility.

The communication dimension seems to become less visible by adding multidisciplinary elements to the dissertations. Therefore, the panel recommends adjusting the assessment form in such a way that more emphasis on the international communication dimension is given, which is at the core of the programme.

The panel has a minor remark with regard to the evaluation form, since there appeared to be two different assessment forms in use among the Consortium. The auditees told the panel that over the years the form had changed more than once and is still in transition. The panel would recommend the consortium partners to finalise the assessment form for the dissertation and to share it, making sure that all examiners use the latest version of the form.

The portfolio is an adequate instrument for students to reflect on their development. During the first semester students have to reflect on the programme. In their third semester, after their second semester abroad, they have to reflect on their developments again. In the process of writing their dissertation they have to reflect on the developments they have made. It turns out that the second semester, taken in another country, has a sincere impact on how the students approach (international) communication. The portfolios the panel looked into show profound reflective skills and can serve as a starting point for further development.

The alumni convey to the panel that they are well-equipped for working in the professional field. They expressed their satisfaction about the content and level of the programme. The work field representatives said to be pleased with the MIC students and explicitly stated that they are able to translate technical innovations into behavioral change of people by using the right message.

Considerations and Judgement

The panel is very positive about the quality of the reflective portfolios and the dissertations. Some of them even show an academic level. Also, both the work field representatives and the alumni showed their satisfaction about students' professional performance. The panel is convinced that the MIC students are well-prepared to act at Masters level as strategic communication advisors in an international environment.

The panel therefore rates Standard 4 as 'good'.

5. OVERALL CONCLUSION

The HBO Master International Communication of Hanze University of Applied Sciences Groningen is a solid Master level programme. The programme has incorporated the profile of the Geert Hofstede Consortium as well as the Hanze UAS' profile, as it is clearly positioned into the broader environmental and societal context.

The MIC programme has a clear international focus, it is up-to-date and covers both academic and practical aspects. Research is used throughout the curriculum and contributes to creating a useful advice report. The real-life cases, the challenging battles, the board room simulations, the well-qualified faculty and the international environment are strong elements of the programme that help students to become strategic communication advisors of the future.

The panel evaluates Standards 1, 2, 3 and 4 as 'good'. Hence, following NVAO regulations the overall judgement on the Master International Communication of Hanze University of Applied Sciences Groningen reads 'good'.

Therefore, the panel recommends the NVAO to award re-accreditation for another six years to the Master International Communication of Hanze University of Applied Sciences Groningen.

6. RECOMMENDATIONS

In this chapter the panel brings forward the additional peer-to-peer recommendations that have not already been addressed in the previous chapters of this report.

Innovation

Innovation is one of the spearheads of the MIC programme. It is embedded in the programme – in courses and case studies – but students often don't seem to realise that they are working on innovation. The panel established that societal change and innovation are in the DNA of the programme, but assessments do not explicitly focus on innovative topics. Therefore, the panel would recommend to further clarify the concept of 'innovation'/'innovative' to make this aspect of the programme more tangible to students. In addition, the panel would also suggest to incorporate innovativeness as an assessment criterion.

Alumni network

The panel spoke with a number of students and alumni of the MIC programme. They are all very pleased with the programme. However, they would like to see the foundation of an official alumni platform. The panel supports their request and believes that both alumni and the programme can benefit from this.

'Opleidingscommissie'

As the panel conducted a limited programme assessment, quality assurance was not one of the main topics during the audit. Still, the panel perceived that the programme has a working evaluation system to retrieve students' input.

Connected to this, the panel learned there exists a SCMI-wide 'Opleidingscommissie', however, without a representative of the MIC students. With students studying only one or two semesters in Groningen, the panel understands the difficulty of finding continuous student representation in this body; nonetheless, the panel would like to challenge the management to find a way in which the MIC programme will be structurally represented in the 'Opleidingscommissie'.

APPENDIXES

APPENDIX I Overview of judgements

Overview of judgements on the HBO Master International Communication of Hanze University of Applied Sciences Groningen (fulltime)	
Standard	Judgements
Standard 1. Intended Learning Outcomes	Good
Standard 2. Teaching and Learning Environment	Good
Standard 3. Assessment	Good
Standard 4. Learning Outcomes Achieved	Good
Overall judgement	Good

APPENDIX II The intended learning outcomes of the course

Programme Competency	International and intercultural orientation	Dublin Descriptors
1	Capacity to work in an international or intercultural professional context recognising the role and significance of communication in achieving organisational goals.	1, 2, 3
Programme learning outcome (PLO) 1	The student demonstrates the ability to display a high level of intercultural sensitivity and an international orientation by <u>independently</u> integrating this dimension into the professional work	
Programme competency 2	Analytical capability	
2	Capacity for abstract and analytical thinking and exchange of ideas; interpretation and synthesis of these ideas.	2, 3, 4
PLO 2	The student is able to <u>take initiative and responsibility</u> for the development of knowledge and insights based on <u>systematically</u> detecting, investigating and analysing signals relevant to the organization's objectives and reputation	
Programme competency 3	Problem solving capability	
3	Capacity to develop appropriate and achievable solutions for the organisation's complex and/or unpredictable communication problems.	2 & 3
PLO 3	The student is able to take a <u>strategic, long term</u> approach to identifying and solving <u>complex open-ended</u> communication problems and to demonstrate <u>self-direction</u> and originality in a <u>multidisciplinary</u> environment.	
PC 4	Implementing capability	
4	Capacity to organise, manage and facilitate communication processes.	2, 3, 4
PLO 4	The student is able to <u>take responsibility</u> for planning, implementing and evaluating of the effectiveness of communication policy, plans, (research) projects and tools at <u>strategic</u> and tactical levels.	
PC 5	Reflective capability	
5	Capacity to reflect from a personal, professional and societal perspective in a complex and international context.	2 & 4
PLO 5	The student is able to <u>critically reflect</u> on the (developments within the) international communication profession, the <u>social impact</u> of the work and on his or her own <u>personal development</u> , professional role and responsibility.	
PC 6	Communicative capability	
6	Capacity to communicate professionally in English to groups and individuals.	4
PLO 6	The student demonstrates his ability to communicate effectively within the range of <u>different professional roles</u> with all of the stakeholders of the organization	
PC 7	Innovative capability	
7	The capacity to be professionally curious, to develop new ideas and to be open to experimentation.	3 & 5
PLO 7	The student is able to <u>anticipate change</u> and <u>includes innovation</u> as part of the decision making process.	

APPENDIX III Overview of the Masters programme

In the table below an overview of the programme is presented.

Semester 1	Core Curriculum	ECTS
	The Intercultural Context of Corporate Communication	15
	The Strategic Cycle: Communication Planning & Management	15
Semester 2	Specializations	ECTS
	See below for specializations of each partner university	30
Semester 3	Dissertation	ECTS
	Dissertation (including reflective portfolio)	25
	Research methodology 2	5

The specializations give the student the opportunity to choose more specific subjects. Partner universities each offer a specializations programme.

Semester 2	Specializations Hanze UAS Groningen	ECTS
	International Public Affairs	10
	International Marketing Communications	10
	Intercultural Management	10
Semester 2	Specializations IULM University of Milan	ECTS
	Social Responsibility & Communication	10
	Public Affairs & Advocacy	10
	Development & Communication	10
Semester 2	Specializations Leeds Beckett University	ECTS
	Communications Audit	10
	Public Relations and the Media	10
	Public Relations Skills	10
Semester 2	Specializations Vilnius University	ECTS
	Crisis Communication Management	6
	International Communication Campaigns	6
	Scientific Research	6
	Contemporary Media and Sustainable Development	6
	Elective Courses: Information Wars, Applied Methods of Knowledge Management, Media and Crime: An International Perspective, Public Diplomacy, Propaganda Theories.	6

Table 3: MIC Curriculum Overview

APPENDIX IV Programme of site-visit

Programme: Master International Communication
Programme date: 28 January 2016
Location: Zernikeplein 11, Groningen

Time	Auditees
08.15 – 08.20	Reception by school management
08.20 – 08.30	Presentation Programme MIC
08.30 – 09.15	School Management and Programme management Mr. Trijnie Faber-Remmelts Dean School for Communication, Media & IT Drs. Iekje Smit Programme manager and chair Geert Hofstede Consortium Dr. J.M.E. Klarenbeek Professor of applied sciences Communication & the Sustainable Society
09.15 – 09.30	Break/panel retrospective
09.30 – 10.30	Teaching staff members Dr. Astrid Berg Senior lecturer Dr. Jeanine Deen Senior lecturer Dr. Arnd Mehrtends Senior lecturer Dr. Joana Da Silveira Duarte Senior lecturer
10.30 – 10.45	Break/panel retrospective
10.45 – 11.30	Students Lavania Arunselam BA 2015, semester 1, Core Jessica Tallman BA 2015, semester 1, Core Dennis Pham Tien Thanh BSMC 2015, semester 1, Core Madison McNichol BA 2015, semester 3, Graduation Runa Lindebjerg Bachelor in IC 2015, semester 3, Graduation Sandrine Hegelbach BA 2015, semester 3, Graduation
11.30 – 11.45	Break / Panel retrospective
11.45 – 12.30	Geert Hofstede Consortium (partners) Rudiger Theilmann MA MIC programme director Leeds Beckett University Dr. Renata Matkeviciene vice-dean Faculty of Communication, and Academic chair Vilnius University Dr. Ioannis Kostopoulos Academic chair Leeds Beckett University Drs. Iekje Smit programme manager and chair Geert Hofstede Consortium Dr. Annette Klarenbeek Professor of applied sciences Communication & the Sustainable Society
12.30 – 13.15	Lunch / panel retrospective / review of additional documents
13.15 – 13.30	Member executive board and dean Drs. Henk Pijlman Chair Executive Board Hanzehogeschool Groningen Mr. Trijnie Faber-Remmelts Dean School for Communication, Media & IT
13.30 – 14.15 Parallel sessions	Consultation session for students and teaching staff Review of additional documents
14.15 – 14.45	Tour around the school
14.45 – 15.30	Assessment system and Examination Board Drs. Fokke Veenstra Chair Examination Board Josef Sennekool Med Chair Assessment Committee Dr. Astrid Berg Member Assessment Committee Dr. Jeanine Deen Member Assessment Committee
15.30 – 15.45	Break / panel retrospective
15.45 – 16.30	Field representatives and alumni Anton Buijs Gasterra Dr. Erik Kostelijk The Value Compass Geertje Dam MA TTA World Flavio Oliveira MA Alumnus, working at plc Judith Pellicaan Alumnus, working at Hanze UAS
16.30 – 16.45	Pending issues
16.45 – 17.45	Panel retrospective
17.45	Feedback

Working methods

Approach

Selection of the delegations / the auditees

In compliance with the NVAO regulations the audit panel decided on the composition of the delegations (auditees) in consultation with the course management and on the basis of the points of focus that had arisen from the panel's analysis of the course documents prior to the audit.

An 'open consultation session' was scheduled as part of the site-visit programme. The panel verified that the scheduled times of the consultation session had been made public to all parties involved in the school community correctly and timely. No students or staff members attended the open consultation session.

Audit procedure

The following procedure was adopted. The panel studied the documents regarding the programme (Appendix V: Documents reviewed) and a number of theses. The panel secretary organised input from the auditors and distributed the preliminary findings among the panel members prior to the audit. The panel discussed the preliminary findings the evening before the site-visit.

The panel formulated its preliminary assessments per theme and standard immediately after the site visit. These were based on the findings of the site visit, and building on the assessment of the programme documents.

The draft version of this report was circulated among the members of the panel for review and comments, and the final draft was subsequently forwarded to the institute to correct factual inaccuracies. The panel finalized the report on the 18th of April 2016.

Assessment rules

The assessment panel evaluates the programme against the standards of the assessment framework applying the following assessment scale: unsatisfactory - satisfactory - good - excellent.

For a positive final conclusion regarding the programme, each theme must at least be judged as satisfactory.

The final outcome of the programme assessment will always be "unsatisfactory" if standards 1, 3 or 4 are judged "unsatisfactory". In case of an unsatisfactory score on standard 1, no improvement period will be assigned and the programme will have to close down.

The final conclusion regarding a programme can only be "good" if at least two standards are judged "good", one of which must be standard 4.

The final conclusion regarding a programme can only be "excellent" if at least two standards are judged "excellent", one of which must be standard 4.

The final conclusion regarding a programme will always be "unsatisfactory" if standards 1 and/or 3 are judged "unsatisfactory". In case of an unsatisfactory score on standards 1 or 3, NVAO cannot grant a conditional initial accreditation.

APPENDIX V Documents examined

List of documents examined

- Critical Reflection
- MIC Core Documents (original and updated), including Aims & Objectives, Didactical Profile, Professional & Course Profile, Competency Profile, Programme Guidelines, Curriculum Overview, Quality Assurance, Consortium Organisation, Course Outlines.
- Geert Hofstede Consortium Agreement
- MIC Curriculum Overview 2015-2016
- MIC Course outlines 2015-2016, semester 1
- MIC Course outlines 2015-2016, semester 2
- MIC Course outlines 2015-2016, semester 3
- Hanze UAS MIC Research profile
- Hanze UAS Teaching and Examination Regulations 2015-2016
- Assessment Policy SCMI
- CV of all MIC Core Staff
- MIC Staff Profile
- Quantitative and Qualitative data regarding teaching staff 2015
- Overview of staff with areas of expertise
- Full and anonymized list of graduates for the last two completed academic years
- A representative selection of assignments:
 - Intercultural Competence, Leadership & Personal Development
 - International Communication
 - International Public Affairs
 - International Marketing Communications 1 & 2
 - Development Communication 1
 - Development Communication 2
 - Research Methodology 1
- A chart with evaluations of the professional field
- A selection of books and other learning materials
- MIC evaluations 2013-2014
- MIC evaluations 2014-2015
- MIC Dissertation Handbook
- MIC Dissertation Project Guidelines
- Jaarverslag Opleidingscommissie 2014-2015 (in Dutch)
- Jaarverslag Examencommissie
- Schooljaarplan 2015-2016, Instituut voor Communicatie, Media & IT (in Dutch)
- List of 15 final projects/papers examined prior to the audit¹²:
 - 262053
 - 290065
 - 309379
 - 309436
 - 311960
 - 320277
 - 311137
 - 274804
 - 300192
 - 309819
 - 312089
 - 323354
 - 326932
 - 325882
 - 325977

¹² Following NVAO regulations student enrolment numbers have been denoted here. For reasons of privacy names of students and projects are known to the panel members and panel secretary only.

APPENDIX VI Composition of the audit panel

Panel members	Expertise					
	auditing and quality assurance	education	professional field	discipline	International	student-related
Drs. W.G. van Raaijen	X				X	
Prof. dr. A.M. Cotton	X	X		X	X	
Mrs. S. Yarwood			X	X	X	
Mrs. C. Sardelis						X

co-ordinator/certified secretary
I.A.M. van der Hoorn, MSc

Succinct CVs of panel members and secretary/co-ordinator

1	Mr. W.G. (Willem) van Raaijen is senior advisor and partner at Hobéon. He frequently chairs programme assessments of hbo-master and hbo-bachelor programs.
2	Prof. Dr. A.M. (Anne-Marie) Cotton is professor Communication studies at the Arteveldehogeschool in Gent. She is also co-ordinator of the Master in European Public Relations van EUPRERA.
3	Mrs. S. (Samantha) Yarwood is Director Marketing at Starbucks for Europe, Middle East and Africa (EMEA)
4	Mrs. C. (Cleo) Sardelis studies International Communication Management (hbo-master) at The Hague University of Applied Sciences.
5	Mrs. Van der Hoorn is consultant at Hobéon. She frequently participates in programme assessments as an NVAO registered co-ordinator.

On 24 November 2015 the NVAO endorsed the composition of the panel to assess the hbo-master programme International Communication of Hanze University of Applied Sciences Groningen, registration 004289.

Prior to the audit all panel members undersigned declarations of independence and confidentiality which are in possession of the NVAO. This declaration certifies, among other things, that panel members do not currently maintain or have not maintained for the last five years any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the institution in question, which could affect a fully independent judgement regarding the quality of the programme in either a positive or negative sense.



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