

MEDIA STUDIES

FACULTY OF ARTS

UNIVERSITY OF GRONINGEN

QANU
Catharijnesingel 56
PO Box 8035
3503 RA Utrecht
The Netherlands

Phone: +31 (0) 30 230 3100
E-mail: support@qanu.nl
Internet: www.qanu.nl

Project number: Q0717

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This report was finalised on 3 October 2019.

REPORT ON THE BACHELOR'S AND MASTER'S PROGRAMME MEDIA STUDIES OF THE UNIVERSITY OF GRONINGEN

This report takes the NVAO's Assessment Framework for Limited Programme Assessments as a starting point (September 2016).

ADMINISTRATIVE DATA REGARDING THE PROGRAMMES

Bachelor's programme Media Studies

Name of the programme:	Media en Cultuur
International name of the programme:	Media Studies
CROHO number:	50906
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specialisations or tracks:	-
Location:	Groningen
Mode of study:	full-time
Language of instruction:	English
Submission date NVAO:	01/11/2019

Master's programme Media Studies

Name of the programme:	Mediastudies
International name of the programme:	Media Studies
CROHO number:	60831
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	90 EC
Specialisations or tracks:	Journalistiek Journalism
Location:	Groningen
Mode of study:	full-time
Language of instruction:	Dutch, English
Expiration of accreditation:	01/11/2019

The visit of the assessment panel Communication and Information Sciences & Media Studies to the Faculty of Arts of the University of Groningen took place on 15, 16 and 17 May 2019.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

Name of the institution:	University of Groningen
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive



COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel on 20 August 2018. The panel that assessed the bachelor's and the master's programme Media Studies consisted of:

- Prof. dr. D. (Daniël) Biltreyst, professor of Film and Media Studies at Ghent University and director of the Center for Cinema and Media Studies [chair];
- Em. prof. dr. P.C. (Peter) Neijens, emeritus professor Media and Persuasion at the University of Amsterdam (chair);
- Prof. dr. G. (Geert) Jacobs, professor Language for Specific Purposes and head of the Linguistics Department of Ghent University;
- Em. prof. dr. J. (Jo) Bardoel, emeritus professor Communication Science at Radboud University Nijmegen;
- Prof. dr. W. (Wilco) Hazeleger, director/CEO of the Netherlands eScience Center (NLeSC);
- Ms. A.C.M.F. (Aimée) Overhof, BA, recently graduated with a bachelor's degree in Online Culture at Tilburg University [student member].

The panel was supported by drs. Renate Prenen, who acted as secretary.

WORKING METHOD OF THE ASSESSMENT PANEL

The site visit to the bachelor's and master's programme Media Studies at the Faculty of Arts of the University of Groningen was part of the cluster assessment Communication and Information Sciences & Media Studies. Between October 2018 and May 2019 the panel assessed 23 programmes at 9 universities. The following universities participated in this cluster assessment: Erasmus University Rotterdam, Maastricht University, Radboud University, University of Groningen, Tilburg University, University of Amsterdam, Leiden University, Utrecht University, and VU Amsterdam.

On behalf of the participating universities, quality assurance agency QANU was responsible for logistical support, panel guidance and the production of the reports. Dr. Irene Conradie was project coordinator for QANU. She also acted as secretary in the assessments at Leiden University and University of Amsterdam. The remaining assessments of the cluster were guided by independent NVAO-certified secretaries. Drs. Renate Prenen acted as secretary in the assessments at Maastricht University, Radboud University, University of Groningen, and VU Amsterdam. Drs. L.C. (Linda) te Marvelde acted as secretary in the assessments at Erasmus University Rotterdam, Tilburg University, and Utrecht University.

- Prof. dr. D. (Daniël) Biltreyst, professor of Film and Media Studies at Ghent University and director of the Center for Cinema and Media Studies [chair];
- Em. prof. dr. C.J.M. (Carel) Jansen, emeritus professor of Communication and Information Studies at University of Groningen [chair];
- Em. prof. dr. P.C. (Peter) Neijens, emeritus professor of Media and Persuasion at the University of Amsterdam;
- Em. prof. dr. J.L.H. (Jo) Bardoel, emeritus professor of Communication Science at Radboud University Nijmegen;
- Prof. dr. W. (Wilco) Hazeleger, director/CEO of the Netherlands eScience Center (NLeSC);
- Prof. dr. O.M. (Odile) Heynders, professor of Comparative Literature at Tilburg University;
- Prof. dr. J.C. (Jaap) de Jong, professor of Journalism and New Media and chairman of the Media Studies programme at Leiden University;
- Prof. dr. G. (Geert) Jacobs, professor of Language for Specific Purposes and head of the Linguistics Department of Ghent University;
- Dr. J. (Joyce) Karreman, assistant professor of Communication Science at University of Twente;
- Drs. J. (Judith) Mulder, co-founder and director of FirMM Information + Service Design;
- Drs. M. (Maike) Olij, freelance media consultant and concept developer;

- Prof. dr. S. (Steve) Paulussen, professor of Media and Journalism at University of Antwerp;
- Prof. dr. P.P.R.W. (Patricia) Pisters, professor of Film Studies and Media Studies at University of Amsterdam;
- Dr. B. (Bert) Pol, founder and managing partner at Tabula Rasa, an organisation specialised in behaviour change and communication;
- Dr. E.M.C. (Els) van der Pool, assistant professor of Human Communication Development at the HAN University of Applied Sciences;
- Dr. M. (Mir) Wermuth, founder and owner of Blinkering, an organisation for programme management in the creative industry;
- Drs. G. (Gaby) Wijers, founder and director at LIMA, an international platform for sustainable access to media art;
- Ms. M. (Monique) Kloosterman, BA, master's student Communication Science at University of Groningen [student member];
- Ms. A.C.M.F. (Aimée) Overhof, BA, recently graduated with a bachelor's degree in Online Culture at Tilburg University [student member];
- Ms. B.D.H. (Biba) Becker, bachelor's student Online Culture at Tilburg University [student member].

Preparation

On 20 August 2018, the (vice) panel chairs (prof. dr. Daniël Biltreyst, em. prof. dr. Carel Jansen, em. prof. dr. Peter Neijens) were briefed by QANU on their role, the assessment framework, the working method, and the planning of site visits and reports. A preparatory panel meeting was organised on the same day. During this meeting, the panel members were instructed in the use of the assessment framework as well as its principle that the panel operates on the basis of trust and conducts an assessment by peers. The panel also discussed their working method and the planning of the site visits and reports.

The project coordinator composed a schedule for the site visit to University of Groningen in consultation with the Faculty. Prior to the site visit, the Faculty selected representative partners for the various interviews. See Appendix 3 for the final schedule.

Before the site visit to University of Groningen, QANU received the self-evaluation reports of the programmes and sent these to the panel. A thesis selection was made by the panel's chair and the project coordinator. The selection consisted of fifteen theses and their assessment forms for each programme, based on a provided list of recent graduates. A variety of topics, tracks and examiners were included in the selection. The project coordinator and panel chair ensured that the distribution of grades in the selection matched the distribution of grades of all available theses.

After studying the self-evaluation report, theses and assessment forms, the panel members formulated their preliminary findings. The secretary collected all of the initial questions and remarks and distributed them among the panel members.

At the start of the site visit, the panel discussed its initial findings on the self-evaluation report and the theses, as well as the division of tasks during the site visit.

Site visit

The site visit to University of Groningen took place on 15, 16 and 17 May 2019. Before and during the site visit, the panel studied the additional documents provided by the programme. An overview of these materials can be found in Appendix 4. It conducted interviews with representatives of the programme: students and staff members (including representatives of the Programme Committee), the programme's management, alumni, and representatives of the Board of Examiners.

The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the chair publicly presented the panel's preliminary findings and general observations.



Report

After the site visit, the secretary prepared a draft report based on the panel's findings and submitted it to QANU for peer assessment. Subsequently, she sent the reports to the panel. After processing the panel members' feedback, the project coordinator forwarded the draft report to the Faculty for checking for factual irregularities. The project coordinator discussed the ensuing comments with the panel's chair, and changes were implemented accordingly. The report was then finalised and sent to the Faculty and University Board.

Consistency and calibration

In order to ensure the consistency of the assessment within the cluster, various measures were taken:

1. The panel composition ensured regular attendance of key panel members, including the chair;
2. The coordinator was present at the panel discussion leading to the preliminary findings at all site visits;
3. Calibration meetings took place on 13 February 2019 and 28 May 2019. During these meetings, the panel chairs (with the exception of em. prof. dr. Carel Jansen on 13 February 2019 due to unforeseen family circumstances), vice chair, and QANU project coordinator discussed the working method and the assessments.

Definition of judgements standards

In accordance with the NVAO's Assessment framework for limited programme assessments, the panel used the following definitions for the assessment of both the standards and the programme as a whole.

Generic quality

The quality that, in an international perspective, may reasonably be expected from a higher education Associate Degree, Bachelor's or Master's programme.

Unsatisfactory

The programme does not meet the generic quality standard and shows shortcomings with respect to multiple aspects of the standard.

Satisfactory

The programme meets the generic quality standard across its entire spectrum.

Good

The programme systematically surpasses the generic quality standard.

Excellent

The programme systematically well surpasses the generic quality standard and is regarded as an international example.

SUMMARY JUDGEMENT

Bachelor's programme Media Studies

Standard 1: Intended learning outcomes

The intended learning outcomes of the bachelor's programme Media Studies are of an adequate academic bachelor's level and in line with national and international requirements. The panel appreciates the close contacts with the professional field and the regular consultation with regard to the setup and overall quality of the programme, including the learning outcomes. This helps to ensure that the programme is up to date and in line with developments in the field. The panel is positive about the profile of the programme. It considered the broad perspective suitable for a bachelor's degree and attractive for students, who can qualify for a wide range of follow-up studies and careers.

Standard 2: Teaching-learning environment

The panel established that the bachelor's programme is designed to enable the students to achieve the intended learning outcomes. The content is consistent with the academic bachelor's level and is adequately aligned with the programme-specific learning outcomes.

The setup of the programme, with three learning trajectories, five profiles, electives and the minor, gives students the opportunity to tailor their own programme in a manner that suits their academic interests and career plans while remaining coherent. However, because the students can partly choose their own methodological route, the panel observed that the compulsory components provide the students with a basic methodological level that is only just sufficient and rather narrow. It would prefer to see a broader methodological basis (compulsory) with adequate guidance so the students can make coherent and appropriate methodological choices. It felt the programme succeeded in providing the students with an international perspective on media and stimulating inclusiveness and intercultural awareness. It is positive about the attention paid in the programme to the development of academic and professional knowledge and skills and the ample opportunities offered to students to become acquainted with the professional field. It particularly values the possibility of an internship during the minor.

The panel is positive about the setup of the individual courses of the programme. It appreciates that emphasis is being put on active and collaborative learning, with a focus on intercultural skills. The teaching methods are varied and well-aligned with the learning outcomes and course contents. The programme is successful in creating a stimulating, international and inclusive learning community. The panel is also positive about the organisation and guidance of the thesis trajectory and ascertained that the programme is feasible within the nominal study duration.

The panel is very positive about the quality of the teaching staff. The lecturers have a strong scientific and/or professional background in the field of media studies and journalism and represent the multidisciplinary and international character of the programmes. The staff members clearly operate as a team. Students value the involvement and accessibility of their lecturers. The panel ascertained there are various faculty-wide factors that negatively influence the staff's job satisfaction, including a high workload and an unbalanced composition and burden on staff. The high workload seems to be partly caused by the large and rapid growth of the department. The panel also ascertained that programmes within the faculty operate relatively independently of each other. In its opinion, this is a missed opportunity as the programmes can benefit and learn from more collaboration. It advises the faculty to work on structural solutions based on a comprehensive and integrated plan. Furthermore, it advises considering how the mutual cohesion and collaboration between programmes can be strengthened.

Standard 3: Assessment

The panel concluded that the bachelor's programme Media Studies has an adequate assessment system. The tests match their level and content. The forms of assessment are varied and suit the content and design of the programme. The panel appreciates that various measures are being taken



to safeguard the quality of the assessment, such as applying a peer-review system for the drafting of all exams and assignments and the standard use of assessment forms for marking assignments like papers and presentations. The assessment of the bachelor's thesis takes place in an adequate manner. The panel agrees with the assessment form; it particularly values the addition of criteria related to the thesis process.

The quality control of the testing and examinations is adequate. The panel is positive about the functioning of the new Examination Board: it clearly contributes to the quality assurance and control of the testing and evaluation within the programme.

Standard 4: Achieved learning outcomes

The panel studied a selection of bachelor's theses and found that their overall quality was at least satisfactory. They sufficiently demonstrated an academic attitude and understanding. They also testified to considerable skill in conducting research and reporting on it. In the panel's opinion, the internal consistency of some bachelor's theses could have been enhanced. The alumni of the programme are successful in their further educational and/or professional careers. Overall, the panel concluded that students achieved the programme's intended learning outcomes.

Master's programme Media Studies

Standard 1: Intended learning outcomes

The intended learning outcomes of the master's programmes Media Studies are of an adequate academic master's level and in line with national and international requirements. The panel appreciates the close contacts with the professional field and the regular consultation with regard to the setup and overall quality of the programme, including the learning outcomes. This helps to ensure that the programme is up to date and in line with developments in the field.

The panel is positive about the profile of the master's programme. It appreciates the distinctive combination of academic study and professional training, with journalism being viewed across the board, including innovative journalistic forms and new media. It also values the international orientation, particularly visible in the Journalism track, that prepares the students for the global labour market. Concerning the three new master's tracks that will be implemented soon, it noticed some potential overlap with other master's programmes of the faculty. It advises addressing this matter at the faculty level.

Standard 2: Teaching-learning environment

The panel established that the master's programme Media Studies is designed to enable the students to achieve the intended learning outcomes. The content is consistent with the academic master's level and is adequately aligned with the programme-specific learning outcomes.

The panel is enthusiastic about the setup of the master's programme with its clear focus on understanding the field of journalism. The two tracks are very well geared toward the Dutch versus international labour market and offer a broad, multidisciplinary and contemporary approach to journalism. It concludes that the programme has a strong vision on internationalisation: it sees this reflected in its international staff and student population, its focus on journalism in a global context - including international networks and media platforms, and the way it has fully embraced the international classroom concept, stimulating inclusiveness and intercultural awareness. The panel also considers the combination of academic and professional training an important asset of the programme and ascertained this has been well designed in two coherent trajectories. It appreciates the strong connections to the professional field, e.g. by using real-life cases and projects, the internship, and involvement of professionals as guest lecturers.

The panel is positive about the setup of the individual courses of the programme. It appreciates that emphasis is being put on active and collaborative learning, with a focus on intercultural skills. The teaching methods are varied and well-aligned with the learning outcomes and course contents. The

programme is successful in creating a stimulating, international and inclusive learning community. The panel is also positive about the organisation and guidance of the thesis trajectory and ascertained that the programme is feasible within the nominal study duration. As students experienced the master's programme as very demanding, the panel advises closely monitoring the study load and scheduling, and making adjustments if necessary.

The panel is very positive about the quality of the teaching staff. The lecturers have a strong scientific and/or professional background in the field of media studies and journalism and represent the multidisciplinary and international character of the programmes. The staff members clearly operate as a team. Students value the involvement and accessibility of their lecturers. The panel ascertained there are various faculty-wide factors that negatively influence the staff's job satisfaction, including a high workload and an unbalanced composition and burden on staff. The high workload seems to be partly caused by the large and rapid growth of the department. The panel also ascertained that programmes within the faculty operate relatively independently of each other. In its opinion, this is a missed opportunity as the programmes can benefit and learn from more collaboration. It advises the faculty to work on structural solutions based on a comprehensive and integrated plan. Furthermore, it advises considering how the mutual cohesion and collaboration between programmes can be strengthened.

Standard 3: Assessment

The panel concluded that the master's programme Media Studies has an adequate assessment system. The tests match their level and content. The forms of assessment are varied and suit the content and design of the programme. The panel appreciates that various measures are being taken to safeguard the quality of the assessment, such as applying a peer-review system for the drafting of all exams and assignments and the standard use of assessment forms for marking assignments like papers and presentations. The assessment of the master's thesis takes place in an adequate manner. The panel agrees with the assessment form; it particularly values the addition of criteria related to the thesis process. Yet, it also concluded that the transparency of the master's thesis assessments could be increased by having the first and second assessors fill out an assessment form independently of each other rather than having a jointly completed form.

The quality control of the testing and examinations is adequate. The panel is positive about the functioning of the new Examination Board: it clearly contributes to the quality assurance and control of the testing and evaluation within the programme.

Standard 4: Achieved learning outcomes

The panel studied a selection of master's theses and found that their overall quality was at least satisfactory. They sufficiently demonstrated an academic attitude and understanding. They also testified to considerable skill in conducting research and reporting on it. In general, a number of the master's theses could have been more focused and strengthened by a more explicit intertwining and execution of the research methodology. The alumni of the programme are successful in their further professional careers. Overall, the panel concluded that students achieved the programme's intended learning outcomes.

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

Bachelor's programme Media Studies

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
General conclusion	satisfactory



Master's programme Media Studies

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	good
Standard 3: Assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
General conclusion	satisfactory

The chair, prof. dr. Daniël Biltreyst, and the secretary, drs. Renate Prenen, of the panel hereby declare that all panel members 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: 3 October 2019

DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED PROGRAMME ASSESSMENTS

Standard 1: Intended learning outcomes

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

Findings

Bachelor's programme Media Studies

The three-year bachelor's programme Media Studies (180 EC) is relatively new. It was accredited in 2015, and the first students enrolled in the academic year 2015-2016. The programme provides students with the knowledge, skills and understanding that equip them to analyse and work in an increasingly media-saturated world. It focuses on the informative and social functions of media. With media and mediation at the heart of contemporary culture and life, the programme aims to develop in its students an understanding of and reflective attitude towards media's impact in a wide variety of environments, whether social media, print, websites, radio, television, or search engines. Graduates are equipped to continue their studies at the postgraduate level and work in a range of media-related jobs (internationally oriented), such as policy advisor, media analyst, media consultant, curator/archivist, or media entrepreneur.

The intended learning outcomes (ILOs) of the programme are designed around the five Dublin descriptors (cf. Appendix 1). The panel appreciates that the ILOs have been established in close consultation with all staff members and with the professional field. It also welcomes that in the three-year existence of the programme, the staff members have closely monitored the build-up of the curriculum, including the ILOs, by organising staff-student meetings and monitoring student evaluations and results, to ensure both internal coherence and external relevance. So far, there have not been any external reasons to change the programme's profile and ILOs as they are believed to cater well to both the professional field and any follow-up master's programmes in their current format (see Standard 4).

The panel also finds the current profile and ILOs satisfactory. In its opinion, they are clearly formulated and in line with developments in the field and national and international standards for bachelor's degree programmes. It noted that the profile and ILOs are very broad in the sense that they include a wide spectrum of media systems, contexts, perspectives and research methods. It considered this approach to be appropriate for a bachelor's degree. The students receive a broad academic education and can qualify for a variety of follow-up studies and careers.

Master's programme Media Studies

The master's programme in Media Studies is a selective master of 90 EC with a duration of one year and a half. It focuses on the academic study of journalism and the professional training of journalists. It is based on the assumption that society needs highly educated journalists who are capable of understanding complex issues and communicating them clearly to a general audience. They should be able to substantially contribute to the ongoing changes in journalism. As a result, the programme very much centres on the transformations the profession is currently facing due to technological, cultural and political changes. It wants to prepare students for a successful career in journalism and thus contribute to a sustainable future for the profession. It offers two tracks: a Dutch track Journalistiek and an English track Journalism. The ILOs are identical for both tracks (cf. Appendix 1).

The panel is positive about the programme's profile. Based on a clear vision of the journalistic domain and professional practice and its contemporary developments and challenges, this well-established programme offers a distinctive combination of academic study and professional training. The panel appreciates the broad focus with journalism being viewed across the board; besides classical journalism, ample attention is also paid to new and innovative forms of journalism. It also



values its international orientation. The Journalism track, but to a lesser extent also the Journalistiek track, prepares students for the international labour market. The panel learned from additional information and interviews during the site visit that the Journalism track attracts students from all over the world, which creates a lively and inspiring international learning environment.

The panel examined the ILOs and ascertained that they tie in with national and international requirements set by the professional field and discipline. They are formulated in a clear and ambitious way and adequately reflect the programme's profile. The panel values the staff's efforts to keep the programme up to date, including the learning outcomes. Every year the staff evaluates the set of learning outcomes and, if necessary, adjusts them to ensure the programme is up to date and aligned with the job market. An advisory board, consisting of staff members, students, representatives from news organisations and alumni, is regularly consulted in this process.

During the site visit the panel spoke with the management about three new master's tracks that will be introduced from September 2019: Social Media and Society, Media Creation and Innovation, and Datafication and Digital Literacy. It learned from this conversation that these new tracks will offer graduates from the bachelor's programme Media Studies who are not interested in a career in journalism increased opportunities for pursuing their education in Groningen. Through these tracks, the management also aims to attract students from other bachelor's degree programmes in the Netherlands and worldwide. Formally, the new tracks fall outside the scope of this accreditation procedure. Yet, the panel would like to share some of its observations. Based on the information available in this early stage, it is positive about the titles of these tracks. It finds them innovative and in line with international developments in the field of media studies. However, it also sees some potential overlap with other programmes within the faculty, particularly with certain tracks of the master's programme Communication and Information Studies, e.g. the Digital Humanities track, and thus a risk of cannibalisation on the faculty's range of programmes. It emphasises the importance of an educational offer that is complementary and reinforcing, and advises deliberating further on this situation at the faculty level.

Considerations

The intended learning outcomes of the bachelor's and master's programmes Media Studies are of an adequate academic bachelor's or master's level, respectively, and in line with national and international requirements. The panel appreciates the close contacts with the professional field and the regular consultation with regard to the setup and overall quality of the programmes, including the learning outcomes. This helps to ensure that the programmes are up to date and in line with developments in the field.

The panel is positive about the profile of the bachelor's programme. It considered the broad perspective suitable for a bachelor's degree and attractive for students, who can qualify for a wide range of follow-up studies and careers. It is also positive about the profile of the master's programme. It appreciates the distinctive combination of academic study and professional training, with journalism being viewed across the board, including innovative journalistic forms and new media. It also values the international orientation, particularly visible in the Journalism track, that prepares the students for the global labour market. Concerning the three new master's tracks that will be implemented soon, it noticed some potential overlap with other master's programmes of the faculty. It advises addressing this matter at the faculty level.

Conclusion

Bachelor's programme Media Studies: the panel assesses Standard 1 as 'satisfactory'.

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

Standard 2: Teaching-learning environment

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

Findings*Programme: bachelor's programme Media Studies*

The first year of the bachelor's programme Media Studies focuses on acquiring knowledge and skills and offers the students a broad overview of different aspects of and approaches to media. The second year builds upon this by centring on theoretical and methodological understanding. Moreover, it adds thematic focus to the programme through the different profiles the students can choose from: Visual Culture; Cultural Industries; Digital Cultures; Journalism Studies; Politics and Global Citizenship. Each profile consists of a dedicated introductory theory course, a theory seminar and a research seminar. In addition, the students take another theory course which is shared between two or three of the profiles and choose one professional and one methods course (out of 4 courses in both the professional and theoretical learning trajectory). In the first semester of the third year, they can choose between: a faculty, university or career minor (30 EC); studying at a partner university abroad; and doing an internship (15 EC) combined with 15 EC from a faculty minor. The second semester of that year consists of an advanced theory course and a research seminar in which the students do research in groups as well as independently to prepare them for the bachelor's thesis. The thesis (10 EC) is based on a specific research project and is guided in a thesis class. Appendix 2 shows an overview of the programme.

The panel is satisfied with the content and design of the programme. The programme is organised along three learning trajectories that offer distinct yet mutually informative aspects: the theoretical trajectory, the methodological trajectory, and the professional trajectory. The trajectories together form a coherent curriculum and ensure that the learning outcomes can be obtained. During the site visit, the panel studied the materials of several courses. It noted that a broad orientation on media studies is offered, in terms of both theory and research methods. At the same time, the five profiles and the various options regarding the theoretical, methodological and professional skills courses and seminars give the students focus and enable them to tailor their programmes towards their specific needs and interests. The panel appreciates this freedom of choice.

As a consequence, because the students can partly choose their own methodological path, not all of them become acquainted with certain research methods. This was reflected in the theses, in which the quantitative methods in particular are underrepresented (see Standard 4). The panel noted a potential risk of not fully meeting the learning outcomes (mostly 2b, but also 1f and 2d) if the basic methodological level is not developed extensively enough. The interviewed lecturers indicated that the learning outcomes are sufficiently covered by the compulsory components of the programme. They explicitly discourage students from using a different methodological path during their theses than what their seminars have provided. With respect to quantitative methods, they emphasised that the programme is ultimately a humanities-based bachelor's degree. Students can choose a statistics course (Statistics in Media), but this is on an elementary level - only optional methodology courses offer advanced statistics. The panel conceded that this was an allowable explanation. However, it finds the current basic methodological level of the students only just sufficient and rather narrow. It would prefer to see a broader set of methodological skills and tools in the compulsory components of the programme. It also advises ensuring that the students receive adequate guidance so that they can make coherent and appropriate methodological choices.

The panel is positive about the academic orientation of the programme. Throughout the programme the students acquire knowledge and understanding of the different developments, issues, concepts and theoretical perspectives in the media field. They also learn how to apply their knowledge and understanding by developing their academic skills, including research skills, academic writing skills, and oral presentation skills. Professional skills are addressed by the inclusion of courses, like Professional Writing and Social Lab, in which students work on real-life issues and get acquainted



with professionals from different parts of their future work fields. In these courses they are given ample opportunities to expand their professional skills, start building their professional network, and develop a professional and entrepreneurial attitude. In this respect, the panel also values the possibility of an internship during the minor.

The panel considers the programme sufficiently up to date. As explained by the students, all of the courses relate to contemporary issues, debates and research results. The study materials usually consist of recently published articles and handbooks. The panel is also positive about the international orientation of the programme. During the site visit, it experienced a vivid international community with students and lecturers from all over the world. It appreciates the staff's efforts to create an international classroom, with attention being paid to intercultural awareness and sensibility and an international comparative approach.

The students conclude their programme with a bachelor's thesis that is guided in the bachelor's thesis class. According to the panel, the thesis trajectory is well-structured. It approves the early start of the thesis preparation in the second year during the research seminar.

Programme: master's programme Media Studies

The master's programme Media Studies consists of two tracks, Journalistiek and Journalism, both organised along two trajectories: a theoretical learning one and a professional learning one. The theoretical trajectory is almost the same for both tracks. It includes courses that introduce the students to the main theories of academic research in journalism studies and the dominant methodological approaches for such research. They are also trained in conducting empirical research and are stimulated to further develop their critical understanding. The master's thesis (20 EC) concludes the theoretical learning trajectory. During the thesis the students conduct independent research into current developments in journalism.

The professional learning trajectories of both tracks differ; they are geared towards preparing students for the working environments of the Dutch and/or international journalistic field. The trajectories include courses focusing on the development of journalistic skills in writing, audio, and online media. Most courses have an integrative setup which fosters an environment in which the students can work and think cross-medially. This is an important asset in the current media landscape. Students engage individually and in small groups in hands-on production with editing, camera, audio and production equipment. The professional trajectory ends with a mandatory internship (15 EC) in the Journalistiek track and a recommended internship (10 EC) in the Journalism track. Students of the Journalism track can produce an extended thesis in place of an internship. Appendix 2 gives an overview of the programme.

The panel is enthusiastic about the setup of the programme. It supports the well-argued choice of the two tracks that clearly have an added value for the Dutch and international journalistic labour market. It appreciates that the programme has evolved in recent years from a more 'classical' journalism study to a broad, multidisciplinary and cutting-edge programme. The current programme provides students with a solid basis not only in the traditional media such as newspapers, but also in the different platforms that are increasingly emerging in a digital environment. The panel highly values the unique combination of theory and practice and ascertained that this has been well designed. In its opinion, the programme shows a good balance between the broad academic development of students on the one hand and the practical skills training on the other. There are strong ties with the professional field, visible through the real-life cases and projects, the internship and the involvement of professional journalists as guest lecturers. They contribute to a stimulating and realistic learning environment in which the students can develop important skills that are indispensable in their later professional practice.

The students conclude their programme with a master's thesis project comprised of 15 EC thesis and 5 EC thesis preparation. During the thesis preparation they are given ample time to develop their master's thesis projects. First in a thesis seminar and then under the guidance of a thesis supervisor,

they prepare a thesis proposal that needs to be approved. After receiving approval, they work on producing a final thesis under the guidance of their supervisor. Based on the interviews with students, alumni and staff, the panel concluded that the thesis trajectory is functioning well. The students and alumni greatly appreciated the guidance and support they received from the seminar and the supervisors.

Teaching methods

The programmes' vision on education has several key points, including creating an inclusive learning environment through its focus on collaboration between students, and between students and staff, with a close focus on intercultural skills. It encompasses an active learning environment that stimulates students to engage with the field of study. The panel appreciates this well-considered vision on education and sees its thorough implementation in the programmes. Both programmes practise a range of learning and teaching methods aimed at self-development and collaborative learning, like interactive seminars, learning labs, assignments, group projects and workshops.

The panel noted that the programmes have fully embraced the international classroom concept. The department puts a lot of effort into stimulating inclusiveness and intercultural awareness. The cultural backgrounds of the students are drawn on by encouraging them to reflect upon media studies/journalism through their own perspective. Inclusiveness and intercultural awareness are also strengthened through the creation of learning communities in the first year of the bachelor's programme: the same students are enrolled in seminars and labs as a group for the first year and learn to work as a group and practise social and intercultural skills. Also, during the master's programme the students are encouraged to intermingle, collaborate and share their cultural backgrounds and experiences. The interviewed students emphasised that they highly value the diverse backgrounds of their peers. In addition, the panel noted that the master's programme has worked on internationalising its curriculum. For instance, the Global Journalism course studies transnational communication, journalism in a global context, and addresses cross-national comparative research and discusses approaches that include 'non-Western' perspectives.

Feasibility

Based on the information in the self-evaluation report and the interview with students, the panel established that the bachelor's programme Media Studies is feasible within the nominal study duration. The programme is properly scheduled and does not have unnecessary obstacles and/or peaks in study load. The panel expressed its appreciation for the mentoring programme, which is connected to the year classes. Each group has a designated teacher mentor and a second- or third-year student mentor. These mentor groups lead to a close community of students that can and will help each other if necessary.

The number of hours spent per week varies from student to student, but in general the students can perfectly combine their studies with a job on the side and/or other activities. All the interviewed students are satisfied with the guidance provided by the staff during the courses and thesis trajectory. They appreciated the small-scale and collaborative learning environment and the accessible contacts between staff and students. However, some of them remarked that the lecturers could sometimes provide clearer information about the content, setup and assessment of modules. The panel recommends that the staff pay attention to this.

The panel also ascertained that the master's programme Media Studies is feasible within the nominal study duration. Admission is selective, intake is capped at 60 students, and strict requirements and intake procedures guarantee an influx of high-quality and very motivated students. Feasibility is also promoted by the positive and stimulating educational climate and the good guidance and support provided by the staff.

The interviewed students experienced both tracks as very demanding but ultimately feasible. They highly appreciate the unique combination of theory and practice throughout the master's programme. However, they also mentioned that the coordination between the theoretical and skills courses does



not always run smoothly and that sometimes deadlines of assignments and/or assessments clash. In certain cases, they consulted with the lecturers involved, who were usually willing to adjust the schedule. The interviewed staff were well aware of the perceived study load as well as the sometimes challenging deadlines. They confirmed that they make adjustments in the scheduling if necessary and possible. However, they also emphasised that strict and clashing deadlines are inextricably linked to the journalistic profession and should be part of the professional training. The panel agreed with this point of view. Nevertheless, it urges the programme to coordinate the various workloads and deadlines in advance to further optimise the programme's feasibility. It also advises communicating clearly to students what the reciprocal expectations and required efforts are.

Teaching staff

The panel studied the composition of the staff of the bachelor's and master's programmes Media Studies on the basis of the information in the self-evaluation reports. It also discussed the quality and quantity of the staff during the site visit with the management, lecturers and students. There is an overlap in the staff; all lecturers teach both bachelor's and master's courses. The panel is very positive about the quality of the teaching staff. There are ten nationalities on staff, reflecting and facilitating the emphasis on the inter- and transnational perspective on media in the programme. They approach journalism and media as objects of study from different disciplinary perspectives, well suited to the broad and interdisciplinary character of the programmes. All lecturers within the theoretical and methodological learning trajectories have a strong research background. They have a PhD degree and conduct their research in the Centre for Media and Journalism Studies, which is recognised for its high-quality research output. Where possible, they link their and others' current research activities to the content and themes of courses, which enables the teaching to be based on state-of-the-art research. Most of these lecturers possess a University Teaching Qualification (UTQ) or are in the process of gaining one.

The panel is also enthusiastic about the quality of the lecturers in the professional learning trajectories. They are media professionals with profound knowledge of and experience with particular media fields. For the bachelor's programme, this ranges from journalists who teach writing and media production courses, to a web designer, media consultants and entrepreneurs. In the master's programme, besides the contributions of distinguished professional journalists, there is a collaboration with the NOS, which provides journalists to teach in the programme.

The panel ascertained and appreciated that almost all teaching in the programmes is team-based. This means that in the majority of the courses, a team of lecturers is involved. One of them acts as the course coordinator who organises the course, including close consultation between colleagues before, during and after the course. This team-based teaching ensures coherence in and between courses and alignment on the programme level. The students informed the panel that they were very satisfied with the quality of the lecturers and the guidance and supervision they received during the courses and graduation trajectories. They highly valued the good contacts between the staff and students. According to the panel, the lecturers form a dynamic, self-reflective and progressive team.

During the site visit the panel discussed the issue of the staff's workload. In general, it ascertained that the workload is high across the faculty and that promotion opportunities are limited. Moreover, there is an imbalance within and between the various programmes in terms of staff composition and teaching load. These factors have a negative effect on job satisfaction. With respect to the Media Studies programmes, the panel noted that the staff members experience a high workload. This is not due to a shortage of lecturers, it is partly caused by the rapid expansion of the department in the past few years, from 9.3 fte in 2013 to 18.5 fte in 2018. The department expects to grow even further in the following years. This is putting great pressure on the current staff, as it comes with challenges like hiring new staff and integrating them into the department. The Faculty Board has recognised these problems and is working on solutions. For example, resources have been made available to reduce the teaching burden on lecturers and to hire new staff members. The panel encourages the Board to work on a comprehensive plan in order to be able to tackle the problems in a structural, integral and future-proof manner.

The panel also spoke with the lecturers, management teams and Faculty Board about collaboration between the programmes that form part of this accreditation assessment and with other programmes within the faculty. It noticed that collaboration within and between the different programmes is not a matter of course. In its opinion, this is a missed opportunity; the programmes could benefit a lot from mutual cooperation and cross-fertilisation. The faculty has recently organised all education into five clusters. The cluster boards are responsible for the finances and staffing of the programmes. The panel supports this organisational change, which has brought the decision-making process closer to the programmes. It also offers good opportunities to further connect the programmes within and between the clusters. However, the panel was surprised that the MS programmes are not part of the same cluster as the adjacent Communication and Information Studies programmes. In general, it feels there is still much work to be done. It recommends that the faculty develop a master plan in order to strengthen mutual cohesion and collaboration.

Considerations

The panel established that the bachelor's and master's programmes Media Studies are designed to enable the students to achieve the intended learning outcomes. The contents are consistent with the academic bachelor's or master's level, respectively, and are adequately aligned with the programme-specific learning outcomes.

The setup of the bachelor's programme, with three learning trajectories, five profiles, electives and the minor, gives students the opportunity to tailor their own programme in a manner that suits their academic interests and career plans while remaining coherent. However, because the students can partly choose their own methodological route, the panel observed that the compulsory components provide the students with a basic methodological level that is only just sufficient and rather narrow. It would prefer to see a broader methodological basis (compulsory) with adequate guidance so the students can make coherent and appropriate methodological choices. It felt the programme succeeded in providing the students with an international perspective on media and stimulating inclusiveness and intercultural awareness. It is positive about the attention paid in the programme to the development of academic and professional knowledge and skills and the ample opportunities offered to students to become acquainted with the professional field. It particularly values the possibility of an internship during the minor.

The panel is enthusiastic about the setup of the master's programme with its clear focus on understanding the field of journalism. The two tracks are very well geared toward the Dutch versus international labour market and offer a broad, multidisciplinary and contemporary approach to journalism. It concludes that the programme has a strong vision on internationalisation: it sees this reflected in its international staff and student population, its focus on journalism in a global context - including international networks and media platforms, and the way it has fully embraced the international classroom concept, stimulating inclusiveness and intercultural awareness. The panel also considers the combination of academic and professional training an important asset of the programme and ascertained this has been well designed in two coherent trajectories. It appreciates the strong connections to the professional field, e.g. by using real-life cases and projects, the internship, and involvement of professionals as guest lecturers.

The panel is positive about the setup of the individual courses of both programmes. It appreciates that emphasis is being put on active and collaborative learning, with a focus on intercultural skills. The teaching methods are varied and well-aligned with the learning outcomes and course contents. The programmes are successful in creating a stimulating, international and inclusive learning community. The panel is also positive about the organisation and guidance of the thesis trajectories and ascertained that both programmes are feasible within the nominal study duration. As students experienced the master's programme as very demanding, the panel advises closely monitoring the study load and scheduling, and making adjustments if necessary.



The panel is very positive about the quality of the teaching staff. The lecturers have a strong scientific and/or professional background in the field of media studies and journalism and represent the multidisciplinary and international character of the programmes. The staff members clearly operate as a team. Students value the involvement and accessibility of their lecturers. The panel ascertained there are various faculty-wide factors that negatively influence the staff's job satisfaction, including a high workload and an unbalanced composition and burden on staff. The high workload seems to be partly caused by the large and rapid growth of the department. The panel also ascertained that programmes within the faculty operate relatively independently of each other. In its opinion, this is a missed opportunity as the programmes can benefit and learn from more collaboration. It advises the faculty to work on structural solutions based on a comprehensive and integrated plan. Furthermore, it advises considering how the mutual cohesion and collaboration between programmes can be strengthened.

Conclusion

Bachelor's programme Media Studies: the panel assesses Standard 2 as 'satisfactory'.

Master's programme Media Studies: the panel assesses Standard 2 as 'good'.

Standard 3: Student assessment

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

Assessment system

The panel learned from the self-evaluation report that assessment within the bachelor's programme Media Studies is both summative and formative. Summative testing is done at the end of the course and assesses whether the learning outcomes of the individual courses are achieved. Formative assessment plays an important role in the teaching of the programme and is integrated in the courses' design. It provides feedback to students about their performance throughout the courses, which helps them to get the most out of their learning experiences. It also provides information for the staff on how to cater to the learning needs of students and to improve courses and the programme. A variety of summative assessment forms is used, like written exams, essays, papers, reports, individual and group presentations and portfolio assignments. The formative assessment is conducted, for example, through weekly written assignments, written and oral feedback, in-class oral presentations and group discussions.

The panel studied the programme's assessment plan, in which the assessments are indicated for each course. During the site visit, it also examined assessment documents of different courses and spoke with students and lecturers about the assessment system. Based on these conversations and the materials studied, it ascertained that the assessment methods are sufficiently varied and well-aligned with the learning outcomes, content and didactical design of the courses. It also concluded that the assessments match the programme's level and content. It values the considerable attention paid to feedback in the formative assessment.

The panel is also satisfied with the assessment system of the master's programme Media Studies. The programme makes use of a large variety of summative and formative testing forms, such as exams using open essay-type questions, portfolios, journal entries, presentations, individual literature and research essays, individual/group reporting assignments, editing and production assignments, and simulated 'newsroom' days and weeks during which their performance as journalists, editors and producers is assessed. According to the panel, the assessments suit the master's level and are adequately aligned with the learning outcomes of the course and programme. It appreciates the wide range of assessment forms that reflect the programme's adequate balance between theoretical and methodological knowledge and skills on the one hand and practical skills on the other.

The panel values the attention paid to the quality of assessment by the staff of the programmes. The department applies a peer-review system for the design of exams and assignments. Draft exam questions and their answer keys are circulated among all lecturers involved in a course plus a colleague who is not directly involved to provide feedback on the content and phrasing of questions. The programmes also use assessment forms with clear criteria to mark similar assignments such as presentations, essays and research papers. These measures benefit the validity and reliability of the testing. The interviewed bachelor's and master's students indicated that they are satisfied with the assessment. They experienced a varied mix of assessment methods and generally found the exams to be sufficiently transparent and representative.

The assessment of the bachelor's and master's theses occurs on the basis of an assessment form and a rubric. There are always two staff members involved. The panel agrees with the design of this form and with the assessment criteria, which are grouped into the categories content, report and process. It expressed its appreciation for the addition of the process component, e.g. the degree to which the student demonstrates the ability to conduct research independently and structurally and to process feedback in a proper manner. The panel noticed that in the master's programme there is no separate form for the second assessor. In the standard procedure, after joint deliberation on the quality and grading of the thesis, the form is completed and signed by both assessors. Based on the discussions with lecturers and the Examination Board, the panel ascertained that the thesis assessments are conducted conscientiously. Nevertheless, it is of the opinion that both assessors should complete a form independently of each other. In its opinion, this will improve the transparency of the assessment process towards bodies such as the Examination Board and external accreditation panels. Eventually, a compilation can be made of the comments in a separate form or document as feedback to the student. The assessors of the bachelor's theses also use one form. However, that form clearly separates the comments from both assessors, which makes the assessment process sufficiently transparent. The panel studied several completed forms of bachelor's and master's theses and complimented the programmes on the extensive and clear feedback on these forms that students can truly benefit from. The programme management informed the panel that the programme team organises calibration sessions on a regular basis, both in the bachelor's and the master's programme.

Examination Board

Since 1 January 2019, six examination boards have been incorporated into a new structure comprising a single central Examination Board for the Faculty of Arts and six disciplinary expert teams. The expert teams are still grouped according to the former classification of examination boards, but will be organised cluster-wise by September 2019. With the merger of the examination boards, the faculty is striving for more efficiency and effectiveness. At the same time, the establishment of the expertise teams aims to do justice to the individual character of the separate programmes. The renewed Examination Board (EB) has, among other things, worked on standardising procedures, streamlining processes and centralising various tasks and activities.

The panel spoke with representatives of the EB during the site visit. It agreed with the organisational change and noted that lots of work has been done by those involved. It ascertained that the formal tasks and responsibilities of the Board are carried out adequately and that there are clear agreements and procedures, including with regard to the quality assurance of assessment. Each year the EB checks several course assessment portfolios of each programme (consisting of course description, exams with model answers or scoring sheet, examples of assessed work, overview of the final grades and an explanation of the lecturer), including the Media Studies programmes. The EB has developed a protocol for this evaluation process. In some cases, advice is given by the faculty assessment expert, who is also an external member of the EB. The EB also checks theses and assessment forms of the various programmes. It assesses whether the programmes' intended learning outcomes are being met and looks into detail at the grading in relation to the quality of the theses and the completion of the assessment forms. In the event of uncertainties and/or irregularities in assessment portfolios or thesis assessments, this is discussed with the lecturer(s) and programme management involved. The following year a new evaluation is done, which completes the quality cycle. In addition to these subsequent evaluations, the EB has also started activities to better guarantee the quality of



testing prior to the assessments. The assessment expert is available for advising individual departments or staff members about assessment quality. The panel appreciates the various initiatives of the EB and finds that it is sufficiently in control.

Considerations

The panel concluded that the bachelor's and the master's programmes Media Studies have an adequate assessment system. The tests match their level and content. The forms of assessment are varied and suit the content and design of the programmes. The panel appreciates that various measures are being taken to safeguard the quality of the assessment, such as applying a peer-review system for the drafting of all exams and assignments and the standard use of assessment forms for marking assignments like papers and presentations. The assessment of the bachelor's and master's thesis takes place in an adequate manner. The panel agrees with the assessment form; it particularly values the addition of criteria related to the thesis process. Yet, it also concluded that the transparency of the master's thesis assessments could be increased by having the first and second assessors fill out an assessment form independently of each other rather than having a jointly completed form.

The quality control of the testing and examinations is adequate. The panel is positive about the functioning of the new Examination Board: it clearly contributes to the quality assurance and control of the testing and evaluation within the programmes.

Conclusion

Bachelor's programme Media Studies: the panel assesses Standard 3 as 'satisfactory'.

Master's programme Media Studies: the panel assesses Standard 3 as 'satisfactory'.

Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

Prior to the site visit, the panel studied a selection of 15 bachelor's and 15 master's theses, as well as the accompanying assessment forms completed by the lecturers. In general, it agreed with the grades awarded by the lecturers. The grading seemed fair and reflected the differences in the students' work. The panel concluded that graduates of the bachelor's programme Media Studies and the master's programme Media Studies have achieved the required levels.

Overall, the bachelor's theses were adequately executed and well written. Most of them were based on a qualitative research design; quantitative methods were only used occasionally. This is in line with the programme's humanities approach (see Standard 2). A point of attention concerns the internal consistency of the theses. According to the panel, the coherence between the different thesis components in several theses could be strengthened. For example, the relationship between the theoretical framework, research questions and methodological design of the research could be better matched and substantiated. In some cases the research results, conclusions and recommendations could be better linked to the theory and research questions and reflected upon.

The panel is satisfied with the master's theses. In general, the research topics were interesting, contemporary and relevant to the field. The panel noticed an emphasis on descriptive research. Various theses excelled on this point: they contained extensive and well-written descriptions of the discourse. However, the panel also remarked that sometimes the descriptions were a bit too extensive and repetitive and that more focus would have been desirable. It ascertained that in some cases the various stages of the design and execution of academic research could be made more explicit in the theses as well as better linked and reflected upon.

The information in the self-evaluation report shows that about 20 students have graduated so far from the new bachelor's programme Media Studies. Most graduates have started a master's programme at the University of Groningen or elsewhere. They all gained admission without any problems. Other graduates started in jobs, for instance as a producer at a radio station. Graduates of the master's programme Media Studies are generally successful. They frequently get a job at their internship address. Graduates mainly enter journalism in a range of positions, with all kinds of media and news organisations, but also as freelancers. During the site visit, the panel spoke with several alumni of the master's programme Media Studies. These alumni appeared to be doing well in the job market. They were very satisfied with the education offered in their programme and felt it provided them with a solid basis to pursue a career in journalism or in a professional context related to media, policy and communication.

Considerations

The panel studied a selection of bachelor's and master's theses and found that their overall quality was at least satisfactory. They sufficiently demonstrated an academic attitude and understanding. They also testified to considerable skill in conducting research and reporting on it. In the panel's opinion, the internal consistency of some bachelor's theses could have been enhanced. In general, a number of the master's theses could have been more focused and strengthened by a more explicit intertwining and execution of the research methodology. The alumni of both programmes are successful in their further educational and/or professional careers. Overall, the panel concluded that students achieved the programmes' intended learning outcomes.

Conclusion

Bachelor's programme Media Studies: the panel assesses Standard 4 as 'satisfactory'.

Master's programme Media Studies: the panel assesses Standard 4 as 'satisfactory'.

GENERAL CONCLUSION

The panel assesses Standard 1, 2, 3 and 4 of the bachelor's programme Media Studies as 'satisfactory'. It assesses Standard 1, 3 and 4 of the master's programme Media Studies as 'satisfactory' and Standard 2 as 'good'.

According to the decision rules of NVAO's Framework for limited programme assessments 2016, the panel assesses the bachelor's programme Media Studies and the master's programme Media Studies as 'satisfactory'.

Conclusion

The panel assesses the *bachelor's programme Media Studies* as 'satisfactory'.

The panel assesses the *master's programme Media Studies* as 'satisfactory'.

APPENDICES



APPENDIX 1: INTENDED LEARNING OUTCOMES

Bachelor's programme Media Studies

After finishing the programme successfully, the student has acquired the following:

1. Knowledge and understanding

- a. have broad comparative and interdisciplinary knowledge and understanding of media in their cultural, historical, institutional, political, economic, social and technological contexts;
- b. have knowledge and understanding of the role and impact of media in their global context, in (inter-)national, regional and local communities, and in the daily lives of audiences and users;
- c. have an understanding of cultures and practices of media use and production, including the role of platforms and institutions;
- d. have knowledge and understanding of new media forms and their relation to earlier and established forms in the domain of media and information;
- e. have general knowledge and understanding of key theories and concepts in the domain of media studies;
- f. have general understanding of the main methodologies used in the domain of media studies to study media content, use and production.
- g. have demonstrated knowledge and understanding of a complementary discipline domain, delivered as a designated minor programme, aimed at deepening or broadening the major programme.

2. Applying knowledge and understanding

- a. can apply the requisite research skills to gather, process and critically evaluate information relating to media;
- b. are able to critically examine media content, use and production in relation to their diverse social and cultural contexts, applying the acquired methodological skills and tools;
- c. are able to apply knowledge of key theories and scholarship to academically and socially relevant issues and debates in the domain of media and information;
- d. can produce conceptually, methodologically and theoretically sound essays, empirical research papers and other academic output;
- e. are able to devise creative and feasible solutions for problems related to media and information, demonstrating the ability to adopt multiple perspectives and tools;
- f. are able to plan, manage and execute individual and group projects, work under time pressure and show initiative ;
- g. are able to develop various media products, applying acquired knowledge, methodological tools and practical skills.

3. Making judgments

- a. are able to conduct guided and semi-independent research, to evaluate relevant primary and secondary sources and other information within the domain of media studies;
- b. are able to develop empirically and/or theoretically informed judgments about transformations in the field of media and information and their impact on culture and society;
- c. are able to critically engage with different theories and approaches in media studies and reflect on their historical and (inter-)cultural specificity;
- d. are able to critically engage with different methods in media studies and reflect on their limitations
- e. are able to reflect critically on the strengths and limitations of their own work and that of peers.

4. Communication

- a. have the ability to communicate effectively, both orally and in writing, the results of research and to present complex information in a clear and concise manner to specialist and non-specialist audiences;
- b. is able to select the most effective media format for different audiences, communicative purposes and contexts;
- c. have the skills to interact respectfully and constructively with others, share and discuss



academic knowledge, and work towards attaining common goals;
d. have acquired the requisite intercultural awareness and respect to act ethically and effectively in an international academic environment, and in future international employment contexts.

5. Learning skills

a. have the ability to collect, select and process relevant information quickly and efficiently, demonstrating a high level of responsibility, self-discipline and initiative;
b. have the ability to think in a problem- and solution-oriented way and possess the appropriate learning skills and strategies to independently identify, analyse and evaluate specific knowledge gaps and stay up-to-date with developments in the field of media studies;
c. have the ability to successfully undertake specialised second cycle degree programs requiring BA-level domain-specific knowledge and understanding as well as independent research skills, in particular in media studies and related fields, as well as research master programmes.

Master's programme Media Studies

Mastertrack Journalistiek

Na succesvolle afronding van de studie beschikt de student over:

1. Kennis en inzicht

1a kennis en begrip van de voornaamste wetenschappelijke theorieën waarin journalistiek een onderzoeksobject is;

1b kennis en begrip van historische, technologische, economische en politiek-juridische aspecten van (nieuws)media, mediabeleid en journalistieke cultuur;

1c kennis en begrip van de invloed van technologische, maatschappelijke en culturele ontwikkelingen op de journalistieke professie en het proces van garing, selectie en presentatie van nieuws;

1d kennis en begrip van mediatypes, publieksgroepen, nationale en internationale nieuwsstromen, mediasystemen en genres;

1e kennis en begrip van de gevolgen van mediaconvergentie voor het medialandschap en het functioneren van media binnen sociaal-culturele contexten.

2. Toepassing van kennis en inzicht

2a het vermogen om een zelfstandige bijdrage te leveren aan wetenschappelijke onderzoek naar journalistieke cultuur, professie en producties;

2b het vermogen om zelfstandig of in teamverband een academisch denkniveau te demonstreren in journalistieke producties van hoge kwaliteit, ook in een multimediale journalistieke omgeving;

2c uitstekende beheersing van journalistieke technieken (taalvaardigheid, audiovisuele productie, online productie);

2d het vermogen om zich te verplaatsen in de verschillende behoeften van actoren in het journalistieke veld en kan daar op ondernemende en/of innovatieve wijze op inspelen.

3. Oordeelsvorming

3a een journalistieke attitude en een besef van het belang van de ethische en juridische aspecten van journalistiek handelen;

3b inzicht in nieuws, actualiteit en nieuwswaarde;

3c het vermogen om informatie en bronnen van uiteenlopende aard te lezen, wegen, interpreteren en duiden met het oog op nieuwswaarde, betrouwbaarheid en bruikbaarheid in een journalistieke context.

4. Communicatie

4a het vermogen om complexe informatie over te dragen via bewust en verantwoord gekozen presentatievormen en -kanalen, waarbij rekening gehouden wordt met context en publieksgroep;

4b het vermogen om fair en doelmatig tot interactie te komen met bronnen, publiek en combinaties daarvan.

5. Leervaardigheden

5a het vermogen om systematisch en op creatieve wijze met complexe vraagstukken om te gaan en zich gefundeerde oordelen te vormen;

5b het vermogen om zelf richting te kunnen geven aan het met originaliteit ter hand nemen en oplossen van problemen;

5c het vermogen om zelfstandig wetenschappelijk onderzoek te kunnen plannen en uitvoeren;

Mastertrack Journalism

After finishing the programme successfully, the student has acquired the following:

1. Acquiring knowledge and understanding

1a Knowledge and understanding of the main academic theories on journalism;

1b Knowledge and understanding of the historical, sociocultural, technological, economic and political-judicial aspects of (news)media, media policy and journalism culture;

1c Knowledge and understanding of the influence of technological, social and cultural developments on the journalistic profession and the process of gathering, selecting and presenting news;

1d Knowledge and understanding of media types, audiences, national and international news flows, media systems and genres.

1e Knowledge and understanding of the consequences of media convergence for the media landscape and the functioning of media within social-cultural contexts.

2. Applying knowledge and understanding

2a The ability to contribute independently to academic research on journalism culture, profession and production;

2b The ability to transform an academic standard in high quality individual or joint journalistic productions, in a multimedia setting if required;

2c Excellent command of journalism techniques (linguistic skills, audiovisual production, online production);

2d The ability to place oneself in the diverse needs of actors in the journalism playing field and to anticipate to those needs in an entrepreneurial and/or innovative way.

3. Making informed judgements and choices

3a A journalistic attitude and is aware of the ethical and judicial aspect of journalistic actions;

3b Insight in news, current events and news value;

3c The ability to read, weigh, interpret and construe a wide range of information and sources in the light of news value, dependability and usefulness in a journalistic context.

4. Communication

4a The ability to transfer complex information through deliberately chosen and well-considered presentation forms and channels, taking context and target audience into account.

4b The ability to fairly and efficiently interact with sources, audiences, and combinations thereof.

5. Capacities to continue learning

5a The ability to systematically and creatively handle complex issues and to establish well-founded opinions;

5b The ability to independently direct the process of assessing and solving problems with creativity;

5c The ability to independently plan and execute academic research;

5d The ability to study independently with an aim to continuous professional development, in the course of which knowledge and experience can be applied within a new context.



APPENDIX 2: OVERVIEW OF THE CURRICULUM

Bachelor's programme Media Studies

Year 1: Knowledge and Skills (all courses are 5 ECTS)

Block 1a	Block 1b	Block 2 a	Block 2b
Media Platforms and Industries I	Media Platforms and Industries I	Introduction to Media Studies I	Introduction to Media Studies I
Media Culture and Society	Media History	Digital Culture	Media Spaces & Practices
Studying Media in Everyday Life	Academic Skills	Professional Writing	Social Lab

Year 2: Theoretical and Methodological Understanding (all courses are 5 ECTS)

	Block 1a	Block 1b	Block 2 a	Block 2b		
Mandatory courses	Audiovisual Culture	Analysing Media Production and Use	Media Theory I: Mediatisation and Effects	Media Theory II: Form and Technology		
	Analysing Media Texts			Transmedia Production		
Profiles						
Audiovisual Culture (AC)	Visual Culture	Technology and Creative Disruption	Professional Skills courses (students choose 1 out of 4) 1. Journalistic writing and storytelling 2. Media Entrepreneurship 3. Web Design 4. Digital Curation	Methods courses (student chooses 1 out of 4) Theory Seminar	Research Seminar	
Cultural Industries (CI)	Introduction to the Cultural Industries			1. Social Media Analysis	Theory Seminar	Research Seminar
Digital Culture (DC)	Digital Cultures			2. Statistics in Media	Theory Seminar	Research Seminar
Journalism Studies (JS)	Introduction to Journalism Studies	3. (New) Media Archives		Theory Seminar	Research Seminar	
Politics and Global Citizenship (PGC)	Political Culture and Cultural Politics	4. Media Ethnography		Theory Seminar	Research Seminar	
		Political Action in the Network Society (Shared course for JS and PGC)				

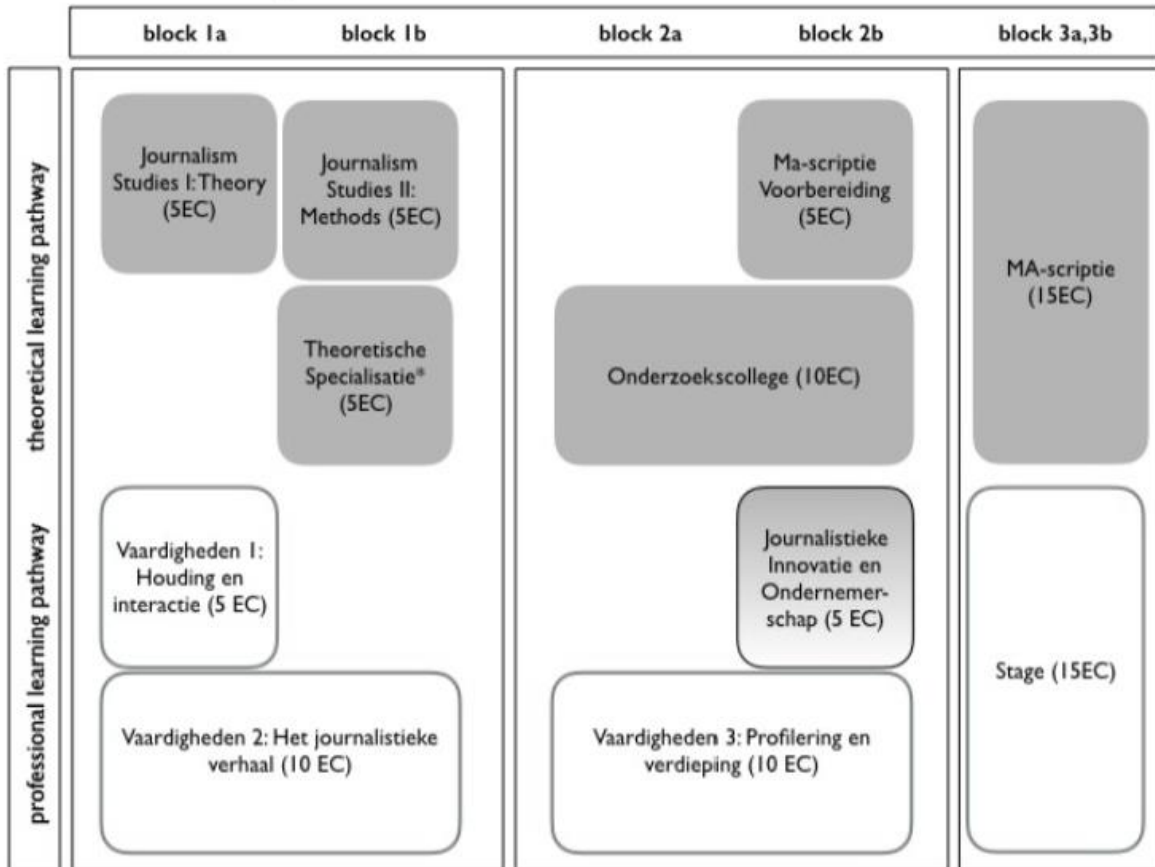
Year 3: Research and Specialisation (all courses are 5 ECTS, unless indicated otherwise)

Block 1a	Block 1b	Block 2 a	Block 2b
Minor	Minor	Theories and Thinkers	Bachelor's Thesis (10 ECTS)
		Research Seminar (10 ECTS)	
			Specialisation Course

Master's programme Media Studies

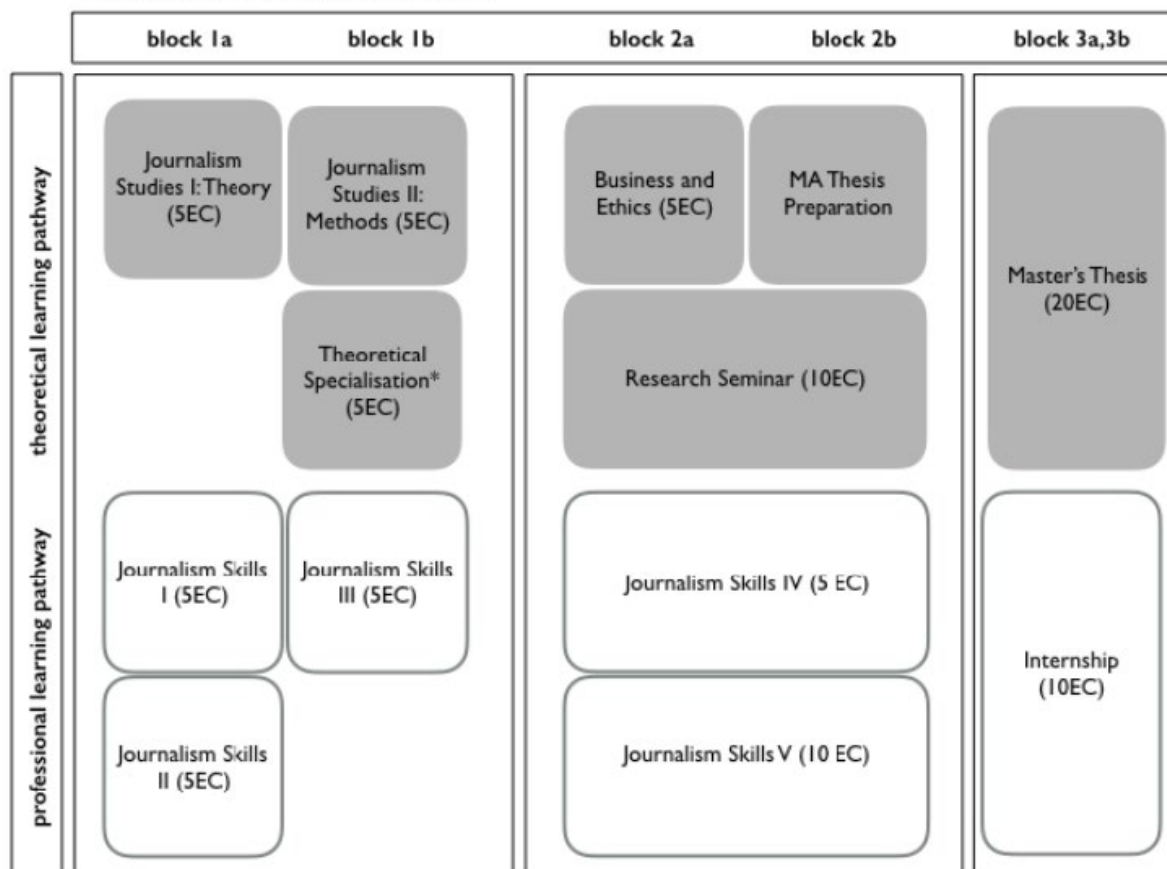
Mastertrack Journalistiek

Journalistiek Programme Overview



* Journalistiek en Literaire Cultuur, Global Journalism, or Journalism & Political Communication

Journalism Programme Overview



* Global Journalism, or Journalism & Political Communication

APPENDIX 3: PROGRAMME OF THE SITE VISIT

DAY 1		
Wednesday 15 May 2019		
11.00	11.15	Arrival of the panel and welcome
11.15	14.00	Preparation, internal meeting and documentation review (including lunch)
14.00	14.45	Initial interview with management B Studies and M Media Studies
14.45	15.00	Break / panel meeting
15.00	15.40	Meeting with students B Media Studies (including PC student)
15.45	16.15	Meeting with students M Media Studies (including PC student)
16.15	16.30	Break / panel meeting
16.30	17.15	Meeting with staff B Media Studies / M Media Studies (including PC staff members)
17.15	17.35	Meeting with alumni M Media Studies
17.35	18.15	Panel meeting: preliminary findings day 1
18.45	21.00	Dinner (panel meeting)

DAY 2		
Thursday 16 May 2019		
8.30	9.30	Arrival of the panel and preparation
9.30	10.15	Initial interview with management B Information Science, B Communication and Information Studies, M Communication and Information Studies
10.15	10.30	Break / panel meeting
10.30	11.10	Meeting with students B Information Science (including PC student)
11.15	11.45	Meeting with staff B Information Science (including PC staff member)
11.45	12.45	Panel meeting with lunch break
12.45	13.25	Meeting with students B Communication and Information Studies (including PC student)
13.30	14.00	Meeting with staff B Communication and Information Studies (including PC staff member)
14.00	14.30	Break / panel meeting
14.30	15.10	Meeting with students M Communication and Information Studies (including PC student)
15.15	15.45	Meeting with staff M Communication and Information Studies (including PC staff member)
15.45	17.30	Panel meeting: preliminary findings day 2
17.30	17.50	Meeting with alumni M Communication and Information Studies
18.30	21.00	Dinner (panel meeting)



DAY 3		
Friday 17 May 2019		
8.30	9.00	Arrival of panel and preparation
9.00	10.00	Meeting with Board of Examiners for all programmes
10.00	10.45	Break / panel meeting
10.45	11.15	Final interview with management B Media and Culture and M Media Studies
11.15	11.45	Final interview with management B Information Science, B Communication and Information Studies, M Communication and Information Studies
11.45	13.45	Deliberations panel, formulating preliminary findings and conclusions with lunch break
13.45	14.15	Feedback of preliminary findings and conclusions
14.15	14.30	Break
14.30	15.30	Development dialogue
15.30	15.45	Site visit complete

APPENDIX 4: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied 15 theses of the bachelor's programme Media Studies and 15 theses of the master's programme Media Studies. Information on the selected theses is available from QANU upon request.

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

General information

- Teaching and Examination Regulations (OER)
- Assessment Plans of the bachelor's and master's programme Media Studies
- Quality Assurance Education documentation
- Reports of the Programme Committee Media Studies
- Reports of the Examination Board

Of the following courses, the panel studied course materials and syllabi:

Bachelor's programme Media Studies

- Introduction to Media Studies I (LJX008P05)
- Introduction to Media Studies II (LJX011P05)
- Technology and Creative Disruption (LJX043B05)
- Thinkers and Theories I (LJX044B05)

Master's programme Media Studies

- Theoretical Specialization II: Journalism and Political Culture (LJX019M05)

Internship information concerning the master's programme Media Studies

- MA Stage - KRO NCRV
- MA Internship - The Moscow Times