

COMMUNICATIEWETENSCHAPPEN
APPLIED COMMUNICATION SCIENCE

FACULTY OF AGRICULTURAL AND ENVIRONMENTAL
SCIENCES

WAGENINGEN UNIVERSITY

Quality Assurance Netherlands University (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: Q0562

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This report was finalized on 2 December 2016.





REPORT ON THE BACHELOR'S PROGRAMME COMMUNICATIEWETENSCHAPPEN AND THE MASTER'S PROGRAMME APPLIED COMMUNICATION SCIENCE OF WAGENINGEN UNIVERSITY

This report takes as a starting point the NVAO's Assessment Framework for Limited Programme Assessments (19 December 2014).

ADMINISTRATIVE DATA REGARDING THE PROGRAMMES

Bachelor's programme Communicatiewetenschappen

Name of the programme:	Communicatiewetenschappen
CROHO number:	50016
Level of the programme:	bachelor
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	none
Location(s):	Wageningen
Mode(s) of study:	full time
Language of instruction:	Dutch, English
Expiration of accreditation:	23/08/2017

Master's programme Applied communication science

Name of the programme:	Applied communication science
CROHO number:	66652
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	120 EC
Specializations or tracks:	Communication and Innovation; Health and Society
Location(s):	Wageningen
Mode(s) of study:	full time
Language of instruction:	English
Expiration of accreditation:	23/08/2017

The visit of the assessment panel Communicatiewetenschappen & Applied communication science to the Faculty of Agricultural and Environmental Sciences of Wageningen University took place on 3-4 October 2016.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

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



COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel to dr. Meg van Bogaert. The panel that assessed the bachelor's programme Communicatiewetenschappen and the master's programme Applied communication science consisted of:

- Prof. Hilde Van den Bulck (chair), Professor of Communication Studies and head of the Research Group Media, Policy and Culture at the University of Antwerp (UA), Belgium
- Prof. Jacqueline Broerse, Professor of innovation and communication in the health and life sciences and head of the section Science Communication at the Athena Institute, VU University Amsterdam
- Melanie Klösters BSc., Research Master student Behavioural Science, Radboud University Nijmegen
- Prof. Maurice Mittelmark Professor of Health Promotion, School of Psychology, Department of Health Promotion and Development, University of Bergen, Norway
- Drs. Jacqueline Vink, strategic advisor Technology and Society, healthy living, Schuttelaar & Partners.

The panel was supported by dr. Meg van Bogaert, who acted as secretary.

Appendix 1 contains the curricula vitae of the panel members.

WORKING METHOD OF THE ASSESSMENT PANEL

Preparation

Before the assessment panel's site visit to Wageningen University, the secretary received the programme's critical reflection. She sent it to the panel after checking it for completeness of information. Upon reading the critical reflection, the panel members formulated questions and preliminary findings. The panel also studied fifteen master's theses of the bachelor and master programme, and the accompanying assessment forms. The panel chair and secretary selected the theses from a list of graduates of the past two academic years, thereby ensuring that the selection covered all specialisations of the programme and a variety of grades and supervisors. Appendix 6 contains information regarding the documents and theses that the panel studied.

Prior to the site visit, the secretary composed a schedule for the site visit. Interviews were planned with students, teaching staff, management, alumni, the programme committee and the examining board. The programmes selected representative partners for the various interviews. The schedule of the site visit is included as appendix 5. A few weeks before the site visit, the chair and secretary convened in order to prepare the main topics and discussion points. Other panel members responded via email to the critical reflection and theses, highlighting points for discussion during the site visit.

Site visit

At the start of the site visit, the panel held a preparatory meeting during which the panel was given instructions regarding the assessment framework. The panel also discussed its working method and its preliminary findings.

During the site visit, the panel examined materials from core courses of the programme and the underlying specialisations (cf. appendix 6). The panel also studied core literature, internship reports and the accompanying assessment form, and minutes from the programme committee and the examining board.



The panel provided students and lecturers with the opportunity to speak informally with the panel outside the set interviews. There were no applications for this open office hour.

The panel used the final part of the visit to discuss its findings in an internal meeting. The visit was concluded with a public presentation by the panel's chair, in which she expressed the panel's preliminary findings and general observations.

Report

After the site visit, the secretary wrote a draft report based on the assessment panel's findings. Subsequently, she sent it to the assessment panel for feedback. After processing the panel members' feedback, the secretary sent the draft report to the university with the request to report any factual inaccuracies. The secretary discussed the ensuing comments with the panel's chair and adapted the report accordingly before finalising it.

Decision rules

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

Unsatisfactory

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

Satisfactory

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

Good

The programme systematically surpasses the current generic quality standard.

Excellent

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



SUMMARY JUDGEMENT

Wageningen University presents two rather unique communication programmes focusing on life sciences, health and their interaction with complex societal challenges. With this strong link of communication sciences to a particular theme, the panel believes the bachelor and master programmes discern themselves from other communication science programmes in the Netherlands. Nevertheless, the programme management is of the opinion that the existing names do not cover the objectives and content of the bachelor and master programme well enough. Therefore, the programme management requests to change the names of both programmes.

1. The bachelor programme requests to change its name to **BSc Communicatie en Life Sciences** (English: Communication and Life Sciences).
2. The master programme requests to change its name to **MSc Communication, Health and Life Sciences**.

After considering the profiles, the programmes and receiving input from stakeholders, the panel fully endorses the proposed name changes and regards this as an important improvement in the profiling of the programmes. As Wageningen University has a unique profile, a name that better covers the essence of the programmes will attract more motivated students, and strengthen the community of learners.

Standard 1. Intended learning outcomes

According to the critical reflection, bachelor graduates should be able to analyse the role of communication in processes of social change at three levels: that of the individual, of the organisation, and of society at large. Based on such analyses, bachelor graduates are to be able “to support the design of relevant communicative interventions and strategies”. After reviewing this objective and the intended learning outcomes, the panel considers the programme to be adequate in fitting the reference framework. The objective and profile are clear and solid, and they are not just communicated in the critical reflection, but permeate the entire programme.

The master programme “aims to deliver professionals who understand complex processes of communication and change, and are able to apply these insights to enhance societal problem-solving and innovation in areas related to life science or health issues”. This is translated into an outstanding curriculum with two specialisations: Communication and Innovation, and Health and Society. According to the panel, the profile and objectives constitute a master programme that is an international benchmark for how to realize a transdisciplinary programme in the communication sciences and life sciences.

Standard 2. Teaching-learning environment

In the critical reflection, as well as in the discussions with management, teachers and students, the panel noted that the profiles of the bachelor and master programmes are translated in challenging curricula that fit well within the overall profile of Wageningen University. The panel was especially impressed by the way in which both programmes manage to integrate life sciences and social sciences in the curricula; the inter and transdisciplinary teaching methods are a valuable feature of the bachelor and master programmes, respectively. That also presents a challenge, since in some courses a wide range of disciplines and backgrounds of students have to be accommodated. Both programmes acknowledge this to be a point of attention, and address this by actively informing students on preparatory courses, mandatory prior knowledge and advise on study tracks, as well as having introductory lectures at the start of courses that align students’ competencies.

The overall quality of the bachelor curriculum is high. Noteworthy is that next to following communication and social sciences courses, students also complete a 24 EC life sciences or health minor. Still, the panel has reservations about the content, size and name of the 12 EC bachelor thesis. The fact that some students perform an empirical study and others a literature study, raises the question whether students that chose a literature study and those focusing on empirical work



demonstrate the same learning outcomes. The panel recommends to rethink the role, size and content of the bachelor thesis in relation to the intended learning outcomes.

The master programme has made a good improvement by developing a 12 EC introductory course *Interdisciplinary approaches in communication, health and life sciences*. The panel learned that this first course in the master programme presents students with an important overview of interdisciplinary approaches, and applies that to societal problems relating to life sciences. Although the course needs some fine-tuning, the panel is confident that it is an important contribution to the programme, both intellectually and socially.

The second year is almost entirely taken up by the internship (24 EC) and the MSc thesis (33 EC), supplemented with a 3 EC seminar. This allows for a thorough practical and academic specialisation, and makes the master programme stand out. The panel shares the opinion of the examining board that the role and assessment of the internship should be discussed at the level of the entire faculty, ensuring that it is an academic product. In addition, the panel supports the intention of the programme committee to see how study delay with the theses can be handled better, for example by setting and monitoring deadlines more strictly.

The panel acknowledges that the quality of the teaching staff is more than adequate, and was impressed to see that the staff also has close relationships with life scientists, sometimes culminating in joint research projects. The programmes meet the WUR policy that skilled lecturers are also scientific experts.

The informal atmosphere in and outside of the lecture-room allows for many interactions and mutual feedback between students and teachers, and amongst teachers themselves. The panel supports the improvements initiated by the programme management, such as organizing a yearly teachers' days, executing a curriculum evaluation via a bottle neck analysis and increasing attention for learning tracks. This exemplifies a constant quality improvement mentality, which the panel values greatly. There is a good support structure for study advice, quality monitoring and student feedback, all in all creating a good, coherent and motivating teaching and learning environment.

Notwithstanding the good quality of both programmes, the programmes and their students have competitive potential that is not exploited to the fullest. For the bachelor students, the honours programme could be promoted more amongst talented students, and a research track in the master programme could guide interested students towards an (international) career in research. In this way, not only the quality of the programme is showcased better, but it invites staff and students to strive for yet a higher level of accomplishment.

Standard 3. Assessment

During the site visit the panel verified that both programmes realize a transparent and comprehensive assessment strategy. The panel checked course manuals and concluded that the assessment of courses is adequate. It also ascertained that the grading of the theses (including the master internship) is done in the appropriate fashion.

The panel does have a crucial point for improvement in the assessment of theses, which apparently not only applies to these two programmes in communication sciences. It noticed that students who fail on one of the sub-items (e.g., theory) can compensate that with a pass on other items (e.g., process). The panel thinks this is highly undesirable, as students at academic level should pass on all aspects of the thesis, including important aspects as theory. The panel recommends that all sub-items should pass with at least 5,5 in order for the student to pass the thesis, and that the abstract of the master thesis becomes part of the assessment.

Standard 4. Achieved learning outcomes

During the interviews with bachelor students, master students and graduates, and by studying theses of both programmes, the panel experienced them to be proficient in identifying the meaning of inter and transdisciplinary research in stimulating social change. Bachelor students are certainly trained well enough to enter a master programme, e.g., the Applied communication science programme. The level of the master students is in line with the standards in the field.

Alumni with whom the panel has spoken, state that the market value for WUR graduates is high; they are appreciated as critical yet constructive professionals, people that are hands on. They demonstrate a distinct profile which makes them valuable as professionals that can work on topics across life sciences, health and communication. This shows the programme realizes what it aims for. Again, the new name of the programme will assist alumni to highlight their unique selling points more explicitly.

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

Bachelor's programme **Communicatiewetenschappen**

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

Master's programme **Applied communication science**

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

The chair and the secretary 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: 2 December 2016

Hilde van den Bulck

Meg van Bogaert





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

Standard 1: Intended learning outcomes

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

Explanation:

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

Findings

Both the bachelor and master programmes in (applied) communication science present themselves as programmes that deal with complex societal challenges in the health and life sciences context. With this strong link of communication sciences to a particular theme, the bachelor and master programmes discern themselves from other communication science programmes in the Netherlands. The domain-specific reference framework for communication science (Appendix 1), prepared by universities other than Wageningen University, has been taken as a starting point for the programmes' articulation of its own profile.

Wageningen University presents two rather unique programmes with a strong focus on life sciences and health, and to the panel's opinion this has been clearly presented in the critical reflection, the material studied by the panel, as well as in interactions with management, teaching staff and students. As such, the programmes meet the recommendation of the previous assessment (July 2010) to articulate the profile more explicitly.

The stronger articulation of life sciences and health within the programmes, is related to a major review of the bachelor and master programme in 2014, executed by a dedicated working group. One of the implications was to reconsider the names of both the bachelor and the master programme.

Therefore, the programmes have two requests:

1. The bachelor programme requests to change its name to **BSc Communicatie en Life Sciences** (English: Communication and Life Sciences).
2. The master programme requests to change its name to **MSc Communication, Health and Life Sciences**.

The panel has consulted students, alumni staff and educational management on the proposed name change. It meets with consensus from participating chair groups and students. Indeed, the existing name of the MSc programme was avoided by alumni, since it caused confusion over the skills and expertise of the graduates. After considering the profiles, the programmes and the input from stakeholders, the panel fully endorses the proposed name changes and regards this as an important improvement in the profiling of the programmes.

The name change has a further advantage. For a cohort to function as a community of learners, a sufficient influx of students is important. This is specifically relevant for the bachelor programme. The proposed name can help to make the objective of the programme more explicit, resulting in a higher influx of students which, in turn, may enhance the success rate. As Wageningen University



has a unique profile, a name that better covers the essence of the programme will attract even more motivated students.

Multi, inter and transdisciplinary

Before continuing this assessment report with the intended learning outcomes, it is important to define three concepts that form the backbone of both programmes. In the critical reflections and the discussions during the site visit, the panel probed into the meanings of multidisciplinary, interdisciplinarity and transdisciplinarity.

Multidisciplinary: This is regarded as the cooperation of multiple disciplines in addressing a clearly defined scientific issue. Each discipline is working from its own perspective or paradigm on a sub problem, and they do not change due to the cooperation.

Interdisciplinary: Various disciplines work together in addressing a more complex scientific issue, and in handling the gaps or overlap between the different disciplines, they integrate perspectives or paradigms.

Transdisciplinary: This also entails the integration of various disciplines, but now includes societal (stakeholder) perspectives as well. The issue they address is not purely scientific, but has a distinct societal dimension that necessitates the broader involvement of stakeholders.

In the bachelor and master programmes that deal with complex social scientific challenges at the interface of life sciences and communication sciences, inter and transdisciplinarity are thus regarded as viable means to effectively address the challenges.

Intended learning outcomes bachelor

According to the critical reflection, bachelor graduates should be able to analyse the role of communication in processes of social change at three levels: that of the individual, of the organisation, and of society at large. Based on such analyses, bachelor graduates are to be able “to support the design of relevant communicative interventions and strategies”.

The bachelor programme translates its mission into distinct intended learning outcomes (appendix 3A), and here the triplet of communication domain-specific knowledge and understanding, scientific learning and life sciences domain-specific knowledge and understanding reoccurs, supplemented with general academic skills. Although bachelor graduates could, in principle, enter the job market, this is more of a theoretical possibility.

The panel reviewed the intended learning outcomes in relation to objectives of the programme, and concludes that these are in line with the domain specific reference framework for communication sciences. Furthermore, the panel believes the bachelor is a good preparation for the master programme. The panel shares the opinion with the programme that a BSc degree alone does not qualify students for a good professional career in the field of communication.

Intended learning outcomes master

According to the critical reflection, the master programme is founded upon two conceptual positions that shape the curriculum: the fact that communication is the creation of meaning through interaction; and the view that communication in health and innovation is part of a complex social system. This is combined with a transdisciplinary perspective on health and innovation, each of which forms a specialisation within the master: Communication and Innovation, and Health and Society.

The programme “aims to deliver professionals who understand complex processes of communication and change, and are able to apply these insights to enhance societal problem-solving and innovation in areas related to life science or health issues”. MSc graduates should be

qualified to take up a broad range of positions as communication professionals, including health promotion.

Internationally, the panel could not find programmes that focus on communication in the way this programme does. According to the panel, the master programme is an international benchmark for how to realize a transdisciplinary programme in the communication sciences and life sciences. The fact that the staff itself is involved in transdisciplinary research and contributes to social change is of great value to the programme and its quality, but remains somewhat hidden from public display. The programme could present this more as a unique selling point, attracting more students.

During the site visit, the panel was pleased to see that both teaching staff and students demonstrate a clear focus on the role of communication in tackling challenges at the interface of society and life sciences. In describing the profile and orientation of the programmes to the panel, students and staff used a common vocabulary in explaining what they do. This demonstrates both the coherence and the clearly defined focus. This is not just communicated in the critical reflection, but permeates the entire programme.

Considerations

Bachelor programme

The panel considers the programme to be adequate in fitting the reference framework, and the objective and profile are solid. The combination of communication and life sciences is unique in the Netherlands, and the proposed name can help to make this more explicit. This more explicit profiling will probably support the realization of a steady and sufficient inflow of students. The programme management is already making successful changes in the communication towards prospective students.

Master programme

According to the panel, the profile of the programme is unique, and has no national or European equivalent. A key element is that the transdisciplinary efforts in research and education are implemented and visible, and are stimulating each other. That makes the profile strong and well embedded in the life sciences and health domains of Wageningen University. The programme could further improve how it sells its profile, for example by presenting its strengths more explicitly. The proposed name change could make a difference, attracting more students and thus enlarging a greater community of learners.

Conclusion

*Bachelor's programme **Communicatiewetenschappen***: the panel assesses Standard 1 as 'satisfactory'.

*Master's programme **Applied communication science***: the panel assesses Standard 1 as 'good'.



Standard 2: Teaching-learning environment

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

Explanation:

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

Findings*General remarks*

In the critical reflection, as well as in the discussion with management, teachers and students, the panel noted that the profiles of the bachelor and master programmes are translated in challenging curricula. In general, both have extensive interactions between the social sciences and life sciences, not just in terms of content, but also in the exchange of staff and in addressing interdisciplinary issues.

This interdisciplinary feature also presents a challenge, since in some courses a wide range of disciplines and backgrounds of students have to be accommodated. Both programmes acknowledge this as a point of attention, and address this by actively informing students on preparatory courses, mandatory prior knowledge and advise on study tracks, as well as introductory lectures at the start of courses that align students' competencies. The panel has observed that this information, including the role of study advisors, is a crucial element in the organization of a feasible study programme for individual students.

All students are introduced to the study advisors in the first year, and all are invited to an individual meeting early in their programme. Bachelor students, who will develop personal study plans, present their plans and write an accompanying motivation letter. The small scale of the programme allows for such good coaching of students, and it is the hope and expectation of the panel that a growing number of students will not result in a decrease in the quality of guidance by the study advisors. For a programme with such a degree of variation and individual freedom, coaching is essential. It helps students to sharpen their ambitions, and hence to translate these ambitions into a solid study programme, consisting of identifiable learning tracks.

Although having courses that are open to students from many different programmes is an opportunity for interdisciplinary learning, the panel also noted concerns amongst students. One concern was the fact that communication students are sometimes outnumbered by students from other disciplines. In communication courses that are at the core of the programme (such as risk communication), this issue calls for dedicated efforts to safeguard that communication students meet their learning objectives. Another concern was that in some courses communication students are often spread across project groups as the 'communication experts'. The panel learned that these students prefer to have more project groups with predominantly communication students, as it takes the communication aspects of an assignment to a higher level of accomplishment. The panel recommends to keep a keen eye on this aspect of integration.

An overall observation of the panel was that both teachers, students and programme management are sincerely focused on collaboration. At the same time, the programme and its students have competitive potential that is not exploited to the fullest. For the bachelor students, the honours programme could be promoted more amongst talented students, and a research track in the master programme could guide interested students towards a career in research. In this way, the quality of the programme is not only showcased better, but it also invites staff and students to strive for yet a higher level of accomplishment.

Bachelor curriculum

The first year aims to address fundamental concepts, theories and methods pertaining to communication sciences. Bachelor students are offered a range of courses in the fields of communication science (from theoretical perspectives to practical processes), as well as in the social sciences in a broader sense, comprising social psychology, sociology, history and public policy. The common part of the programme comprises the entire first year, half of the second year and 18 EC in the third year. In the second and third year, the common courses address more advanced topics in communication (persuasive communication, organisational communication, risk communication), research methods and professional ethics. According to the panel, this core of the bachelor programme is a constructive translation of the intended learning outcomes into the curriculum.

The social scientific courses are supplemented with a substantial minor (24 EC) in what can be described as 'typical' domains of Wageningen University: Health, Food, Urbanisation, Climate change, Natural resource management and Sustainability. To its satisfaction, the panel has observed that this minor represents a wide range of topics yet shows a consistent focus on the integration of communication sciences and life sciences. In order to ensure that all students meet the same learning outcomes, the minors that can be included in the programme are checked every year, as are the life sciences elective courses. The 36 EC free choice courses can be completed at WUR, or any other university in or outside of the Netherlands.

The panel noted that the required life sciences expertise in communication courses is introduced by means of guest lecturers. BSc teaching staff demonstrated that they actively integrate the guest lectures within the framework of the courses. Staff is always present during guest lectures, and often use the principle of co-teaching, whereby the communication sciences lecturers present the theoretical material, which then is integrated with the case study of the life sciences guest lecturer. To the panel, this shows how the programme successfully integrates an interdisciplinary focus in its teaching methods.

Notwithstanding the high quality of the overall bachelor curriculum, the panel had reservations about the content, size and name of the 12 EC bachelor thesis. Students can decide if they want to conduct a literature review or empirical research. However, the panel is convinced that 12 EC offers too little room for proper empirical research, even if it is preceded by a 6EC course that helps students to prepare the thesis. Furthermore, the fact that some students perform an empirical study and others a literature study, raises the question whether students that choose a literature study are trained well enough in empirical research. In those cases, group projects during methods courses are the sole spaces in the curriculum where they can practice research skills. The panel has discussed these concerns with teachers, students and management at programme and faculty level, and strongly advises to reconsider the role and/or size of the thesis as the concluding activity of the programme.

Master curriculum

The panel was impressed by the 120 EC programme, and believes that the integrated life sciences dimension makes the master programme unique in the Netherlands and abroad. Master students confirmed that the profile and the duration of the programme makes it very attractive. For those students that do not have fitting bachelor or who come from the HBO, a 30 EC premaster is available. Students with a bachelor from Wageningen University or with a premaster can enter the programme throughout the year, but most students start in September.

In addition to a common programme of 27 EC across the first year, early on in the first year the programme directs students to the two 93 EC specialisations (of which 57 EC in the second year). The specialisations are A) Communication and innovation; and B) Health and society.



Year 1

One of the recommendations of the previous evaluation panel was to strengthen the transdisciplinary character of the programme. In response, the MSc programme designed a 12 EC course *Interdisciplinary approaches in communication, health and life sciences*. The panel learned that this first course in the master programme presents students with an overview of interdisciplinary approaches, and applies that to societal problems relating to life sciences. Students learn to analyse these problems from different epistemologies and worldviews, and reflect on the role of the researcher. As such, this course is a first stage in the specialisation. In a social sense, the first 12 EC course is also used for group bonding; it is the only course that students from both specialisations jointly participate in.

From talking to the course coordinator and students, reading the course evaluations and studying course material, the panel concluded that this course is an important improvement of the programme. Still, the content is quite complex, offering many cases and theoretical concepts at a high level. In the first edition (2015) it also had some organisational issues. The panel is confident that running the course for a few years will lead to improvements and fine-tuning, thereby realizing the course's potential.

Following this introductory course, students enter their specialisations. Within each specialisation, students take two common specialisation courses (12 EC), optional courses from a preselected list (12 EC), and optional (life sciences) courses. The final two courses of the first year provide students with Academic consultancy training (ACT, 9 EC) and Modular skills training (3 EC). ACT is a Wageningen University-wide course that is said to challenge students to work on a near-professional problem for a real client and to act as consultants. Students from nearly programmes participate, and thus Wageningen University demonstrates how a transdisciplinary orientation can be translated in original teaching methods. A point for improvement is that alumni feel that they have not been trained enough in handling complex projects under time pressure; these courses could lend themselves for that.

Year 2

The second year is almost entirely consumed by the internship (24 EC) and the MSc thesis (33 EC), supplemented with a 3 EC seminar that spans the entire year. There is no fixed order for the internship and thesis. The thesis is a research project, conducted at one of the participating chair groups and dependent on the specialisation supplemented with supervision from a life sciences chair group.

For the internship students work at an organisation or company outside WUR under the supervision of a professional trained at academic level. One of the core chair groups provides academic supervision. Students can find internships either by consulting a list of internship vacancies or by finding an organisation on their own. An internship coordinator and a study advisor then assess if the internship meets the demands. According to the panel, students are thus supported in selecting and designing an internship project that contributes to their learning development.

Although the internship reports were not studied prior to the visit, internship reports were available at the site visit. In general, internships are practical research projects, for which the students formulate their own learning objectives. Next to an internship report, an extensive reflection on those learning objectives is part of the assessment. A WUR wide course manual instructs students on how to prepare the internship.

Despite this support for students to start the internship, the panel shares the opinion of the examining board that the role and assessment of the internship should be discussed at the level of the entire faculty, ensuring that it is an academic product. The panel noticed quite some differences in content, structure and level of the internship reports, and feels that the internships could benefit from more harmonisation and an articulate view on how it should relate to which learning objectives.

Transdisciplinarity is understood by the programme as addressing complex social problems that involve both experts and lay people. Teachers acknowledge that students could reflect more on this transdisciplinary dimension in the internship and thesis, and they aim to integrate it more extensively. The panel is pleased to see that the teachers have the ambitions to improve the internship and theses, and understands the challenge of implementing such a complex issue in a master programme. The master programme in Wageningen might well be one of very few programmes that actually succeeded to get to the level where it is now. In addition, the panel supports the intention of the programme committee to see how study delay with the thesis can be handled better, for example by setting and monitoring deadlines for the theses more strictly.

Given the theoretical and methodological basis, the programme states that graduates are qualified as PhD candidates (9% of 124 alumni has acquired such a position). The panel thinks that, given the quality of the staff, the unique character of the master programme and the demonstrated capacities of some students, 9% is rather meagre. The programme's potential is bigger in this regard, and a special research track would be a welcome addition to the programme. This would suit the quality of the programme, serve the (career) opportunities of students who aspire a career in research, and further strengthen the relationship between research and education.

Wageningen University has a distinct international character, and the panel was pleased to see that this is reflected in the master programme. With over 20 different nationalities of students that participate in communication courses, the master programme has a distinct international flair. Furthermore, the programme stimulates students to embark on international internships. The panel saw this reflected in internship reports from projects executed in countries from Nepal to Canada.

Programme committee

According to the panel, the programme committee effectively fulfils its role in the improvement of courses. The student perspectives are clearly heard, and a noted lack of a curriculum evaluation is to be tackled in the near future, primarily through a bottle neck analysis.

Staff

The ambition of the programmes to let students become communication experts who are proficient in multiple disciplines, is supported by the teaching staff. As becomes clear from the critical reflections for both programmes, with the involvement of multiple chair groups in either the provision of courses or the supervision and assessment of theses, both bachelor and master students are actively confronted with multiple disciplines. In addition, teachers and supervisors from the life sciences strengthen both programmes. Both programmes are also supported by an external advisory board, intended to forge a link between the programmes and the professional field.

The panel was impressed to see that the cooperation and interaction between disciplines is not just limited to students, who travel between the social sciences and life sciences. Staff also has close relationships with life scientists, sometimes culminating in joint research projects. This increases mutual understanding between staff from the different disciplines, and has a positive feedback on education. Important in this respect is that life scientists recognize the necessity to address the social aspects of their research. To the panel this mutual dependency demonstrates that the whole environment of Wageningen University is conducive to collaboration.

At the same time, it did not go unnoticed to the panel that the close cooperation between life sciences and social sciences is an ongoing struggle. Staff and students have to promote the understanding that the social sciences are not a singular discipline, and that it is neither simplistic nor instrumental in inducing social change for life science challenges. This, however, need not be a drawback, since the struggle also stimulates staff and students to reflect on and articulate their added value.



The panel encountered a valuable and informal culture of quality assurance amongst staff members, mostly in the MSc programme. The lines are short and they frequently discuss educational issues. The panel is pleased that the open atmosphere of Wageningen University allows students to provide direct feedback during courses, and that teachers are very responsive to that feedback. An annual teachers' day, encompassing all teaching staff, could promote this open atmosphere even more.

The staff-student ratio in both programmes is quite favourable (1:8 for the BSc programme, 1:7 for MSc programme). There are, however, quite a few courses and minors that are offered by other programmes which the students can choose from. As was remarked by the previous evaluation panel, the quality of teaching staff and the staff-student ratio in those optional courses cannot be assessed. From the various discussions with students and alumni, as well as in the course evaluations, the panel did not receive any signals that those 'external' staff members lack competencies.

The staff involved in the BSc and MSc programmes demonstrates a healthy mix of staff positions, from PhD researchers to full professors. About two-third of the BSc teaching staff is a member of one of the six graduate schools, almost all MSc staff are member of the graduate school. Thus, the programmes are expected to meet the WUR policy that skilled lecturers are also scientific experts. The panel acknowledges the scientific quality of the staff to be more than adequate.

Services and facilities

Both bachelor and master students are provided with the services and facilities needed for a positive study atmosphere. All students have access to the study associations Mercurius and Ipso Facto. These associations not just organizes social events, but advice student and teachers, talk to study advisors and meet with the educational board. The panel congratulates the associations on the recent student survey they organised in order to obtain student input for improving the study programmes.

In addition to the study association and the study advisors, the panel ascertained that all other required resources for effective studying (study facilities, electronic learning environments and support for students who psychological assistance) are adequate.

Considerations

In general, the panel is very satisfied with the ways in which the intended learning objectives of both the bachelor and the master programme are translated in the two curricula. The quality of the staff as teachers and as scientific experts, as well as a good support structure for study advice, quality monitoring and student feedback, create a good and coherent teaching and learning environment.

Furthermore, the panel was pleased to see that organizing a yearly teachers' day, executing a curriculum evaluation via a bottle neck analysis and more attention for learning tracks are initiated by programme management as improvements to the programme. There is a constant quality improvement mentality the panel values greatly.

The teaching quality of the staff is good, and the informal atmosphere in and outside of the lecture-room allows for many interactions and mutual feedback between students and teachers. The panel was especially impressed by the way in which both programmes manage to integrate life sciences and social sciences in the curricula; the inter- and transdisciplinary teaching methods are a valuable feature of the bachelor and master programmes.

Bachelor programme

The panel feels that the emphasis put on collaboration, the learning environment and the relationship between teaching and research create a very conducive learning environment for students. Although the transdisciplinary component is not as explicit as in the master programme, the atmosphere certainly stimulates it.

The valuable aspect of interaction with students from other disciplines is an asset. It should also be safeguarded that communication students have sufficient means to excel not only in collaboration with other disciplines, but also in reaching a higher level in their own discipline. A greater inflow of students would stimulate that, and the recent increase in student numbers seems to reflect a better profiling of the programme.

Notwithstanding the high quality of the teaching and learning environment, the panel is of the opinion that the size, objective, content and criteria of the 12 EC thesis should be brought in line with one another. There is too much diversity in how students can shape it, and it is unclear if and how empirical research skills relate to the thesis.

Finally, the panel thinks the quality of the students and the programme could be translated into a more active participation to the honours programme.

Master programme

The master programme demonstrates a good integration of transdisciplinary research and teaching, and this should be shared with the wider academic community, for example through publications. The way in which the programme is organized is the outcome of a strong teacher interaction. Formal overview is in place to guarantee that all learning outcomes are addressed.

The recent modifications to the programme, such as the introductory course, are good and teachers are very responsive to both students and their own experiences. The introductory course is still developing into its full potential, and reducing conceptual complexity could be an aid.

As students go through the programme, there is no rift between the student groups of each specialisation. The programme is feasible, and a little more time pressure would be a good thing in preparing students for professional life.

In making even more of the potential of transdisciplinary research in the programme, the panel recommends that a research specialisation is considered. That would increase the outflow of students to careers in research, and thus capitalize the quality of the programme.

Conclusion

*Bachelor's programme **Communicatiewetenschappen***: the panel assesses Standard 2 as 'good'.

*Master's programme **Applied communication science***: the panel assesses Standard 2 as 'good'.



Standard 3: Assessment

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*Course assessment*

The panel verified that both programmes aim for a transparent and comprehensive assessment strategy, meaning that the following questions are to be answered: what is being assessed; how is the student assessed; when; by whom; and how is the final mark determined? The panel checked course manuals and concluded that the assessment of courses is adequate. The means of assessment are related to the course's learning objectives. The assessment strategy is described in the course manual, and the weight of different elements is listed. During and after courses, students received feedback on their progress, which allows them to improve their work.

Thesis assessment

The panel ascertained that the grading of the theses (including the master internship) is done in an appropriate fashion. Assessment takes place on a range of items dealing with content, methods and process, specified on an assessment form. An elaborate rubric describes for each sub-item what grade is to be given for what quality. Sub-items deal with both the content and the process of the student.

The process of thesis assessment, as explained during the site visit, supports the view of the panel that this is done in a reliable fashion. Three (sometimes two) assessors independently give a mark for the thesis or internship report. There is always one examiner who was not involved in the supervision. Following a public presentation of the thesis, the students defend the work in a session with the examiners. Subsequently, in absence of the student, the assessors decide on the grade and share this with the student, accompanied by oral and written feedback. The final, collective assessment is then archived. Although the panel is satisfied with this procedure, archiving the assessment forms of each individual examiner would be helpful for quality assurance purposes. The panel does have a crucial point for improvement in the assessment of theses, which apparently not only applies to these two programmes in communication sciences. It noticed that students who fail on one of the sub-items (e.g., theory) can compensate that with a pass on other items (e.g., process). The panel thinks this is highly undesirable, as students at academic level should pass on all the aspects of the thesis, including important aspects as theory. In other words, the panel believes the averaging system does not work at the lower end and should be replaced by a system with thresholds for individual items of the evaluation.

In addition, the panel praises the fact that several students go abroad for their internship. There are many different international standards for marking student work. As this may lead to differences in the assessment of products of comparable quality, the panel invites the programmes to reflect on how to discount the international variation in grading in the final mark.

As mentioned before, the programme will install more strict and explicit deadlines for the theses, an intention the panel endorses.

Board of Examiners

The bachelor and master programme reside under the examining board for the social sciences (EBSS). Next to the approving of students' study plans, the EBSS also monitors the quality of the course and thesis assessment. The EBSS and the programme directors meet every three weeks to confer over ongoing matters, and annually visits chair groups to discuss course guides, assessment and assessment strategy.

The panel learned that during the annual visits, the chair groups provide an overview of theses with marks of around a 6 and 9. These products are then reassessed by a third assessor. Although the panel supports this annual assessment, it believes that the examining board could be more proactive in scanning for theses that are around 6 and 9. At present, it seemed too dependent on the information provided by the chair groups, instead of actively seeking the information it needs for quality assurance purposes.

Considerations

The panel has observed that the assessment systems in both the bachelor and master programme are valid and reliable, though it took the panel quite some effort to obtain a full view of that system, for example, applied to the assessment of theses.

The examining board is fulfilling its role satisfactory, in the sense that it checks the assessment procedures and their application. Next to the formal structure for assuring the quality of assessment, the programmes have a good informal infrastructure. Still, the panel thinks the examining board can be more directive and proactive in its role, for example in its reviews of theses that are marked in the lower and higher regions (6 and 9).

Finally, the panel recommends that all sub-items should pass with at least 5,5 in order for the student to pass the thesis, and that the abstract of the master thesis is also part of the assessment. Writing a good abstract is an important part of the qualifications.

Conclusion

*Bachelor's programme **Communicatiewetenschappen***: the panel assesses Standard 3 as 'satisfactory'.

*Master's programme **Applied communication science***: the panel assesses Standard 3 as 'satisfactory'.

Standard 4: Achieved learning outcomes

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

Demonstration of having achieved learning outcomes: Thesis

In preparation, the panel studied 15 theses of both the bachelor and the master programmes. During the site visit, the panel also studied master internships reports, which comprise 24 EC.

The panel has ascertained that students have reached adequate levels of competencies on both the bachelor thesis, master thesis and internships. As remarked before, the bachelor theses demonstrated quite some variation in size, focus and the use of methods. Since one of the intended learning outcomes (number 7) is that students can apply the appropriate communication science research methods, the panel recommends to evaluate the role of the thesis and (methods) courses in realizing this learning objective.



The panel encountered one thesis that was quite problematic in terms of grammar and spelling, but this did not affect the general conclusion that the intended learning outcomes of both programmes are certainly met.

Success rate

For the bachelor programme, the study rates have been low but are steadily increasing from 50% graduating after four years in the 2006 cohort, to 57% in 2012. An explanation provided in the critical reflection is that with small student numbers, the delay of a few students immediately results in a lower 4-year success rate. The programme expects that the introduction of the 'harde knip' (a rule that allows student to enter the master programme only when they have completed their full bachelor programme), will bring the success rate for the BSc programme to the national goal of at least 70% after four years. The panel believes that with the increasing attention for study tracks and bottle neck analyses, the programme is addressing the success rates in a constructive manner, and thinks the target is within reach.

The reservation that a small cohort makes the success rate of students fluctuate strongly is also applied to the master programme for the years up to 2012. In 2012 the Health and society specialisation was added to the programme, allowing for the inflow of students from more different bachelor programmes. The cohort increased from 10 students in 2011 to 67 in 2015, so the statistics on the success rate after 2012 are less vulnerable to delays of individual students. The panel is happy to see that the success rate in the master programme is given due attention, for example with setting stricter deadlines for the thesis.

Preparation for the further education and professional life

The critical reflection explains that, although bachelor graduates can enter the job market, this is quite uncommon. The panel agrees with that, and thinks master students have much better job opportunities than bachelor students. Therefore, the panel is pleased to see that over 70% of the bachelor graduates continues in a master programme (at Wageningen University or elsewhere).

Although not all graduates have a job upon graduation, the panel has witnessed satisfaction with the way the master programme prepares students for their professional life. Alumni with whom the panel has spoken, state that the market value for WUR graduates is high; they are appreciated as critical yet constructive professionals, people that are hands on. Alumni also reported that the existing name of the programme misinforms employers about their competencies. Therefore, some alumni chose to advertise themselves under the name of the specialisation, not the programme.

Those graduates that end up working as (communication) consultants in general see themselves as well prepared for professional life. But they also feel a bit 'shaky'. Consultancy skills, project management skills and entrepreneurial thinking are a little underdeveloped, even though they have completed courses like Academic consultancy training and Modular skills training.

Following up on the earlier recommendation to install a research track in the master programme, the panel thinks that Wageningen graduates are not competitive enough on the PhD market. At present, only 9% of the graduates takes up a PhD position. The quality of the programme and the staff would certainly allow for more talented students to prepare themselves for an (international) PhD trajectory, so the panel invites the programme to realize this hidden PhD potential.

Considerations

Bachelor programme

According to the panel, the level of the bachelor students is satisfactory, and a decent number continues their studies in a master programme. During the talks with students, the panel encountered students who are skilled and who embody the interdisciplinary character of the programme. They demonstrate that the collaborative dimension of the intended learning outcomes

has resulted in context sensitive graduates who understand how to analyse problems at the boundaries of communication and life sciences.

Furthermore, the panel is convinced that the bachelor thesis needs to be evaluated in relationship to the intended learning outcomes. In particular, the training of empirical research skills should be considered, as students are free to choose if this is part of the bachelor thesis or not. At the moment, there are theses being completed without any empirical work and theses that combine theory and empirical work. This creates discrepancies in the skills that are being demonstrated in the thesis. The panel advises to remedy this so that, regardless of topic, all theses clearly test the same skills.

Master programme

The level of the master students is in line with the standards in the field. During the interviews with master students and graduates and by studying theses, the panel experienced master students are proficient in identifying the meaning of transdisciplinary research in stimulating social change. Given the complexity of doing transdisciplinary research, the panel was not surprised to see that, in several cases, the master theses were more inter- than transdisciplinary. However, they show the students' ability to understand the role of communication in dealing with life science and health issues in society.

As said before, the level of some of the theses is relatively low by international standards to allow for a career in academic research. The unique focus of the programmes justifies a research track in the programmes to prepare students for academic career, e.g., in the domains of social change, transition and stakeholder participation.

With regard to the internship, the panel noted a variety of projects in many different cultural contexts across the globe. That is an asset of the programme (and Wageningen University). In general, the panel felt that the internship reports and discussions with staff and students demonstrate an ability of the students to build bridges between science and society. Still, the great diversity, also in the internship reports, calls for a more uniform approach with regards to assessing if the learning objectives are met.

The alumni have a distinct profile which makes them valuable as professionals that can work on topics across life sciences, health and communication. This is an important plus and shows the programme realizes what it aims for. Again, the new name of the programme will assist alumni to highlight their unique selling points more explicitly.

Conclusion

*Bachelor's programme **Communicatiewetenschappen***: the panel assesses Standard 4 as 'satisfactory'.

*Master's programme **Applied communication science***: the panel assesses Standard 4 as 'satisfactory'.

GENERAL CONCLUSION

With the bachelor in Communicatiewetenschappen and the master in Applied communication science, Wageningen University hosts two unique communication studies programmes. Students are challenged to actively integrate communication science with life and health sciences, and are supported by a stimulating teaching and learning environment. The panel has some recommendations for making the bachelor thesis and internship fit better in the overall programme, and suggests a revision of the assessment strategy of the theses and internship reports. Some of the suggestions address general policy of Wageningen University, implying that



the programmes cannot change them individually. Graduates from both programmes embody what the programme presented as its objective: academic professionals that understand the role of communication in complex social challenges pertaining to life sciences and health. The proposed names will convey this profile better than the present names do.

Conclusion

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

The panel assesses the *master's programme* **Applied communication science** as 'satisfactory'.

APPENDICES





APPENDIX 1: CURRICULA VITAE OF THE MEMBERS OF THE ASSESSMENT PANEL

Prof. Dr. Hilde Van den Bulck is Professor of Communication Studies and head of the Research Group Media, Policy and Culture at the University of Antwerp (UA) in Belgium. She obtained a first degree in Communication Studies at the KU Leuven (B) and an MA in Mass Communications at the CMCR, University of Leicester (UK). She went on to obtain a PhD in Social Sciences at the KU Leuven (B) with a thesis on Public Service Broadcasting and its cultural and programming policy as a project of modernity. Hilde has complementary expertise in media structures and processes, and in media culture. In the first area she is specialised in broadcast structures, political economy and policies. In the latter area she is specialised in the role of media and celebrities in culture and society in general, and in collective identities in particular. In these areas she obtained several research grants and has published in ranked, academic journals as well as in books.

Prof. Dr. Jacqueline Broerse is professor of innovation and communication in the health and life sciences (with focus on diversity and social inclusion) and head of the section Science Communication at the Athena Institute, VU University Amsterdam. She holds a master degree in biomedical sciences (cum laude, 1988). In 1998 she obtained her PhD degree on the development of an interactive approach to include small-scale farmers in research agenda setting processes on biotechnology. Her current research is focused on (1) methodology development for facilitating a dialogue between science and society, and (2) management of systemic change processes, in order to contribute to more equitable and inclusive innovation processes. She coordinates, and teaches in, various courses of the Athena Institute. She is a member (and chair) of various educational boards, including the Educational Board of the Royal Tropical Institute.

Melanie Klösters, BSc is a Research Master student in Behavioural Science at Radboud University in Nijmegen. She obtained her bachelor's degree in Communication Science at Radboud University and is currently working there on her master's thesis on stereotypes in entertainment media at the Social and Cultural Psychology department. Her experience with the assessment of education quality includes being a member of the Faculty Student Council and Programme Committee.

Prof. Dr. Maurice B. Mittelmark is a community psychologist and epidemiologist, and professor at the University of Bergen, Norway. He conducted community health studies at the University of Minnesota from 1977 to 1987. At Wake Forest University (1987-1995) he directed the Center for Human Services Research and community studies related to the health needs of vulnerable population sub-groups including older adults and African-Americans. At the University of Bergen (since 1995), his present research focusses on assets for health and the Salutogenic Model of Health.

Drs. Jacqueline Vink is strategic advisor at Schuttelaar & partners, a public affair and communications consultancy in health and sustainability. She works in the unit Technology & Society, healthy living and is specialised in strategic communication, social marketing and public-private cooperation. Vink advises on projects such as Jongeren Op Gezond Gewicht (JOGG), is expert Public-Private Cooperation for education, supervises communication processes, and provides training and media advice. Furthermore, she has experience in the positioning of actors, profiling and public communication campaigns. Before coming to Schuttelaar she was chief of staff of a merger hospital, manager of communication of the Nutrition centre and manager unit Consultancy of the ministry of General Affairs. Jacqueline studied communication sciences at the Catholic University Nijmegen, completed the master programme strategic management (Universiteit Utrecht), and a summer course Corporate Communication (Erasmus Universiteit).



APPENDIX 2: THE DOMAIN-SPECIFIC REFERENCE FRAMEWORK

The domain-specific reference framework for Communication Sciences (Communicatiewetenschappen) bachelor programmes was prepared in 2011 by four universities in the Netherlands that offer Communication Sciences bachelor and master programmes. As the domain-specific reference framework is applicable to the BSc Communication Science in Wageningen, the framework has been adapted for use here. However, two additional paragraphs have been included in a text box to describe the bachelor and master programmes at Wageningen University. While the original document was written in Dutch, the paragraphs on communication science at Wageningen University are in English.

Domein

De Communicatiewetenschap is een wetenschappelijke discipline die zich beweegt op het terrein van zowel de sociale- als de gedragswetenschappen. De discipline richt zich op de wetenschappelijke - theoretische en empirische - studie van de productie, inhoud, betekenissen en effecten van gemedieerde communicatie voor individuen, organisaties en samenlevingen.

Bachelor- en Masteropleidingen Communicatiewetenschap worden in Nederland aan vier Nederlandse universiteiten aangeboden: de Radboud Universiteit Nijmegen, de Universiteit Twente, de Universiteit van Amsterdam en de Vrije Universiteit Amsterdam.

In 1999 werd door de Visitatiecommissie Communicatiewetenschap voor Nederland en Vlaanderen geconstateerd dat de voornaamste inhoudelijke bestanddelen, de opbouw, de aangeboden opties en academische omgeving van de vier opleidingen nagenoeg op dezelfde lijn staan (Onderwijsvisitatie Communicatie- wetenschap; VSNU, mei 1999, p. 9 en p. 15). Zeven jaar later werd door de Visitatiecommissie Communicatiewetenschap voor Nederland 2006 vastgesteld dat "de vier bezochte opleidingen [inmiddels alle een eigen specialisatie en een eigen aanpak hebben ontwikkeld", zodat er aldus de Commissie inmiddels "meer focus en meer eigenheid" was ontstaan (Onderwijsvisitatie Communicatiewetenschap; QANU, oktober 2006, p.25-26).

De bovenstaande conclusie blijft anno 2011 geldig; nog steeds hebben de vier opleidingen, naast een gemeenschappelijke noemer op het gebied van de opbouw en inhoud van het programma, een eigenheid die met name is te vinden in de specialisaties en de werkwijze van de afzonderlijke opleidingen.

De gezamenlijke uitgangspunten zijn:

- De bestudering van de productie, inhoud, betekenissen en effecten van gemedieerde communicatie voor individuen, organisaties en samenlevingen staat centraal in de opleidingen;
- De opleidingen zijn verankerd in het sociale- en gedragswetenschappelijke perspectief (of zo men wil: paradigma);
- In alle opleidingen staan communicatiewetenschappelijke theorievorming en empirisch onderzoek, en met name de integratie hiervan, centraal;
- Alle opleidingen beogen studenten te vormen tot professionals en onderzoekers in de media- en communicatiesector en aanverwante sectoren, dan wel voor te bereiden op een hoger niveau van academische vorming.

De opleidingsspecifieke uitgangspunten zijn:

Radboud Universiteit Nijmegen

De Bacheloropleiding wordt in twee varianten aangeboden: als driejarig curriculum voor studenten met een vwo- of vergelijkbaar diploma en als verkort curriculum van 108 EC voor studenten met een aanverwant hbo-diploma. Naast de reguliere Bacheloropleiding worden minorprogramma's en keuzevakken aangeboden voor studenten van andere studierichtingen. De Bacheloropleiding heeft een jaarlijkse instroom van ongeveer 100 studenten.



Het curriculum bestaat grotendeels uit een generiek programma, maar daarnaast brengen studenten eigen accenten aan in de keuze van de leerprojecten, van de minor en de invulling van praktijkoriëntatie en bachelorscriptie.

De eenjarige reguliere Master Communicatiewetenschap heeft een jaarlijkse instroom van ongeveer 75 studenten en kent twee varianten: Media & Samenleving en Journalistiek & Media. Daarnaast kunnen studenten Communicatiewetenschap kiezen voor de tweejarige Research Masteropleiding *Social Cultural Science*.

Universiteit Twente

De Universiteit Twente richt zich op de raakvlakken tussen mens en technologie, wat leidt tot een innovatieve en maatschappelijke relevante profilering. De universiteit heeft in het Bacheloronderwijs gekozen voor een onderwijsfilosofie die zich laat samenvatten met de drie O's: onderzoeken, ontwerpen en organiseren.

Bachelorstudenten bekwamen zich in het uitvoeren en beoordelen van wetenschappelijk onderzoek, maar leren ook op systematische wijze oplossingen te ontwikkelen voor communicatieproblemen (ontwerp en) en effectief samen te werken met anderen binnen en buiten de eigen discipline (organiseren). Daarnaast heeft de opleiding nog twee inhoudelijke profielkenmerken: aandacht voor de organisatiecontext van communicatie en voor ICT-toepassingen. De driejarige Bacheloropleiding bestaat uit een verplicht programma van 150 EC en een keuzeruimte van 30 EC. Deze keuzeruimte kunnen studenten invullen met: keuzevakken aan een binnenlandse of buitenlandse universiteit, een stage in binnen- of buitenland of een van de ca. 30 minors van de universiteit. De Bacheloropleiding wordt afgesloten met een volwaardig praktijkgericht onderzoek. De opleiding heeft een jaarlijkse instroom van ruim 70 studenten.

De eenjarige reguliere master Communication Studies heeft een jaarlijkse instroom van ca. 110 studenten en kent drie specialisaties: Marketing Communication, Corporate Communication en New Media and Communication. Elke specialisatie heeft een verplicht deel van 15 EC en een keuzeruimte van 15 EC.

De Masteropleiding wordt afgerond met een zelfstandig wetenschappelijk afstudeeronderzoek van 30EC. De Universiteit Twente biedt een schakelprogramma aan van 60 EC voor studenten met een aanverwant hbo-diploma.

Studenten die dit programma hebben afgerond, ontvangen geen Bachelordiploma, maar een premastercertificaat. Jaarlijks stromen ca. 90 studenten in.

Universiteit van Amsterdam

De Bacheloropleiding Communicatiewetenschap aan de Universiteit van Amsterdam wordt in twee varianten aangeboden: als driejarig curriculum voor studenten met een vwo- of vergelijkbaar diploma en als verkort curriculum van anderhalf jaar voor studenten met een aanverwant hbo-diploma. Naast de reguliere Bacheloropleiding worden minorprogramma's en keuzevakken aangeboden voor studenten van andere studierichtingen. De Bacheloropleiding heeft een jaarlijkse instroom van ruim 500 studenten. Het curriculum bestaat grotendeels uit een generiek programma, maar daarnaast is het mogelijk om eigen accenten aan te brengen, zowel op communicatiewetenschappelijk gebied (door de stage en verdiepingsvakken), als daarbuiten (door de keuzeruimte).

De Universiteit van Amsterdam biedt meerdere Masteropleidingen Communicatiewetenschap aan, die grotendeels in het Engels worden aangeboden. De eenjarige reguliere Master in Communication Science heeft een jaarlijkse instroom van ongeveer 350 studenten (waarvan zo'n 15% internationale studenten) en omvat vier specialisaties: *Corporate Communication*, *Persuasive Communication*, *Political Communication* en *Youth & Media*. Als enige in Nederland wordt er voorts een tweejarige Research Master opleiding Communication Science aangeboden (QANU-geaccrediteerd) en is er een internationale Master '*Journalism, Media and Globalisation*' die

gezamenlijk met Britse, Deense en Duitse universiteiten wordt aangeboden (tevens QANU-geaccrediteerd) .

Vrije Universiteit Amsterdam

De Bacheloropleiding Communicatiewetenschap aan de Vrije Universiteit Amsterdam is een driejarig programma . Naast brede vakken op het gebied van Communicatiewetenschap, waaronder een inleiding Communicatiewetenschap (10EC), en vakken waarin veel aandacht is voor communicatiewetenschappelijk relevante vaardigheden (werkgroepen / projecten en BA thesis, in totaal 40 EC), wordt er in de Bacheloropleiding Communicatiewetenschap meer specifieke aandacht besteed aan politieke communicatie (10 EC), organisationele communicatie (10 EC), marketing & persuasieve communicatie (10 EC), mediapsychologie (10 EC) en interpersoonlijke communicatie (10 EC). Hiernaast krijgen studenten vakken op het gebied van methoden & technieken (20 EC), algemeen verbredende vakken op het gebied van sociale wetenschappen (30 EC), en is er een door studenten zelf in te vullen profileringsruimte (30 EC). De Bacheloropleiding Communicatiewetenschap kent een gestage groei en kent de afgelopen twee jaar een instroom van 150 tot 180 studenten.

De Masteropleiding Communicatiewetenschap is grotendeels Engelstalig, en kent een instroom van rond de 100 studenten. Net als de Bachelor is er in de Master veel aandacht voor de ontvanger in het communicatieproces, voor de effecten van communicatie, voor communicatie binnen een publieke, organisationele en interpersoonlijke context, en voor, veelal kwantitatief, onderzoek naar communicatieprocessen. Naast methoden & technieken (5 EC) en een onderzoeksgerichte thesis (25 EC), kunnen studenten in de Master zich specialiseren op een van de volgende drie gebieden: *marketing en voorlichting, organisationele communicatie of mediapsychologie.*

Wageningen University

Wageningen University's BSc Communication Sciences programme is a three-year programme that is taught partly in Dutch and partly in English. Students first receive a foundation in communication sciences and other related disciplines, as well as training in research methodology and statistics. After these foundational courses, students begin to deepen their knowledge and skills with courses covering risk communication, communication and organisations, policy and ethics. They learn to apply insights from communication sciences to current societal issues, problems and challenges in life-science related topics. In most of the communication courses, therefore, insights from communication sciences are applied to or linked with a specific life-science domain (food, health, natural resource conservation, sustainability, climate change or urbanisation). A 24-ECTS life-science minor in one of the abovementioned life-science domains is compulsory for students in either the second half of the second year or the first part of the third year. Students also have 36 ECTS available for optional courses. The programme's third year concludes with a 12-ECTS bachelor thesis, where students apply their knowledge of communication sciences to a life-science domain. Over the past years, the programme has had an average annual intake of 13 students.

The MSc Applied communication science programme is a two-year programme, taught entirely in English. The two-year programme features two specialisations: *Communication and Innovation* and *Health and Society*. Following the common 12-ECTS course, *Interdisciplinary Approaches in Communication, Health and Life Sciences*, both specialisations, each in their own way, give attention to communication, methodology, interaction, conflict, collaboration, system thinking and interdisciplinarity. In the specialisations, students combine restricted optional courses in the field of their specialisation with optional (life-science) courses. The master programme aims to train academic context-specific professionals in the field of communication, health and life sciences who are able to draw on a combination of different disciplines and work with a range of stakeholders. The first year of the master programme comprises courses and the second year comprises the thesis (33 ECTS), internship (24 ECTS) and a 3-ECTS seminar. Over the past years, the programme has had an average annual intake of 45 students.



Doelstellingen Bacheloropleiding Communicatiewetenschap

De Bacheloropleiding Communicatiewetenschap in Nederland is een driejarige opleiding die thans aan vier Nederlandse universiteiten kan worden gevolgd: de Radboud Universiteit Nijmegen, de Universiteit Twente, de Universiteit van Amsterdam en de Vrije Universiteit Amsterdam. Een succesvolle afronding ervan geeft recht op het voeren van de titel *Bachelor of Science*.

De Bacheloropleidingen aan alle vier de universiteiten stellen zich ten doel om studenten een academische opleiding te geven, waarvan de belangrijkste theorieën en methoden van onderzoek van de Communicatiewetenschap de pijlers vormen. De studenten moeten aan het einde van de opleiding beschikken over aantoonbare kennis en inzicht in de belangrijkste theorieën en onderzoeksliteratuur van het brede terrein van de Communicatiewetenschap. Daarnaast moeten ze vaardigheid hebben ontwikkeld in de gangbare methoden van empirisch onderzoek en data-analyse. Ook moeten ze zowel communicatievraagstukken als het eigen functioneren kritisch kunnen beoordelen. Het accent ligt hierbij op de toepassing van communicatiewetenschappelijke theorie en onderzoek bij het analyseren en oplossen van belangrijke maatschappelijke en professionele vraagstukken.

De Bacheloropleidingen Communicatiewetenschap vormen de studenten tot beginnende professionals in de media- en communicatiesector en aanverwante sectoren. Na afronding van de opleiding is de afgestudeerde theoretisch en methodisch toegerust om kennis en inzicht toe te passen, uit te breiden en te communiceren op een wijze die getuigt van basisacademische vorming en een professionele benadering. Na de bacheloropleiding is men dusdanig toegerust dat men zou kunnen instromen in een opleiding op Masterniveau binnen de Communicatiewetenschap of -indien vereist na een kort schakelprogramma- aanverwante disciplines.

Doelstellingen Masteropleiding Communicatiewetenschap

De Masteropleiding Communicatiewetenschap in Nederland is een eenjarige opleiding die thans kan worden gevolgd aan dezelfde Nederlandse universiteiten als waar een Bacheloropleiding Communicatiewetenschap kan worden gevolgd. Een succesvolle afronding ervan geeft recht op het voeren van de titel *Master of Science*.

De Masteropleidingen aan alle vier de universiteiten stellen zich ten doel om studenten een gevorderde academische opleiding te geven, waarvan de belangrijkste theorieën en methoden van onderzoek van de Communicatiewetenschap de pijlers vormen. De student beschikt bij aanvang van de opleiding over aantoonbare kennis en inzicht in de belangrijkste theorieën, heeft de basisvaardigheden in de gangbare methoden van empirisch onderzoek en data analyse en kan kritisch reflecteren op communicatievraagstukken en het eigen functioneren. In de Masteropleiding worden deze kwalificaties verdiept op een dusdanige wijze dat de student gespecialiseerde kennis van theorievorming en onderzoeksliteratuur opdoet op een of meerdere terreinen van de Communicatiewetenschap; vaardigheid in methoden van empirisch onderzoek dusdanig ontwikkelt dat hij/ zij in staat is om een zelfstandige bijdrage te leveren aan de ontwikkeling van nieuwe kennis op een -afgebakend- terrein van het vakgebied; en kritisch kan reflecteren op communicatievraagstukken, de eigen kennisbijdrage en het eigen functioneren.

De Masteropleidingen Communicatiewetenschap vormen studenten met een relevante Bacheloropleiding tot professionals en academisch geschoolde onderzoekers in de media- en communicatiesector en aanverwante sectoren. Na afronding van de opleiding is men theoretisch en methodisch toegerust om kennis en inzicht te integreren, nieuwe kennis te ontwikkelen en te communiceren op een wijze die van gedegen academische vorming en professionele benadering getuigt. Eveneens is men dusdanig toegerust dat men een opleiding op PhD-niveau binnen de Communicatiewetenschap of aanverwante disciplines zou kunnen aanvangen.

De Masteropleidingen Communicatiewetenschap onderscheiden zich op drie manieren van de Bacheloropleidingen:

In de Bacheloropleidingen ligt de nadruk op algemene academische vorming en het verwerven van basisinzichten in de Communicatiewetenschap in haar volle breedte. In de Masteropleidingen verschuift het accent naar het kennismaken van en leren bijdragen aan de ontwikkeling van nieuwe kennis en inzichten op een deelgebied van de Communicatiewetenschap;

Waar in de Bacheloropleidingen grotendeels wordt gewerkt met smaller gedefinieerde en aangereikte probleemgebieden, werken Masterstudenten zelfstandiger aan meer complexe problemen. In de Bacheloropleidingen vormen maatschappelijke vraagstukken en problemen uit de communicatiepraktijk het startpunt om theorie en onderzoek te behandelen; in de Master wordt meer vanuit wetenschappelijke vraagstukken gewerkt.

Eindtermen Bacheloropleidingen

In de eindtermen van de Bacheloropleidingen Communicatiewetenschap (zie Tabel 1 voor beschrijving) staan drie elementen centraal. Het is allereerst een academische opleiding op basisniveau. Dat wil zeggen dat het gaat om: het verwerven, verwerken en toepassen van kennis en inzichten op het terrein van de Communicatiewetenschap; de academische vaardigheden die nodig zijn om vakliteratuur te vinden, te verwerken en daarover te rapporteren; het zelfstandig uitvoeren van eenvoudig onderzoek; en om een academische attitude die nodig is om te kunnen reflecteren op communicatievraagstukken en op het eigen handelen.

In de tweede plaats zijn de Bacheloropleidingen Communicatiewetenschap sociale- en gedragswetenschappelijke opleidingen. Dat houdt in dat er wordt gestreefd naar kennis en inzicht van sociale- en gedragswetenschappelijke methoden van onderzoek en de vaardigheid om die kennis in onderzoek toe te passen.

Tot slot zijn de eindtermen van de Bacheloropleidingen Communicatiewetenschap breed in de zin dat wordt verondersteld dat na voltooiing er kennis van en inzicht in het totale domein van de Communicatiewetenschap is. Er wordt dus in de Bacheloropleidingen niet gekozen voor specialisatie, hoewel studenten wel individuele accenten kunnen aanbrengen. De brede opzet kwalificeert de student voor verschillende Masteropleidingen op het terrein van de Communicatiewetenschap en -indien vereist na een kort schakelprogramma- aanverwante wetenschappen.

Studenten hebben na afronding van de opleiding kennis over en inzicht in	
1.	De belangrijkste communicatiewetenschappelijke theorieën, stromingen en empirische bevindingen;
2.	de voornaamste communicatiemiddelen (kranten, televisie, radio, tijdschriften, internet etc.) binnen maatschappelijke en organisatorische communicatiestelsels;
3.	de onderzoeksdesigns en de gangbare methoden en technieken van sociaal- wetenschappelijk communicatieonderzoek.
Studenten hebben na afronding van de opleiding de vaardigheden om:	
1.	vakliteratuur te vinden, te verwerken en te beoordelen;
2.	helder schriftelijk en mondeling te rapporteren over communicatievraagstukken;
3.	communicatieproblemen te analyseren en te vertalen in onderzoekbare vraagstellingen en een eenvoudig onderzoek zelfstandig uit te voeren.



Studenten hebben na afronding van de opleiding een attitude:	
1.	die analytisch is ten aanzien van communicatievraagstukken in de maatschappij;
2.	die besef laat zien van de maatschappelijke rol van communicatiewetenschap en de communicatiewetenschapper, alsmede van de ethische aspecten van de beroepsuitoefening.

Tabel 1: Eindtermen Bacheloropleidingen Communicatiewetenschap

Eindtermen Masteropleidingen

In de eindtermen van de Masteropleidingen Communicatiewetenschap (zie Tabel 2 voor beschrijving) staan eveneens drie elementen centraal. Het is allereerst een *academische* opleiding op *gevorderd niveau*. Dat wil zeggen dat het gaat om het verwerven, verwerken en toepassen van kennis en inzichten op gespecialiseerd niveau van (een deel)terrein van de Communicatiewetenschap; de academische vaardigheden die nodig zijn om zelfstandig communicatiewetenschappelijk onderzoek op te zetten, uit te voeren en daarover te rapporteren volgens de geldende disciplinaire standaarden; en om een academische attitude die gericht is op kritisch-analytisch reflecteren op communicatievraagstukken; wetenschappelijke integriteit; en besef van de eigen beperkingen en de bereidheid tot het herzien van de eigen standpunten.

In de tweede plaats zijn de Masteropleidingen Communicatiewetenschap *sociale- en gedragswetenschappelijke opleidingen*. Dat houdt in dat er wordt gestreefd naar kennis en inzicht van sociale- en gedragswetenschappelijke methoden van onderzoek en de vaardigheid om een zelfstandige bijdrage te leveren aan de ontwikkeling van nieuwe kennis op het vakgebied. Tot slot zijn de eindtermen van de Masteropleidingen Communicatiewetenschap gespecialiseerd in de zin dat wordt verondersteld dat na voltooiing er kennis is van en inzicht in een specifiek deelgebied van Communicatiewetenschap. Er wordt in de Masteropleidingen dus bewust gekozen voor specialisatie, hoewel een gedeelte van het curriculum veelal ook gezamenlijk is met specialisaties in andere deelgebieden van de Communicatiewetenschap.

Studenten hebben na afronding van de opleiding kennis over en inzicht in:	
1.	theorievorming en empirische bevindingen op gespecialiseerd niveau op een van de deelterreinen van de Communicatiewetenschap.
2.	onderzoeksdiseins en methoden en technieken van onderzoek op gevorderd academisch niveau van een van de deelterreinen van de Communicatiewetenschap.
	de onderzoeksdiseins en de gangbare methoden en technieken van sociaal-wetenschappelijk communicatieonderzoek.
Studenten hebben na afronding van de opleiding vaardigheden om:	
1.	de resultaten van communicatiewetenschappelijk onderzoek analytisch en kritisch te evalueren.
2.	zelfstandig communicatiewetenschappelijk onderzoek op te zetten, uit te voeren en daarover te rapporteren volgens de geldende disciplinaire standaarden.

Tabel 2: Eindtermen Masteropleidingen Communicatiewetenschap

Academische en professionele maatstaven

Academische maatstaven

De opleidingen Communicatiewetenschap in Nederland zijn niet alleen alle QANU geaccrediteerd, maar eveneens is een groot deel van de docenten van de opleidingen lid van de KNAW-erkende

onderzoeksschool NESCoR. Dit betekent dat een groot deel van de docenten van de opleidingen gepromoveerd is en eigen onderzoek verricht. In 2008 concludeerde de internationale commissie verantwoordelijk voor de onderzoeksvisitatie Communicatiewetenschap in Nederland dat "communication science in the Netherlands as a leading center not only in Europe but worldwide" en dat "Research programs have achieved or are on their way to achieving highly competitive status internationally". De wetenschappelijke staf publiceert in de vooraanstaande wetenschappelijke internationale tijdschriften van het vakgebied, presenteert papers op de internationale gezaghebbende conferenties, en er zijn vele internationale samenwerkingsverbanden.

De doelstellingen van de bachelor en masteropleidingen zijn geënt op de Dublin descriptors. Inhoudelijk sluit Communicatiewetenschap Nederland aan bij de doelstellingen en praktijken van de International Communication Association (ICA) en de International Association for Media and Communication Research (IAMCR). De opleidingen maken ook onderdeel uit van internationale netwerken op deelgebieden van het vakgebied, zoals dat van de persuasieve communicatie, politieke communicatie, en het communicatiewetenschappelijk ontwerp. Een wetenschappelijk directeur of decaan, en vaak ook een opleidingsdirecteur of -manager ziet toe op de academische kwaliteit van het onderwijs. Van alle docenten wordt kwalificering (voor BKO (basiskwalificatie Onderwijs) vereist en er worden studentenevaluaties verzameld van alle individuele modules.

Professionele maatstaven

Het beroepsveld van afgestudeerde Masterstudenten varieert. Alumnionderzoek laat zien dat afgestudeerden werk vinden in beleids-, onderzoeks- en communicatiefuncties binnen media en communicatieorganisaties, bij onderzoeksinstellingen en onderzoeksbureaus, bedrijven en instellingen. Daarnaast zijn zij werkzaam bij overheden en universiteiten en in adviesfuncties. Het contact met alumni en met het werkveld wordt onderhouden via alumnikringen, werkveldcommissies waarin representanten uit de maatschappij zitting hebben en via de stageinstellingen waar bachelorstudenten hun stageperiode doorlopen.





APPENDIX 3: INTENDED LEARNING OUTCOMES

A. Bachelor's programme Communicatiewetenschappen

After successful completion of this BSc programme, graduates are expected to:		
Communication domain-specific knowledge and understanding	1	Understand and critically assess the fundamental principles, concepts, theories and methodologies of communication science.
	2	Apply the concepts and theories of communication science to assess the role of communication in current societal issues, problems and challenges related to the life science domains, and to develop solutions.
	3	Use relevant ideas and theories from social psychology, sociology, history, and public administration and policy studies to understand the role of communication in processes of social and organisational change in life science-related domains.
	4	Understand the principles, concepts, theories and methods of a domain of choice in the life sciences.
	5	Understand and effectively communicate scientific approaches and socially- relevant knowledge and debates in a life science-related problem area of choice (sustainability, health, climate change, natural resource management, urbanisation or food).
Scientific learning (research)	6	Design (under supervision) a research plan related to issues in the life science- related domain of choice in which the problem definition, analytical framework, research objectives, questions and methods are embedded in relevant communication science literature and in which life science knowledge is visibly integrated.
	7	Apply (under supervision) appropriate communication science research methods and techniques to collect and analyse primary and secondary data to address a communication issue in a life science-related problem area of choice.
Life sciences domain-specific knowledge and understanding	8	Analyse communication problems in a life science-related problem area of choice, in relation to different stakeholder interests and views in different (national and international) social, organisational and political settings and formulate relevant conclusions.
	9	Develop and design relevant communication strategies and interventions to address societal problems in a life science-related problem area of choice.
	10	Assess and evaluate (under supervision) the ethical and societal consequences of communication and reflect upon the various roles of the communication professional in processes of social and organisational change within the domains of the life sciences and a related problem area of choice.
General academic learning	11	Co-operate in a (multidisciplinary) team to perform project-based work.
	12	Communicate clearly (verbally and in writing) about the results of projects and research and their underlying rationales with a diversity of audiences (e.g., expert and wider public, communication and life scientists, academics and practitioners).
	13	Reflect (under supervision) upon development of personal knowledge, skills, attitudes and performance, both individually and in discussion with others, and plan an (guided) individual track.



B. Master's programme Applied communication science

After successful completion of this MSc programme, graduates are expected to be able to:		
Communication domain-specific knowledge and understanding	1	Describe, critically assess and apply social science principles, concepts, theories and methodologies relevant to understanding communication and change in the context of life science and health-related issues;
	2	Describe how complex societal issues and scientific perspectives (and their diverse meanings) are constructed and inform each other;
	3	Analyse the interplay between agency and structure in processes of change for a range of actors embedded in diverse organisations, networks and social systems;
	4	Evaluate advanced and complex concepts, approaches and methods from communication science and other relevant disciplines, with special reference to inter- and transdisciplinary problems and approaches identified in scientific literature;
Scientific learning (research)	5	Assess social, scientific and ethical issues that are encountered in the application of methods and concepts in research and intervention strategies, and critically reflect on the various roles in responding to these issues;
	6	Construct and apply appropriate designs for quantitative and qualitative empirical research by selecting suitable research methods for data collection and analysis, and demonstrate ability to identify need for new theoretical, methodological and practical approaches;
General academic learning	7	Operate, communicate and cooperate as a context-sensitive expert amidst professionals, scientists, policymakers and the wider public, and perform oral and written project-based work in an interdisciplinary team;
	8	Initiate constructive inter- and transdisciplinary conversation and collaboration within and between diverse social and scientific organisations and professions;
	9	Design and plan personal learning processes based on continuous reflection upon one's own knowledge, skills, attitudes and performance.
Domain specific knowledge and understanding	For specialisation A: Communication and Innovation	
	10	Design, and critically reflect on, communication strategies to address life science- related societal challenges (e.g., climate change, environment, water, food production, biotechnology or health and nutrition);
	11	Effectively link theories and themes from innovation science with communication science, and apply these in processes of social and technical change in a domain of choice in the life sciences.
Domain specific knowledge and understanding	For specialisation B: Health and Society	
	12	Critically analyse the way in which diverse knowledges, communication and practices of health, well-being and healthcare are used to shape and organise the lives of individuals, groups and populations from a comparative historical and demographic perspective;
	13	Assess instruments used in scientific and societal approaches to understanding, governing, mediating, advocating for and acting upon health and well-being and design innovative pathways to bridge such approaches.

APPENDIX 4: OVERVIEW OF THE CURRICULUM

Bachelor's programme Communicatiewetenschappen

Note: In consultation and agreement with the study adviser, one Wageningen University life-science minor has to be chosen (with a minimum of 24 ECTS) of the 60 ECTS optional courses.

Year 1

Period	Course	Code	ECTS
1	Introduction to Strategic Communication (Dutch)	CPT-12306	6
	Social Psychology (Dutch)	MCB-10806	6
2	Sociology (Dutch)	RSO-10306	6
	Communication Theory (Dutch)	CPT-12806	6
3	Social Transitions in Historical Perspective (Dutch)	RHI-11306	6
4	Research Methods in the Social Sciences (Dutch)	YRM-10306	6
5	Life sciences for Communication Scientists (Dutch)	CPT-14306	6
	Statistics 1 (Dutch)	MAT-15303	3
	Statistics 2 (Dutch)	MAT-15403	3
6	Methods for Effective Communication (Dutch)	CPT-13306	6
	Analysis of a Problem Situation (Dutch)	YSS-10906	6

Year 2

Period	Course	Code	ECTS
1	Research methods for Communication Sciences (Dutch)	CPT-25306	6
	Studying Governance: Key Concepts and Leading Authors (Dutch)	PAP-20306	6
2	Communication and Persuasion	CPT-23306	6
	Philosophy of Science and Ethics (Dutch)	CPT-10803	3
	Professional Ethics for Communication Specialists (Dutch)	CPT-11303	3
3	Communication and Organisations	CPT-35306	6
4	Life science course or free optional course		6
5	Life science course or free optional course		6
	Life science course or free optional course		6
6	Life science course or free optional course		6
	Life science course or free optional course		6

Year 3

Period	Course	Code	ECTS
1	Life science course or free optional course		6
	Life science course or free optional course		6
2	Life science course or free optional course		6
	Life science course or free optional course		6
3	Life science course or free optional course		6
4	Risk Communication	CPT-24306	6
5	Research for Effective Communication	CPT-34806	6
	Communication and Policy Making	CPT-21806	6
6	Bachelor Thesis Communication Sciences	CPT-81812	12



Master's programme Applied communication science

MSc Common Part

Course code	Course name	Ects	CS/RO	Phase	Period
CPT-36312	Interdisciplinary Approaches in Communication, Health and Life Sciences	12.00	CS	M1	1WD
YSS-30803	Seminar	3.00	CS	M1/2	1+2+3+4+5+6
YMC-60300	Modular Skills Training	3.00	CS	M1/2	1AF, 2AF, 3AF, 5AF, 6AF
YMC-60809	Academic Consultancy Training	9.00	CS	M1/2	1WD, 2WD, 3WD+4WD, 5WD, 6WD

Specialisation Communication and Innovation, Limited choice:

RO1: Choose 2 courses.

RO2: Choose 1 thesis. The thesis should be done under co-guidance of a chair group from your domain of choice in the life sciences.

RO3: Choose in consultation and agreement with the study adviser 1 internship. The internship should be done with an organisation active in your domain of choice in the life sciences. In certain cases the internship may be replaced by a second thesis.

Course code	Course name	Ects	CS/RO	Phase	Period
CPT-33806	Advanced Communication Science	6.00	CS	M1	2AF
CPT-22806	Innovation Management and Transdisciplinary Design	6.00	CS	M1	2MO
CPT-31806	Investigating Knowledge	6.00	RO1	M1	3WD
CPT-60306	Facilitating Interactive Processes	6.00	RO1	M1	3WD
CPT-35806	Intercultural Communication	6.00	RO1	M1	4WD
CPT-32806	Change, Inter-human Processes and Communication	6.00	RO1	M1	5AF
CPT-33306	Communication Strategies in Everyday Life	6.00	RO1	M1	5AF
CPT-80833	MSc Thesis Knowledge, Technology and Innovation	33.00	RO2	M2	1,2,3,4,5,6
CPT-81333	MSc Thesis Strategic Communication	33.00	RO2	M2	1,2,3,4,5,6
CPT-70824	MSc Internship Knowledge, Technology and Innovation	24.00	RO3	M2	1,2,3,4,5,6
CPT-71324	MSc Internship Strategic Communication	24.00	RO3	M2	1,2,3,4,5,6

Specialisation Health and Society, Limited choice:

RO1: Choose 2 courses.

RO2: Choose 1 thesis.

RO3: Choose in consultation and agreement with the study adviser 1 internship; in certain cases the internship may be replaced by a second thesis.

Course code	Course name	Ects	CS/RO	Phase	Period
HSO-31806	Advances in Health and Society	6.00	CS	M1	2AF
YRM-30306	Research Methods in Public Health and Society	6.00	CS	M1	2MO
MST-32806	Management and Economics of Health Care and Public Health	6.00	RO1	M1	3WD
RSO-33306	Food, Health and Society: An Integrated Socio-Political Perspective	6.00	RO1	M1	3WD
CPT-32806	Change, Inter-human Processes and Communication	6.00	RO1	M1	5AF
HSO-30806	Settings for Health Promotion	6.00	RO1	M1	5AF
RSO-33806	Social Dimensions of Health and Bodily Care	6.00	RO1	M1	5MO
SCH-32306	Comparative Health Problems and Policies	6.00	RO1	M1	5MO
CPT-80833	MSc Thesis Knowledge, Technology and Innovation	33.00	RO2	M2	1,2,3,4,5,6
CPT-81333	MSc Thesis Strategic Communication	33.00	RO2	M2	1,2,3,4,5,6
HSO-80333	MSc Thesis Health and Society	33.00	RO2	M2	1,2,3,4,5,6
RSO-80433	MSc Thesis Rural Sociology	33.00	RO2	M2	1,2,3,4,5,6
SCH-80433	MSc Thesis Sociology of Consumption and Households	33.00	RO2	M2	1,2,3,4,5,6
HSO-70324	MSc Internship Health and Society	24.00	RO3	M2	1,2,3,4,5,6
CPT-70824	MSc Internship Knowledge, Technology and Innovation	24.00	RO3	M2	1,2,3,4,5,6
CPT-71324	MSc Internship Strategic Communication	24.00	RO3	M2	1,2,3,4,5,6
CPT-80824	MSc Thesis Knowledge, Technology and Innovation	24.00	RO3	M2	1,2,3,4,5,6
CPT-81324	MSc Thesis Strategic Communication	24.00	RO3	M2	1,2,3,4,5,6
HSO-80324	MSc Thesis Health and Society	24.00	RO3	M2	1,2,3,4,5,6
RSO-70424	MSc Internship Rural Sociology	24.00	RO3	M2	1,2,3,4,5,6
RSO-80424	MSc Thesis Rural Sociology	24.00	RO3	M2	1,2,3,4,5,6
SCH-70424	MSc Internship Sociology of Consumption and Households	24.00	RO3	M2	1,2,3,4,5,6
SCH-80424	MSc Thesis Sociology of Consumption and Households	24.00	RO3	M2	1,2,3,4,5,6





APPENDIX 5: PROGRAMME OF THE SITE VISIT

Version October 3, 2016, panel visit in room 1061/1062, first floor Leeuwenborch

Day 1 Monday Oct. 3rd 2016		
Time	Activity	Invited staff and students including for BCW and MCS relevant information
11.00 - 14.00	Preparatory meeting and view documents (including lunch)	
14.00 - 14.45	Meeting with programme management (1)	<ul style="list-style-type: none"> • Prof. dr. ir. Tiny van Boekel, director of the Education Institute/Dean of Education • Dr. Meghann Ormond, chair Programme Committee • Ir. Gerry van Nieuwenhoven, programme director • Prof. dr. ir. Jan van Tatenhove, representative Board Education Institute
14.45 - 15.00	Consult panel	
15.00 - 15.45	Conversation with students BSc programme (2)	<ul style="list-style-type: none"> • Carmen Lemain (batch 2016) • Thijs Kivits (batch 2015) • Arjan Bouwmeester (batch 2014) • Anne-Laurien van Zoonen (batch 2013) • Ilna van Egdorn, graduated August 2016 (batch 2013)
15.45 - 16.30	Conservation with students MSc programme (3)	<ul style="list-style-type: none"> • Stijn Suntenmaartensdijk, 2nd year MCS specialisation Communication and Innovation after graduation from bachelor Nutrition and Health • Patience Chindong, in final phase of MCS specialisation Communication and Innovation, originally from Cameroon, now Dutch nationality, graduation from professional master Larenstein before starting MCS • Lenna van Kollenburg, 1st year MSC specialisation Communication and Innovation, after graduation from BCW • Suzanne Berlang, 2nd year MCS specialisation Health and Society, after graduation from BGM • Caglar Gunal, 2nd year MCS specialisation Health and Society, after graduation from BGM • Denise van der Weerd, 1st year MCS specialisation Health and Society, after graduation from BGM • Roald Pijpker, 2nd year MCS student specialisation Health and Society after graduation from professional bachelor Sport, Gezondheid en Management [Sport, Health and Management] and finalized linkage programme before starting as MCS student.
16.30 - 17.00	Consult panel + consultation hour	



17.00 - 17.45	Conversation with alumni (4)	<ul style="list-style-type: none"> • Elena Bogdan, MSc, graduate MCS specialisation Communication and Innovation since August 2016, after BSc, MSc and PhD at Lomonosov Moskow State University, specialisation Journalism , <u>job applicant</u> • Rolien Willmes, MSc, graduate MCS specialisation Communication and Innovation in August 2014, after graduation from BSc Moleculaire Life Sciences, currently working at <u>Jeen bureau voor communicatie</u> [Office for communication] as <u>Communications Advisor</u> • Robin Splithof, MSc, graduate MCS specialisation Health and Society in August 2016, BSc Gezondheid en Maatschappij [Health and Society] as bachelor programme, <u>job applicant</u> • Mariette Bouman, MSc, graduate MCS specialisation Health and Society in February 2015 after Bachelor cultural anthropology and development sociology, specialization in development sociology at Radboud University Nijmegen, currently working at <u>Wageningen University and Research as junior researcher</u> (monitor and evaluation of JOGG (Young People at a Healthy Weight). • Evelien Janssen, MSc, graduate MCS specialisation Health and Society in December 2014 after BGM, currently working at <u>Instituut voor Natuureducatie en Duurzaamheid</u> [Institute for Nature education and Sustainability] as <u>junior project manager</u> • Vera Scholten, MSc, graduate MCS specialisation Health and Society, BSc Gezondheid en Maatschappij [Health and Society] Wageningen University as bachelor programme, graduated January 2016, currently working at <u>Mulier Instituut</u> as <u>junior researcher</u>
18.30 - 21.00	Dinner (prepare second day)	

Day 2 Tuesday Oct. 4th 2016

Time	Activity	Invited staff and students including for BCW and MCS relevant information
8.45 - 9.00	Panel arrival	
9.00 - 9.45	Preparatory meeting and view documents	
9.45 - 10.30	Conversation with teachers Bachelor programme (5)	<ul style="list-style-type: none"> • Dr. Anton Schuurman, associate professor, lecturer for 1st year bachelor course RHI-11306 Social Transitions in Historical Perspective • Dr. Jeroen Candell, assistant professor, course coordinator 2nd year bachelor course PAP-20306 Studying Public Governance: Key Concepts and Leading Authors • Dr. ir. Jasper de Vries, assistant professor, course coordinator 2nd year bachelor course CPT-23306 Communication & Persuasion • Dr. Bob Mulder, assistant professor, course coordinator 2nd year bachelor course CPT-25306 Research Methods for Communication Sciences • Dr. Margit van Wessel, assistant professor, course coordinator 3rd year bachelor course CPT-21806 Communication and Policy Making and 2nd year bachelor course CPT-35306 Communication and Organisations • Dr. Marijn Poortvliet, assistant professor, course coordinator 3rd year bachelor course CPT-24306 Risk Communication <p>The latter four are involved in BSc thesis supervision for BCW students.</p>

10.30 - 11.15	Conversation with teachers Master programme (6)	<ul style="list-style-type: none"> • Dr. ir. Laura Bouwman, assistant professor, course coordinator master course HSO-31806 Advances in Health and Society [replacement of Lenneke Vaandrager who can't attend] • Dr. ir. Annemarie van Paassen, associate professor, course coordinator master course CPT 36312 Interdisciplinary Approaches in Communication, Health and Life Sciences and CPT 60306 Facilitating Interactive Processes • Prof. dr. ir. Cees Leeuwis, professor, lecturer master course CPT-33806 Advanced Communication Science and CPT-36312 Interdisciplinary Approaches in Communication, Health and Life Sciences. • Dr. Barbara van Mierlo, associate professor, course coordinator master courses CPT-22806 Innovation Management and Transdisciplinary Design and CPT-33806 Advanced Communication Science • Prof. dr. Hedwig te Molder, personal professor, course coordinator master course CPT-33306 Communication Strategies in Everyday Life • Prof. dr. Emely de Vet, personal professor, lecturer in CPT 36312 Interdisciplinary Approaches in Communication, Health and Life Sciences <p>All of them are involved in MSc thesis and internship supervision of MCS students.</p>
11.15 - 11.30	Consult panel	
11.30 - 12.15	Conversation with members of the PC (7)	<p>Staff</p> <ul style="list-style-type: none"> • Dr. ir. Laura Bouwman, assistant professor, course coordinator master course HSO-31806 Advances in Health and Society • Prof. dr. Peter Feindt, professor, chair group Strategic Communication. Co-coordinating 3rd year bachelor course CPT-21806 Communication and Policy Making and co-coordinating master course CPT 33806 Advanced Communication Science • Dr. Rico Lie, assistant professor, course coordinator bachelor course CPT-12806 Communication Theory and master course CPT-35806 Intercultural Communication. Lecturer for 2nd year bachelor course CPT-25306 Research Methods for Communication Sciences and master course CPT-33806 Advanced Communication Science. • Dr. Meghann Ormond, Assistant Professor, chair Programme Committee. <p>Students</p> <ul style="list-style-type: none"> • Amber Broek, second year BCW student • Ellen Bulten, first year MCS student specialisation Communication and Innovation, started September 2016 after graduation from BCW • Jan Kroesbergen, 3th year MCS student specialisation Communication and Innovation, after graduation from BCW • Anneke Bulten, 2nd year MCS specialisation Health and Society and MSc Nutrition and Health student after graduation from BGM
12.15 - 13.00	Lunch	
13.00 - 13.45	Conversation with members of the Examining Board Social Sciences and study advisors (8)	<ul style="list-style-type: none"> • Heather Baker, MSc. study advisor BCW • Carlote Cruijssen, MSc, study advisor MCS specialisation Communication and Innovation • Gerry van Nieuwenhoven, MSc. study advisor MCS specialisation Health and Society • Wilbert Houweling, secretary Examining Board Social Sciences • Prof. dr. Maria Koelen, chair Examining Board Social Sciences



13.45 - 14.15	Preparation final meeting with formally responsible	
14.15 - 14.45	Final meeting with programme management (9)	<ul style="list-style-type: none"> • Prof. dr. ir. Tiny van Boekel, director of the Education Institute/Dean of Education • Dr. Meghann Ormond, chair programme committee • Ir. Gerry van Nieuwenhoven, MSc, programme director • Prof. dr. ir. Jan van Tatenhove, representative OWI board
14.45 - 17.00	Drafting preliminary findings	
17.00 - 17.15	Oral report on the preliminary findings	C078 Leeuwenborch
17.15 - 18.15	Drinks	C078 Leeuwenborch

BCW = BSc Communicatiewetenschappen [Communication Sciences]

BGM = BSc Gezondheid en Maatschappij [Health and Society]

MCS = MSc Applied communication science

OWI = Education Institute

APPENDIX 6: THESES AND DOCUMENTS STUDIED BY THE PANEL

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

Bachelor's programme **Communicatiewetenschappen:**

911221372100	920307792040	940513161120	930728984120	910504642060
900302414050	911014545090	861104021050	911115950030	930115458090
890116157060	931212696050	890726204030	910106359110	920311122120

Master's programme **Applied communication science:**

900102547110	900906481020	860709987150	911028084070	850129827040
880819680130	890520101120	901113825040	910129184120	800719488010
880412635050	900207338030	900623155120	890807394100	900606724030

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):

- Education and examination regulations (OER)
- Minutes from the programme committee (May 2015 and after).
- Minutes and annual reports for the examining board (2014-15 and 2015-16).
- Course descriptions for all courses in both programmes, including the assessment strategy and assessment matrices.
- Overview of all life sciences minors that are open for bachelor students.
- Summaries and full reports of all Evasys course evaluations (2014-15 and 2015-16).
- Student assignments and course literature for 10 bachelor and 5 master key courses. The selected assignments were from the lower range, average range and higher range.
- A full overview of all the master internships for 2014-15 and 2015-16, the internship reports themselves as well as the assessment forms.
- Promotion/communication material from the study associations for communication and/or health students.
- Promotion/communication material from the two programmes, used to inform potential students.

