MASTER'S PROGRAMME

CULTURE STUDIES

SCHOOL OF HUMANITIES AND DIGITAL SCIENCES

TILBURG UNIVERSITY

CONTENTS

This report was finalized on 3 February 2020.

REPORT ON THE MASTER'S PROGRAMME CULTURE STUDIES OF TILBURG UNIVERSITY

This report takes the NVAO's Assessment Framework for the Higher Education Accreditation System of the Netherlands for limited programme assessments as a starting point (September 2018).

ADMINISTRATIVE DATA REGARDING THE PROGRAMME

Master's programme Culture Studies

Name of the programme:	Culture Studies (Kunst- en cultuurwetenschappen
CROHO number:	60087
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	Online Culture
	Management of Cultural Diversity
	Children's and Young Adult Literature (Jeugdliteratuur)
Location:	Tilburg
Modes of study:	full time, part time
Language of instruction:	Dutch, English
Submission deadline NVAO:	01/05/2020

The visit of the assessment panel Arts and Culture to the School of Humanities and Digital Sciences of Tilburg University took place on 19 and 20 September 2019.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

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

COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel on 28 January 2019. The panel that assessed the master's programme Culture Studies consisted of:
- Prof. dr. J. (Jan) Baetens, professor in Literary Theory and Cultural Studies at the KU Leuven (Belgium) [chair];
- Prof. dr. R.L. (Rosemarie) Buikema, professor Art, Culture and Diversity at the University of Utrecht;
- Prof. dr. A. (Alexander) Dhoest, professor at the department Communication Studies of the University of Antwerpen (Belgium);
- Drs. M.J. (Marie-José) Eijkemans, artist and head of the Education department at Museum de Pont in Tilburg;
- E.M. (Eeke) van der Wal MA, research master's student Cultural Analysis at the University of Amsterdam [student member].

The panel was supported by Dr. F. (Fiona) Schouten and Drs. E. (Erik) van der Spek, who acted as secretaries.

WORKING METHOD OF THE ASSESSMENT PANEL

The site visit to the master's programme Culture Studies at the School of Humanities and Digital Sciences of Tilburg University was part of the cluster assessment Arts and Culture. Between February and December 2019, the panel assessed 34 programmes at 10 universities. The following universities participated in this cluster assessment: Erasmus University Rotterdam, Leiden University, Open University, University of Groningen, Maastricht University, University of Amsterdam, Tilburg University, Radboud University Nijmegen, Utrecht University, and Vrije Universiteit Amsterdam.

On behalf of the participating universities, quality assurance agency QANU was responsible for logistical support, panel guidance and the production of the reports. Dr. Fiona Schouten was project manager for QANU. Fiona Schouten and Petra van den Hoorn MA acted as secretaries in the cluster assessment.

Panel members
The members of the assessment panel were selected based on their expertise, availability and independence. The panel consisted of the following members:
- Prof. dr. J. (Jan) Baetens (chair)
- Prof. dr. A. (Annick) Schramme (chair)
- Prof. dr. P.B.M. (Paul) van den Akker
- Dr. J. (Jeroen) Boomgaard
- Prof. dr. R.L. (Rosemarie) Buikema
- Prof. dr. A.S. (Ann-Sophie) Lehmann
- Prof. dr. K. (Karel) Vanhaesebrouck
- Prof. dr. H.J.G. (Henri) Beunders
- Em. prof. dr. S.L. (Sible) de Blaauw
- Drs. A.N. (Lex) ter Braak
- Em. prof. dr. C.A. (Claudine) Chavannes-Mazel
- Prof. dr. P.A.J.M. (Peter-Arno) Coppen
- Drs. P.H.G.J. (Patrick) Cramers
- Prof. dr. M. (Mark) Delaere
- Prof. dr. M. (Mark) Deuze
- Prof. dr. A. (Alexander) Dhoest
- Drs. M.J. (Marie-José) Eijkemans
- Em. prof. dr. R.E.O. (Rudi) Ekkart
- Prof. dr. phil. W.D. (Wolf-Dieter) Ernst
- Prof. dr. J.B.H. (Johan) de Haan
- Prof. dr. K. (Koenraad) Jonckheere
- Prof. dr. S. (Susan) Legêne
- Prof. dr. P. (Philippe) Meers
- Drs. Y.H.M. (Yoeri) Meessen
- Prof. dr. J. (Joost) Raessens
- Dr. M. (Margriet) Schavemaker
- Drs. E.A.M. (Liesbeth) Schöningh
- Prof. dr. C.B. (Cas) Smithuijsen
- Dr. M.T.A. (Marie-Thérèse) van Toor
- Prof. dr. E. (Lies) Wesseling
- Dr. M (Marlous) Willemsen
- M. (Mirjam) Deckers BA (student member)
- S.W.J. (Stef) van Ool BA (student member)
- V.L. (Vivian) van Slooten MA (student member)
- E.M. (Eeke) van der Wal MA (student member)

Preparation
On 10 September 2018, the panel chairs were briefed by QANU on their roles, the assessment framework, the working method, and the planning of site visits and reports. A preparatory panel meeting was organised on 14 January 2019. During this meeting, the panel members received instruction on the use of the assessment framework. The panel also discussed their working method and the planning of the site visits and reports.

The project manager composed a schedule for the site visit in consultation with the School. Prior to the site visit, the School selected representative partners for the various interviews. See Appendix 3 for the final schedule.

Before the site visit to the Tilburg University, QANU received the self-evaluation reports of the programmes and sent these to the panel. A thesis selection was made by the panel's chair and the project manager. The selection existed of 15 theses and their assessment forms for each programme, based on a provided list of graduates between September 2017 and September 2018. A variety of topics and tracks and a diversity of examiners were included in the selection. The project manager and panel chair assured that the distribution of grades in the selection matched the distribution of grades of all available theses.

After studying the self-evaluation report, theses and assessment forms, the panel members formulated their preliminary findings. The secretaries collected all initial questions and remarks and distributed these amongst all panel members.

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

Site visit
The site visit to the Tilburg University took place on 19 and 20 September 2019. Before and during the site visit, the panel studied the additional documents provided by the programmes. An overview of these materials can be found in Appendix 4. The panel conducted interviews with representatives of the programmes: students and staff members, the programme management, alumni and representatives of the Board of Examiners. It also offered students and staff members an opportunity for confidential discussion during a consultation hour. No requests for private consultation were received.

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

Consistency and calibration
In order to assure the consistency of assessment within the cluster, various measures were taken:
1. The panel composition ensured regular attendance of (key) panel members, including the chair;
2. The manager was present at the panel discussion leading to the preliminary findings at all site visits.

Report
After the site visit, the secretary wrote a draft report based on the panel's findings and submitted it to the project manager for peer assessment. Subsequently, the secretary sent the report to the panel. After processing the panel members' feedback, the project manager sent the draft report to the School in order to have it checked for factual irregularities. The project manager discussed the ensuing comments with the panel's chair and changes were implemented accordingly. The report was then finalised and sent to the School of Humanities and Digital Sciences and the University Board.

Definition of judgements standards

In accordance with the NVAO's Assessment framework for limited programme assessments, the panel used the following definitions for the assessment of the standards:

Generic quality

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

Meets the standard

The programme meets the generic quality standard.

Partially meets the standard

The programme meets the generic quality standard to a significant extent, but improvements are required in order to fully meet the standard.

Does not meet the standard

The programme does not meet the generic quality standard.

The panel used the following definitions for the assessment of the programme as a whole:

Positive

The programme meets all the standards.

Conditionally positive

The programme meets standard 1 and partially meets a maximum of two standards, with the imposition of conditions being recommended by the panel.

Negative

In the following situations:
- The programme fails to meet one or more standards;
- The programme partially meets standard 1;
- The programme partially meets one or two standards, without the imposition of conditions being recommended by the panel;
- The programme partially meets three or more standards.

SUMMARY JUDGEMENT

Intended learning outcomes

The master's programme Culture Studies is a programme in transition towards a stronger focus on online culture. The panel considers this a relevant and logical move and has full confidence in the management and teaching staff creating a well-designed and clearly focused programme. It points out that the programme's identity should be clearly stated and safeguarded to guarantee its quality.

The panel established that the intended learning outcomes are aligned with the Dublin Descriptors for master's programmes. It found that they match the orientation of the programme and are in line with national and international requirements. It believes that they are relevant to the programme, although they are rather generic and still refer to the old situation. It agrees with the programme's plan to align the intended learning outcomes with the new curriculum and advises using the revision to formulate a number of learning outcomes at the track level as well. It also thinks that the Entrepreneurship and Research exit profiles used in the bachelor's programme could be relevant here, and could be integrated into the intended learning outcomes of the master's programme as well.

Teaching-learning environment

The panel considers the master's programme Culture Studies to have a clear structure. It is pleased with the curriculum's orientation on research and research skills, which is present from the start of the programme. The various tracks also have a clear professional orientation, particularly those containing internship possibilities and frequent guest lectures. The panel recommends making the professional and research orientation of the programme more explicit for students. In order to do so, the programme could consider introducing the exit profiles currently used in the bachelor's programme Online Culture. The panel studied a number of courses and was satisfied with the materials provided. It was pleased to note that ample attention is paid in all tracks to the historical dimension of culture studies. It considers this an important aspect of the programme and stresses that this dimension should be retained in the programme revision. It feels that the number of electives is limited, but sees this mainly as a transition issue that can be solved in the coming years.

The panel noted to its satisfaction that the teaching methods in the programme are varied and fitting, with workshops to allow for in-depth discussions, personal reflections and an activating international classroom. It advises limiting the amount of group work to cases where it has a clear added value. It appreciates the use of Diggit Magazine as a learning tool, which allows students to gain experience with online publishing directed at a general audience and familiarises them with the labour market. However, it also stresses the importance of academic writing. It advises the staff to establish a clear and explicit balance between public-oriented and academic writing, and encourages the programme and School to investigate ways in which Diggit could be used to practise academic writing for master students, introducing a more pronounced academic dimension to the use of Diggit in the programme.

The students find the master's programme to be intensive, but feasible. In order to keep them on track, their progress is carefully monitored by the staff and the Academic Advisor. Feasibility is further enhanced by a clear thesis trajectory, which provides the students with clear deadlines and regulations surrounding thesis writing and supervision. The panel praises the premaster programmes that ensure the hbo-student intake is brought up to speed before the start of the programme. In its opinion, the feasibility could be improved by harmonising the thesis and internship trajectories and reflecting on their place in the programme. The tracks could learn from each other's best practices. It advises the staff to make sure all students start on their thesis early. It advises monitoring the study load of the regular courses and ensuring that the number of credits matches this load. To facilitate access to internships, it advises the staff to make their professional networks available to the students.

All classes are taught in English, except for the Jeugdliteratuur track, which is largely taught in Dutch; the panel was pleased to learn that the students can now hand in their papers in Dutch as well in the

JL track. For all the other tracks in the programme, the language of instruction is English, as is the programme name. The panel considers this fitting for a programme which pays attention to online culture. It ascertained that the level of English of both students and lecturers is sufficient to allow for an English-language programme, although it wonders whether the proficiency requirements of incoming students should be raised.

Finally, the panel gained a favourable impression of the teaching staff. It shares the students' view that the lecturers are knowledgeable about their topics, as well as dedicated to their students, helpful and easy to approach. The workload among staff members could be spread more evenly, especially the editorial tasks for Diggit and the thesis supervision. Concerning the upcoming changes in staff due to retirements, the panel advises the programme to make a number of well-considered choices to enable it to develop in the desired direction; this implies developing a long-term vision on the future of the programme.

Student assessment
The panel concludes from the theses it read that the students in the master's programme Culture Studies achieved the intended learning outcomes. It found the theses to be quite lengthy and agrees with the recent reduction in their size to a maximum of 40 pages. It established that most alumni find a relevant job within three months, which indicates that the students are well prepared for their professional career. It advises following up on alumni and involving them in the curriculum, thereby strengthening the connection to the professional field.

Achieved learning outcomes
The panel concludes from the theses it read that the students in the master's programme Culture Studies achieved the intended learning outcomes. It found the theses to be quite lengthy and agrees with the recent reduction in their size to a maximum of 40 pages. It established that most alumni find a relevant job within three months, which indicates that the students are well prepared for their professional career. It advises following up on alumni and involving them in the curriculum, thereby strengthening the connection to the professional field.

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

Master's programme Culture Studies

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard
General conclusion	positive

The chair, Prof. dr. J. (Jan) Baetens, and the secretary, drs. E. (Erik) van der Spek, of the panel hereby declare that all panel members have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 3 February 2020

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

Standard 1: Intended learning outcomes

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

Findings

Profile

The master's programme Culture Studies aims to provide its students with the knowledge and skills to function at an academic level in organisations in media, education, management and communication positions. The programme launched a transition in the 2017-2018 academic year, aiming to merge three of its five tracks, namely Art, Media and Society (AMS), Global Communication (GC) and Ritual in Society (RiS), into a new track: Online Culture. The aim is to create more focus and bring the master's programme more in line with the renewed bachelor's programme Online Culture. Two other tracks, Management of Cultural Diversity (MCD) and Jeugdliteratuur (JL), are left intact in the revision. In the 2018-2019 academic year, the master's programme consisted of the following tracks:

1. Online Culture, with the majors Art, Media and Society (AMS), Global Communication (GC) and Ritual in Society (RiS);
2. Management of Cultural Diversity;
3. Jeugdliteratuur.

The various tracks of the master's programme each have their own focus. Online Culture's first major, Art, Media & Society (AMS), studies the new roles of artists and audiences in the digital public sphere(s) and how the materiality and function of art are changing in the digital age. The second major, Global Culture (GC), aims to understand the communicative challenges of life in times of globalisation and diversity. The third major, Ritual in Society (RiS), trains students in a reflective approach related to several fields of ritual and ritualization, in both the offline and online dimension. The Management of Cultural Diversity track (MCD) focuses on cultural diversity in society and organizations. Finally, the Dutch-language track Jeugdliteratuur (JL) trains students to become experts in the field of children's and young adult literature. They learn to reflect critically on the interaction between books for young readers and phenomena such as globalisation, diversity, and coming of age.

The site visit took place at the start of the 2019-2020 academic year, when the programme's transition was still in progress. The final step planned in completing the transition, a further merging of the three majors within the Online Culture track, is scheduled for later in 2019-2020. Due to the timing of the site visit in early September, the panel could not yet assess the implementation of this step. It therefore chiefly reflected on the previous academic year (2018-2019) with students, alumni and programme representatives, while also discussing the impending changes. The 2019-2020 academic year also includes the addition of a new track, Health Humanities, in which health, healthcare, and medicine are studied as cultural practices. The panel understood that this is a 3-year temporary addition and that the track will eventually be made independent of this programme. Due to this temporary nature and the fact that the Health Humanities track had not yet started in the period directly preceding the site visit, the panel felt it did not have enough information to fully include it in this assessment.

The panel considers the transition of AMS, GC and RiS towards Online Culture a relevant and logical move. In light of the coherence and focus achieved in the renewed bachelor's programme (see the corresponding assessment report), it has full confidence in the management and teaching staff creating a well-designed and clearly focused programme. It considers the outlines it has seen to be very promising. It also agrees with the continuation of MCD and JL as tracks in their own right. Both

tracks, and especially JL, have recognisable and firmly established profiles which draw particular groups of prospective students. Considering the recent addition of Health Humanities, the panel does point out that the programme's identity should be clearly stated and safeguarded to guarantee its quality.

Intended learning outcomes
The master's programme Culture Studies has 25 intended learning outcomes. The panel studied them and found that they are aligned with the Dublin Descriptors for master's programmes. It also ascertained that they match the orientation of the programme and are in line with national and international requirements.

The intended learning outcomes have all been formulated at the programme level; there are no track-specific learning outcomes. As a result, they are rather generic in their formulation and reflect the previous setup of the master's programme. The panel was pleased to learn during the site visit that the programme is planning to revise them in order to reflect the new setup more clearly. It advises using this revision to formulate a number of learning outcomes at the track level as well. It also thinks that the Entrepreneurship and Research exit profiles used in the bachelor's programme could be relevant here, and could be integrated into the intended learning outcomes of the master's programme as well.

Considerations
The master's programme Culture Studies is a programme in transition towards a stronger focus on online culture. The panel considers this a relevant and logical move and has full confidence in the management and teaching staff creating a well-designed and clearly focused programme. It points out that the programme's identity should be clearly stated and safeguarded to guarantee its quality.

The panel established that the intended learning outcomes are aligned with the Dublin Descriptors for master's programmes. It found that they match the orientation of the programme and are in line with national and international requirements. It believes that they are relevant to the programme, although they are rather generic and still refer to the old situation. It agrees with the programme's plan to align the intended learning outcomes with the new curriculum and advises using the revision to formulate a number of learning outcomes at the track level as well. It also thinks that the Entrepreneurship and Research exit profiles used in the bachelor's programme could be relevant here, and could be integrated into the intended learning outcomes of the master's programme as well.

Conclusion
Master's programme Culture Studies: the panel assesses Standard 1 as 'meets the standard'.

Standard 2: Teaching-learning environment
The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

Curriculum
The master's programme Culture Studies consists of 60 EC and is organised in four blocks of seven weeks each. Each track has its own curriculum (see Appendix 1 for an overview). Only the courses on research skills (2x3 EC) are shared by all students. These courses are offered right at the start of the programme. In the first three blocks, the students follow core courses and electives (for a total of 30 EC), and they are trained in research skills. In a number of tracks (Arts, Media and Society, Global Communication and Jeugdliteratuur), an internship of 6 EC is an option as well. The fourth and final block is dedicated to the thesis (18 EC). In general, the panel considers this setup to be clear and logical.

Master's programme Culture Studies, Tilburg University

The character of each track is shown clearly in the courses on offer. In the Art, Media and Society track, the focus is on digital culture and (new) media. In courses such as Online Writing and Publishing or Urban Spaces: Scenarios and Voices, the students get acquainted with new ways of communication, art expressions as well as social media expressions like memes and trolls. A topical course within the Global Communication track is Language, Globalization and Superdiversity, in which students study how these phenomena affect the language people use in their everyday exchanges. Ritual in Society has a focus on ritual studies, which can be applied to many subjects, such as the body (in the Ritual Performance and the Body course) or in Civil Religion. The Management of Cultural Diversities track features a number of courses on management and policy development, such as Cultural Diversity Policies. And finally the Dutch track Jeugdliteratuur is focused on children's and young adults' literature, with thematic, international and historical approaches to the field.

The panel is pleased with the curriculum's orientation on research and research skills, which is present from the start of the programme. It noticed during the site visit that the students recognise and appreciate this focus. The various tracks also have a clear professional orientation, particularly those containing internship possibilities and frequent guest lectures. In spite of the professional and academic orientation, the panel learned during the site visit that these aspects could be strengthened or highlighted. The students and alumni mentioned to the panel that they would have liked to have gained a better idea during their studies about the possible jobs they were being prepared for. This includes the possibility of a PhD position: the students and alumni pointed out that the move from their master's programme to a possible PhD position seemed difficult to them, particularly since Tilburg does not offer a research master's programme in this field. The panel recommends making the professional and research orientation of the programme more explicit for students. It could consider introducing the exit profiles currently used in the bachelor's programme Online Culture (see also Standard 1).

The panel studied a number of courses (see appendix 4) for each of the tracks. In general, it is quite satisfied with these materials. It is pleased to note that ample attention is paid in all tracks to the historical dimension of culture studies. It considers this an important aspect of the programme and emphasises that this dimension should be retained in the programme revision. It also recommends that the programme keep searching for a proper balance between online and offline culture.

Teaching methods
The panel noticed to its satisfaction that the teaching methods in the programme are varied and fitting. All courses within the master's programme are set up as interactive classes. The lecturers and students meet twice a week for a 6 EC course. Group sizes are small, often fewer than ten students per class, allowing for sufficient room for in-depth discussions and personal reflections. The students appreciate the space provided for interaction and the resulting connection between themselves and the professor. The number of international students makes for an international classroom, which encourages lively discussions on topics regarding different cultures and world views. This is greatly valued by the students.

A point of improvement mentioned by the students is the amount of group work. A number of them mentioned that they find the amount of group work to be high for a master's programme. The panel advises limiting the amount of group work to cases where it has a clear added value.

A number of courses use Diggit Magazine, a tool that is designed to familiarise students with online publishing. This magazine is a bilingual, Dutch-English academic news and information platform. Students and scholars can submit papers to Diggit and will receive comments and suggestions from the editors (a team of lecturers). In this way, the students are challenged to write papers, blogs, and journalistic and academic articles under the supervision of the lecturers.

Both the panel and the students appreciate Diggit as a learning tool. It stimulates active learning among students, challenges them to write, and provides them with the opportunity to learn how to

popularise scholarly output for a larger audience. It also serves as a showcase of the students' work for future employers. It matches the programme's emphasis on the nexus between online and offline culture very well. However, the panel stresses the importance of academic writing for master's students. It advises the staff to establish a clear and explicit balance between public-oriented and academic writing. It encourages the programme and School to investigate ways in which Diggit could be used to practise academic writing for master students, introducing a more pronounced academic dimension and avoid repetition for those students who have already worked with it in the bachelor's programme.

Feasibility and student-centred learning
Students perceive the curriculum of the master's programme as quite intensive, but sufficiently feasible. The lecturers and students meet twice a week for a 6 EC course; the tempo is high, and the students have a great deal of reading and assignments to do in a short period of time. According to the self-evaluation report, some students feel that doing a master's course is 'like stewing in a pressure cooker'. In order to keep the students on track, their progress is carefully monitored by the staff and the Academic Advisor.

In order to ensure that the programme is feasible for all incoming students, it has measures in place to create a level playing field at the start of the programme. A substantial number of its students come from an institute for higher professional education (hbo); in some years, the intake of these students amounts to almost half of the total. For them, premaster programmes have been developed with substantial courses on research skills and academic English among other topics. These premasters (although outside the scope of this assessment) are highly appreciated by both the hbo students and the panel. In combination with the international intake and the bachelor students from Tilburg, this makes for a good mix of different students.

Feasibility is further improved by the thesis trajectory, which provides the students with clear deadlines and regulations surrounding thesis writing and supervision. The programme offers a thesis manual with guidelines and a clear procedure for the assessment of the thesis. The panel read the thesis manual and found it to be adequate. It was informed that the thesis trajectories vary for each track: in some tracks, work on the thesis starts earlier than in others, and the final deadlines vary as well. It advises harmonising these trajectories where possible and seeing what the tracks can learn from each other. It saw some best practices, such as working in thesis circles in the MCD track; these best practices could be beneficial for other tracks as well. Furthermore, it advises the staff to make sure all students start early on their thesis trajectories: this appears to be the main factor for success.

In the self-evaluation report, the students mentioned a number of points for improvement. They perceive an unequal division of workload for different courses. The number of credits assigned to the courses is not always aligned with the actual study load: some three-credit courses require the time commitment of a six-credit course, and vice versa. The panel advises monitoring the study load and ensuring that the number of credits does justice to the actual study load.

Workload issues are also reported in connection with the thesis supervision: since some lecturers (and some topics) are more in demand than others, a relatively small number of lecturers has to supervise a relatively large number of students. The panel believes it is the task of the thesis coordinator to ensure that thesis supervision is more evenly distributed among the staff – even if this means disappointing some students.

The students are satisfied with the opportunities the tracks give them to shape their own learning trajectories. They have enough room for electives and can often also choose to do an internship. The panel finds that the number of electives available at the School is limited, but sees this mainly as a transition issue that can be solved in the coming years.

The panel discussed the size and place of the internship with the programme representatives. The internship varies in length and weight for the different tracks (6-9 EC). The panel also noticed that the placement of the internship varies between tracks. Some tracks offer it as an option in the first half of the curriculum, whereas others place it at the end and/or allow a combination of internship and thesis. The panel advises the staff to reflect on the best way to integrate an internship into each track so that students benefit most from it while suffering the least risk of study delay. It also suggests harmonising the organisation of the internships across the tracks. Finally, some students mentioned to the panel that they sometimes had difficulty finding a suitable organisation for their internship. The panel advises the staff members to make their own professional networks more directly available to the students.

Language
All classes are taught in English, except for the Jeugdliteratuur track, which is largely taught in Dutch. The students of this track follow a number of shared courses that are taught in English. The panel learned that in the recent past, the students of this track complained about having to hand in their papers in English, but this issue has been resolved: they can now hand in their papers in Dutch. The panel approves of this decision. Since JL is embarking upon an international Erasmus Mundus collaboration, the track will be more internationally oriented in future, but the panel established this will not pose a threat to the use of Dutch. The panel approves of this new and challenging direction. For all the other tracks in the programme, the language of instruction is English, as is the programme name. The panel considers this fitting for a programme with a focus on online culture. It ascertained that the level of English of both students and lecturers is sufficient to allow for an English-language programme, although it wonders whether the proficiency requirements of incoming students (IELTS score 6.5) should be raised. It discussed this with the programme's staff members, who welcomed the idea.

Teaching staff
The lecturing staff of the master's programme Culture Studies is a multi-disciplinary and international team, with researchers who are active in a variety of domains, such as anthropology, sociolinguistics, ritual studies, memory studies, literary theory, culture studies and media studies. The team consists of 16 assistant professors, 7 associate professors, and 12 full professors. All lecturers have obtained their doctoral degrees. A majority of the staff (63%) has obtained their UTQ (University Teaching Qualification). Lecturers who have not yet done so are currently working towards that goal. The UTQ is compulsory for all staff with a teaching load of 0.4 fte or more.

The students in all tracks are very positive about their lecturers. According to them, the lecturers are knowledgeable on their topics, they synthesise contemporary issues with traditional theories, and they contextualise the relations to online culture. They are also dedicated to their students, helpful and easy to approach.

During the site visit, the panel learned that a number of senior lecturers will be retiring in the near future. This will lead towards a process of transition that would allow a re-profiling of the staff. The panel advises the programme to use this period of transition to make a number of well-considered choices to enable it to develop in the desired direction. A long-term vision on the future of the programme is a prerequisite to do so. The transition also gives the programme the opportunity to ensure a good (re)distribution of the workload, in which the editorial work for Diggit, which is currently the responsibility of a smaller number of staff members, should be taken into account as well. The panel learned that the programme is currently already considering this.

Considerations
The panel considers the master's programme Culture Studies to have a clear structure. It is pleased with the curriculum's orientation on research and research skills, which is present from the start of the programme. The various tracks also have a clear professional orientation, particularly those containing internship possibilities and frequent guest lectures. The panel recommends making the professional and research orientation of the programme more explicit for students. In order to do so,

the programme could consider introducing the exit profiles currently used in the bachelor's programme Online Culture. The panel studied a number of courses and was satisfied with the materials provided. It was pleased to note that ample attention is paid in all tracks to the historical dimension of culture studies. It considers this an important aspect of the programme and stresses that this dimension should be retained in the programme revision. It feels that the number of electives is limited, but sees this mainly as a transition issue that can be solved in the coming years.

The panel noted to its satisfaction that the teaching methods in the programme are varied and fitting, with workshops to allow for in-depth discussions, personal reflections and an activating international classroom. It advises limiting the amount of group work to cases where it has a clear added value. It appreciates the use of Diggit Magazine as a learning tool, which allows students to gain experience with online publishing directed at a general audience and familiarises them with the labour market. However, it also stresses the importance of academic writing. It advises the staff to establish a clear and explicit balance between public-oriented and academic writing, and encourages the programme and School to investigate ways in which Diggit could be used to practise academic writing for master students, introducing a more pronounced academic dimension to the use of Diggit in the programme.

The students find the master's programme to be intensive, but feasible. In order to keep them on track, their progress is carefully monitored by the staff and the Academic Advisor. Feasibility is further enhanced by a clear thesis trajectory, which provides the students with clear deadlines and regulations surrounding thesis writing and supervision. The panel praises the premaster programmes that ensure the hbo-student intake is brought up to speed before the start of the programme. In its opinion, the feasibility could be improved by harmonising the thesis and internship trajectories and reflecting on their place in the programme. The tracks could learn from each other's best practices. It advises the staff to make sure all students start on their thesis early. It advises monitoring the study load of the regular courses and ensuring that the number of credits matches this load. To facilitate access to internships, it advises the staff to make their professional networks available to the students.

All classes are taught in English, except for the Jeugdliteratuur track, which is largely taught in Dutch; the panel was pleased to learn that the students can now hand in their papers in Dutch as well. For all the other tracks in the programme, the language of instruction is English, as is the programme name. The panel considers this fitting for a programme which pays attention to online culture. It ascertained that the level of English of both students and lecturers is sufficient to allow for an English-language programme, although it wonders whether the proficiency requirements of incoming students should be raised.

Finally, the panel gained a favourable impression of the teaching staff. It shares the students' view that the lecturers are knowledgeable about their topics, as well as dedicated to their students, helpful and easy to approach. The workload among staff members could be spread more evenly, especially the editorial tasks for Diggit and the thesis supervision. Concerning the upcoming changes in staff due to retirements, the panel advises the programme to make a number of well-considered choices to enable it to develop in the desired direction; this implies developing a long-term vision on the future of the programme.

Conclusion
Master's programme Culture Studies: the panel assesses Standard 2 as 'meets the standard'.

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

Findings
Assessment in the programme is based on the Tilburg University Assessment Policy. This policy has an assessment cycle, which starts with the intended learning outcomes of the programme (step 1)

and ends with the analysis and evaluation of assessment quality (step 7). For each programme, a Programme Assessment Plan has been developed; the panel studied the Programme Assessment Plan of the master's programme Culture Studies and noted that the types of assessment per module are clearly linked to the intended learning outcomes.

The courses are generally assessed through a combination of assignments, papers, presentations, and/or a written exam. Papers and essays are often submitted through Diggit Magazine. It became clear to the panel that the staff tries hard to spread the study load over the semester, although it is inevitable that a number of assignments will have deadlines towards the end of a module. The panel looked at a number of assignments and feels there is quite a lot of variety in them. In some instances (for instance in the MCD track), the students found the quantity of written exams to be quite high, especially for a master's programme. The panel advises the staff to evaluate these tests and see whether an essay or paper can be written instead in some of these cases.

The panel discussed the use of group assessments in the master's programme with the programme's representatives. It learned that some students found the frequency of group assessments to be too high. It was told that the programme aims to apply group work and group assignments only in cases where collaboration is a learning objective. Nevertheless, the Assessment Committee (see below) has sometimes encountered cases in which group assessment is used to save the lecturers time in evaluating the tests. In such cases, the committee takes this up with the lecturers. The panel agrees with this approach and recommends limiting group assessment in the master's programme.

The panel learned that since the last programme review, a lot has been done to train and professionalise the teaching staff in the field of assessment. The School organised workshops to train the lecturers in formulating course objectives and drafting specification tables. Since 2014, assessment training has been part of the UTQ training. Lecturers are actively encouraged to attend lunch-time workshops on assessment topics. The panel feels that this focus on assessment is a positive development. It noticed that the results of this professionalisation are visible within the programme's assessment practices. For instance, the lecturers draw up a specification table for each assessment, and the four-eye principle is adhered to during the construction of an assessment. In many cases, assessments are reviewed by the TiU assessment expert as well.

Thesis assessment
For the assessment of the thesis, a special policy document has been developed. Each thesis is supervised and assessed by a faculty member and afterwards by a second reader. Both supervisor and second reader score all criteria independently and add comments to justify the grades. The supervisor scores on eight criteria, the second reader on seven (the working process is scored only by the supervisor). The two assessments are combined in a final assessment form. In general, the final grade is the average of that of both readers; a discussion between the two is organised if there is a discrepancy of 2 points or more. The panel is positive about the system of thesis assessment, but points out that the final assessment form does not show transparently what the second assessor's input has been. It recommends adjusting the format in order to make this visible. It also noticed that feedback on the forms is sometimes rather limited and recommends ensuring that this is improved.

The panel read 15 theses of the master's programme Culture Studies and generally agreed with the way they were assessed. However, it feels that in a number of instances, the grades were higher than it would have given. It discussed this issue with the programme's representatives and the Examination Board. During these conversations, it learned that this is an issue that is recognised and addressed throughout the university. Within the School of Humanities and Digital Sciences, plans are being made to organize calibration sessions and to revise the assessment forms. Another plan is to develop a number of so-called 'anchor theses' that can serve as a benchmark. The panel applauds this development.

Examination Board
TSHD has one Examination Board, which is responsible for the assessment quality in all regular bachelor's and master's programmes. The Board has nine members, including five programme representatives, an independent Chair, an external member, an administrative secretary, and an assessment expert. Since September 2016, each programme has also been assigned an Assessment Committee which operates on behalf of the Examination Board. This committee consists of two lecturers who passed the UTQ and received specific training; they are assisted by the assessment expert.

The panel met with representatives of both bodies, including the assessment expert. During this conversation, it learned that the Examination Board meets formally a few times a year to advise on and adopt regulations. The Board meets informally on a weekly basis to discuss the individual programmes. The Assessment Committee of Online Culture monitors assessment within the programme on the basis of random checks. Its members select courses in consultation with the programme director (generally two each year). Part of such a check is a meeting with the responsible lecturer to discuss the choices that have been made to assess a particular course. Afterwards, the Assessment Committee reports its findings to the Examination Board. The panel is pleased with the Assessment Committee's proactive role in promoting expertise among staff members. It concludes that the Examination Board and the Assessment Committee work hard on safeguarding and improving the assessment quality in the master's programme.

Considerations
The panel considers the assessment in the master's programme Culture Studies to be satisfactory: it is quite varied, fitting and in line with the intended learning outcomes. In some tracks students found the quantity of written exams to be quite high, especially for a master's programme. The panel advises the staff to evaluate these tests and to see whether an essay or paper can be written instead in some of these cases. It recommends limiting group assessment in the master's programme. It noted that the programme has put a lot of effort into professionalising its staff on assessment, which it considers to be a positive development. It noticed that the results of this professionalisation are visible within the programme's assessment practices.

In general, the panel agrees with the assessment of the master's theses, but recommends adjusting the assessment form in order to make the input of the second assessor visible and ensure that sufficient feedback is given on the forms. In a number of instances, the thesis grades were higher than it would have given. It learned about the plans to organize calibration sessions at the School level, to revise the assessment forms across the university, and to develop 'anchor theses' that can serve as a benchmark. It applauds this development.

The panel is positive about the role of the Examination Board and the programme's Assessment Committee. It agrees with the way the Assessment Committee evaluates the assessment of individual courses, playing a proactive role in promoting assessment expertise among staff members. It concludes that the Examination Board and the Assessment Committee work hard on safeguarding and improving the assessment quality in the master's programme.

Conclusion
Master's programme Culture Studies: the panel assesses Standard 3 as 'meets the standard'.

Standard 4: Achieved learning outcomes
The programme demonstrates that the intended learning outcomes are achieved.

Findings
The panel read 15 theses of the master's programme Culture Studies and concluded that all of the students achieved the intended learning outcomes. It found the better theses to be well structured and well written, demonstrating enthusiasm for the subject as well as theoretical and methodological

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reflection, and based on extensive data. In its opinion, the weaker theses mainly showed some defects in the field of methodology, and a number of theses were rather descriptive, while a more analytical approach might have been more interesting. Another point of attention noted by the panel was that the conclusion and recommendations were not always clearly connected to the scope and results of the research. It found the theses to be quite lengthy; it learned that the thesis length has recently been set at 40 pages, which it finds a reasonable limit. Finally, it noted that very few theses focus on online topics; the new direction of the programme is not yet visible in the thesis topics.

According to the National Alumni Survey, most alumni of the master's programme (90%) find a job within three months. They work in a variety of jobs and sectors, such as information and communication, education, government and the cultural sector. The panel sees this as an indication that the students are well prepared for their professional career. The programme's self-evaluation mentions the wish to strengthen the contact with the alumni and to engage them in the master's curriculum. The panel believes the programme can do more to follow up its alumni and involve them in the curriculum, thereby strengthening the connection to the professional field.

Considerations
The panel concludes from the theses it read that the students in the master's programme Culture Studies achieved the intended learning outcomes. It found the theses to be quite lengthy and agrees with the recent reduction in their size to a maximum of 40 pages. It established that most alumni find a relevant job within three months, which indicates that the students are well prepared for their professional career. It advises following up on alumni and involving them in the curriculum, thereby strengthening the connection to the professional field.

Conclusion
Master's programme Culture Studies: the panel assesses Standard 4 as 'meets the standard'.

GENERAL CONCLUSION

The panel assessed all standards the master's programme in Culture Studies as 'meets the standard'. According to NVAO's decision rules, the general final assessment of the programme is therefore 'positive'.

Conclusion
The panel assesses the *master's programme Culture Studies* as 'positive'.

APPENDICES

APPENDIX 1: INTENDED LEARNING OUTCOMES

A Master of Arts, graduating in one of the Master's tracks of the Art and Culture Studies program has acquired:

1. in-depth and profound knowledge at an advanced level of theory formation within Art and Culture Studies (more specifically in the domains of literary and culture studies, media studies, global communication, children's and young adolescent literature, management of cultural diversity, and ritual studies);

2. in-depth and profound knowledge at an advanced level of the history of Art and Culture Studies (more specifically in the domains of literary and culture studies, media studies, global communication, children's and young adolescent literature, management of cultural diversity, and ritual studies) in the Netherlands as well as internationally;

3. in-depth and profound knowledge at an advanced level of the latest developments in the field of Art and Culture Studies (more specifically in the domains of literary and culture studies, media studies, global communication, children's and young adolescent literature, management of cultural diversity, and ritual studies);

4. in-depth and profound knowledge at an advanced level of the comparative study of Art and Culture Studies in an international perspective (more specifically in the domains of literary and culture studies, media studies, global communication, children's and young adolescent literature, management of cultural diversity, and ritual studies in an international perspective).

5. has the ability to mount and carry out, based on a topical research question, a sound research project in the field of Arts and Culture Studies (more specifically in the domains of literary and culture studies, media studies, global communication, children's and young adolescent literature, management of cultural diversity, and ritual studies);

6. has the ability to apply various research methods in his or her own research (including literature research, (historical) sources research, reader research; interpretative research; evaluation research);

7. has the ability to engage in topical discussions on themes in Art and Culture Studies using clear and sound, wellfounded arguments (more specifically in the domains of literary and culture studies, media studies, global communication, children's and young adolescent literature, management of cultural diversity, and ritual studies) (both orally in debates and in writing in essays);

8. has the ability in such new or unknown circumstances to trace and find the presuppositions mentioned with regard to urgent societal problems involving people and society;

9. has the ability to integrate academic knowledge in the field of Art and Culture Studies (more specifically in the domains of literary and culture studies, media studies, global communication, children's and young adolescent literature, management of cultural diversity, and ritual studies) with knowledge of the humanities and to explain such complex subject matter in the relevant societal field.

10. has the ability to formulate judgments based on scientific knowledge on questions or problems in the field of (the study of) Art and Culture Studies (more specifically in the domains of literary and culture studies, media studies, global communication, children's and young adolescent literature, management of cultural diversity, and ritual studies);

11. has the ability to reason logically and analytically, to think critically and synthetically at an academic level;

12. has the ability to judge the value of and to review on the basis of scientific standards scientific essays/research reports on topics from Art and Culture Studies (more specifically in the domains of literary and culture studies, media studies, global communication, children's and young adolescent literature, management of cultural diversity, and ritual studies);

13. has the ability to judge (the value of) the ethical, normative and societal consequences of scientific points of view and scientific developments linked to the application of their own knowledge and judgments in the field of Art and Culture Studies (more specifically in the domains of literary and culture studies, media studies, global communication, children's and young adolescent literature, management of cultural diversity, and ritual studies);

14. has the ability to take part with well-founded arguments in topical discussions on themes in Art and Culture Studies (more specifically in the domains of literary and culture studies, media studies,

global communication, children's and young adolescent literature, management of cultural diversity, and ritual studies) (both orally in debates and in writing in essays).

15. has the ability to reason, argue, and present his/her knowledge and conclusions both orally and in writing, (in Dutch as well as English), to academic audiences as well audiences outside academia;

16. has the ability to communicate clearly to an academic audience as well as a more generally interested or practicallyminded audience scientific research results, as well as the knowledge, motives and considerations underlying these;

17. has the ability to expound in a clear fashion on research results, both in writing in a research report and orally in a scientific presentation;

18. has the ability to cooperate scientifically with others (at an inter- or multi-disciplinary level) where the pursuit of scholarly activity demands reflection on methods or results;

19. has the ability to translate knowledge and expertise in the field of Art and Culture Studies (more specifically in the domains of literary and culture studies, media studies, global communication, children's and young adolescent literature, management of cultural diversity, and ritual studies) to currently relevant or topical societal contexts.

20. analytical and synthesizing skills involved in reading primary texts and in scientific research in the field of Art and Culture Studies (more specifically in the domains of literary and culture studies, media studies, global communication, children's and young adolescent literature, management of cultural diversity, and ritual studies);

21. analytical skills necessary to reflect critically on scientific research related to Art and Culture Studies (more specifically in the domains of literary and culture studies, media studies, global communication, children's and young adolescent literature, management of cultural diversity, and ritual studies);

22. research skills necessary to answer, through sound and well-founded research, questions regarding Art and Culture Studies (more specifically in the domains of literary and culture studies, media studies, global communication, children's and young adolescent literature, management of cultural diversity, and ritual studies);

23. a disciplined and conscientious attitude to problems in the field of Art and Culture Studies (more specifically in the domains of literary and culture studies, media studies, global communication, children's and young adolescent literature, management of cultural diversity, and ritual studies) and a sharp eye for other scientific or societal information, enabling him or her to carry out his or her own research projects independently or autonomously.

APPENDIX 2: OVERVIEW OF THE CURRICULUM

The curriculum of the academic year 2017/2018.

All courses count for 6 EC, unless another number of credits is mentioned.

2017-2018

Art, Media and Society	Global Communication	Ritual in Society
Individuals and Communities in the Digital Age	Individuals and Communities in the Digital Age	Civil Religion and Civil Ritual
Urban Spaces: Scenarios and Voices	Language, Globalization and Superdiversity	Doing Ritual Studies: Mapping the Field
Self-fashioning, Life-writing, Biography	Linguistic and Cultural Change	Ritual and Performativity
Intimacy, Privacy and Authenticity	Learning in Social Contexts	Ritual and Tourism
Culture Policy and Economic Impact	Policies on Language in a Superdiverse World	Contested Ritual Space and Religious Diversity
Research Skills: Hermeneutical Research (3)		Elective
Choose 3 EC from:	*Choose 2 or 3 (RiS) x 3 EC from*	
Research Skills: Research Interview	Research Skills: Hermeneutical Research (RiS)	
Research Skills: Data Processing	Research Skills: Research Interview (RiS)	
Research Skills: Text Mining	Research Skills: Data Processing	
Research Skills: Ethnographic Research	Research Skills: Text Mining	
Research Skills: Anthropology and Fieldwork	Research Skills: Ethnographic Research (RiS)	
Research Skills: Online Data Collection	Research Skills: Anthropology and Fieldwork (RiS)	
	Research Skills: Online Data Collection	
Shared courses AMS & GC		
Online Writing and Publishing (3)		
Working as a Cultural Professional (3)		
Thesis (18)	Thesis (18)	Thesis (15)

Jeugdliteratuur and MCD, see the program in the table below.

The curriculum of the academic year 2018/2019

BLOCK 1 – 15/12 EC

Online Culture: Art, Media and Society	Online Culture: Global Communication	Jeugdliteratuur	Management of Cultural Diversity
Urban Spaces: Scenarios and Voices	Language, Globalization and Superdiversity	Het Kind als Lezer (3)	MCD Intro Course
Self-fashioning, Life Writing and Mediatisation	Individuals and Communities in the Digital Age	Theoretische en Historische Reflectie op Jeugdliteratuur	Cultural Identity and Diversity
Research skills: choose 2 x 3 EC in Block 1-2 Ethnography (3) Research Interview (3) Hermeneutics (3)		*Keuzevak:* een van de Research skills (3)	Research skill: Interview (3)

BLOCK 2 – 15/18 EC

Online Culture: AMS	Online Culture: GC	Online Culture: RiS	Jeugdliteratuur	MCD
New Forms of Knowledge Online	Intercultural Communication Online and Offline	Contested Ritual Space and Religious Diversity	Jeugdliteratuur in Internationaal Perspectief	Cultural Diversity Management
Electives – Choose 6 EC from: Art Online	Religion in the Digital World	Or one of the courses from the majors (see the courses mentioned above)	Life Writing (3)	Cultural Diversity Policies
Research skills: Choose 2 x 3 EC in Block 1-2 Survey Design (3) Anthropology and Fieldwork (3)			Research skills (3) *en daarnaast:* of: Keuzevak of: Praktijkstage of: Zelfstudiemodule	Research skills (3)

BLOCK 3 – 12/15 EC

Online Culture: AMS, GC, RiS	Jeugdliteratuur	MCD
Choose 12 EC, either: internship + self-study module (9+3), or courses (2x6)		
Internship Options 9 EC a. Internship at a company/organization, also abroad b. Research traineeship connected to a researcher in the Department c. Diggit editorship d. Fontys fellowship *Electives* Culture Policy and Economic Impact Victimhood and Human Rights Language and Cultural Change *Self-study Module 3 EC* Reading/watching list (literature + e.g. documentaries) and a paper based on those.	Grensverkeer: Jeugdliteratuur en Andere Cultuuruitingen	Elective course
		MCD Research Practicum
For all majors together: Information session(s) about writing a thesis – 0 EC	Master's Thesis (6)	Master's Thesis (3)

BLOCK 4 – 15/18 EC

Online Culture: AMS	Online Culture: GC	Online Culture: RiS	Jeugdliteratuur	MCD
	Master's thesis (18)		Master's thesis (12)	Master's thesis (15)
			Keuze: of: Keuzevak of: Praktijkstage of: Zelfstudiemodule	

The curriculum of the academic year 2019/2020.

BLOCK 1 – 15/12 EC

Online Culture	Jeugdliteratuur	Management of Cultural Diversity	Health Humanities
Digital Media and the Everyday Life	Het Kind als Lezer (3)	MCD Intro Course	Cultural Practices of Knowledge Production in Health and Medicine
Doing Research in the Online-Offline Nexus	Theoretische en Historische Reflectie op Jeugdliteratuur	Cultural Identity and Diversity	Online Health Practices
		Research skills – choose one course: Digital Ethnography (3) Ethnography and Interview (3)	

BLOCK 2 – 15/18 EC

Online Culture *Choose 12 EC = 2 courses and 1 research skills course (3 EC)*	Jeugdliteratuur	MCD	Health Humanities
Self-fashioning, Life Writing and Mediatisation	Jeugdliteratuur in Internationaal Perspectief	Cultural Diversity Management	The Normal and the Abnormal
Performance: Ritual, Art and the Body in Digital Culture	Life writing (3)	Cultural Diversity Policies	Diversity and Equity in Health and Medicine
Intercultural Communication Online and Offline	*Research skills– see below* en daarnaast: of: Keuzevak of: Praktijkstage of: Zelfstudiemodule	*Research skills – see below*	*Research skills – see below*
New Forms of Knowledge Online			
		Research skills – choose one course: Anthropology and Fieldwork (3) Survey Design (3) Hermeneutics (3)	
Information session about writing a thesis – 0 EC			

BLOCK 3 – 18/15/12 EC

Online Culture	Jeugdliteratuur	MCD	Health Humanities
Choose 6 EC = 1 course and choose 12 EC, either: *Internship (a or b) + self-study module (9 + 3) or Fontys fellowship (6) + elective (6) or two electives (2 x 6)*	Grensverkeer: Jeugdliteratuur en Andere Cultuuruitingen	*Elective course Recommended:* Comparative European Industrial Relations Victimhood and Human Rights Contested Ritual Space and Religious Diversity	Internship (9) at a company/organization, also abroad + Self-study module (3) *or two elective courses: see track Online Culture or MA Communication and Information Sciences or from DCI:* ■ Bioethics, Technology and the Body (3) ■ Digital Health Communication
Internship Options 9 EC e. Internship at a company/organisation (also abroad), or Diggit f. Research traineeship connected to a researcher at the department g. Fontys fellowship (6) *Self-study module 3 EC* Reading/watching list (literature + e.g. documentaries) and a paper based on those.	Security and Surveillance Language, Globalization and Superdiversity Beauty and the Sublime online Intimacy, Privacy and Authenticity Ritual and Religion in the Digital World	MCD Research Practicum	
	Master's thesis (9)	Master's thesis (3)	

BLOCK 4 – 12/15/18 EC

Online Culture	Jeugdliteratuur	MCD	Health Humanities
Master's thesis (12)	Master's thesis (9) *en daarnaast:* Keuzevak of: Praktijkstage of: Zelfstudiemodule	Master's thesis (15)	Master's thesis (18)

APPENDIX 3: PROGRAMME OF THE SITE VISIT

Donderdag 19 september 2019		
10.00	10.15	Ontvangst en welkom
10.15	10.45	Presentatie DIGGIT (hoofdredacteur)
10.45	12.15	Voorbereidend overleg panel en inzien documenten
12.30	13.30	Lunch
13.30	14.30	Interview inhoudelijke verantwoordelijken
14.30	14.45	Pauze / intern overleg
14.45	15.30	Interview studenten bachelor
15.30	16.15	Interview docenten bachelor
16.15	16.30	Pauze / intern overleg
16.30	17.15	Interview docenten master
17.15	18.00	Interview studenten en alumni master

Vrijdag 20 september 2019		
08.45	10.00	Intern overleg panel
10.00	10.45	Interview examencommissie
10.45	11.15	Pauze / Intern overleg
11.15	12.15	Eindgesprek management
12.15	12.45	Lunch
12.45	15.30	Opstellen voorlopige bevindingen en voorbereiden mondelinge rapportage
15.30	16.15	Mondelinge terugkoppeling
16.15	17.00	Ontwikkelgesprek

APPENDIX 4: THESES AND DOCUMENTS STUDIED BY THE PANEL

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

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

General
- TSHD Strategisch Plan
- Organogram TSHD

Assessment and Quality assurance
- OER
- Toetsbeleid TSHD
- Guidelines Thesis Assessment Procedure TSHD
- MA Scriptiehandleiding
- Jaarverslag Examencommissie TSHD
- Guidelines Program Committees TSHD
- Notulen OCs MA Culture Studies

Other documents
- Information premaster

Files selected courses
- MA: Self-fashioning, Life Writing and Mediatization
- MA: Cultural Diversity Management
- MA: Life-Writing