MASTER'S PROGRAMME

MEDIA STUDIES

FACULTY OF HUMANITIES

UNIVERSITY OF AMSTERDAM

CONTENTS

This report was finalised on 5 September 2019.

REPORT ON THE MASTER'S PROGRAMME MEDIA STUDIES OF THE UNIVERSITY OF AMSTERDAM

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

ADMINISTRATIVE DATA REGARDING THE PROGRAMME

Master's programme Media Studies

Name of the programme:	Mediastudies
International name of the programme:	Media Studies
CROHO number:	60830
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specialisations or tracks:	Film Studies (FS)*
	Television & Cross-Media Culture (TCMC)*
	New Media & Digital Culture (NMDC)
Location(s):	Amsterdam
Mode(s) of study:	full time
Language of instruction:	English, Dutch
Expiration of accreditation:	01/07/2020

* Within the tracks Film Studies and Television & Cross-Media Culture, a limited number of students can opt for a professional specialisation (*beroepsgeörienteerde specialisatie*) taught in Dutch.

The visit of the assessment panel Communication and Information Sciences & Media Studies to the Faculty of Humanities of the University of Amsterdam took place on 11-13 February 2019.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

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

COMPOSITION OF THE ASSESSMENT PANEL

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

- Prof. dr. D. (Daniël) Biltereyst, professor of Film and Media Studies at Ghent University and director of the Center for Cinema and Media Studies [chair];
- Em. prof. dr. C.J.M. (Carel) Jansen, emeritus professor of Communication and Information Sciences at University of Groningen;
- Prof. dr. O.M. (Odile) Heynders, professor of Comparative Literature at Tilburg University;
- Dr. E.M.C. (Els) van der Pool, assistant professor of Human Communication Development at the HAN University of Applied Sciences;
- Dr. J. (Joyce) Karreman, assistant professor of Communication Science at University of Twente;
- Ms. M. (Monique) Kloosterman, BA, master's student Communication Science at University of Groningen [student member].

The panel was supported by dr. Irene Conradie, who acted as secretary.

WORKING METHOD OF THE ASSESSMENT PANEL

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

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

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. D. (Daniël) Biltereyst, professor of Film and Media Studies at Ghent University and director of the Center for Cinema and Media Studies [chair];
- Em. prof. dr. C.J.M. (Carel) Jansen, emeritus professor of Communication and Information Sciences at University of Groningen [chair];
- Em. prof. dr. P.C. (Peter) Neijens, emeritus professor of Media and Persuasion at the University of Amsterdam;
- Em. prof. dr. J.L.H. (Jo) Bardoel, emeritus professor of Communication Science at Radboud University Nijmegen;
- Prof. dr. W. (Wilco) Hazeleger, director/CEO of the Netherlands eScience Center (NLeSC);
- Prof. dr. O.M. (Odile) Heynders, professor of Comparative Literature at Tilburg University;
- Prof. dr. J.C. (Jaap) de Jong, professor of Journalism and New Media and chairman of the Media Studies programme at Leiden University;
- Prof. dr. G. (Geert) Jacobs, professor of Language for Specific Purposes and head of the Linguistics Department of Ghent University;
- Dr. J. (Joyce) Karreman, assistant professor of Communication Science at University of Twente;
- Drs. J. (Judith) Mulder, co-founder and director of FirMM Information + Service Design;
- Drs. M. (Maike) Olij, freelance media consultant and concept developer;
- Prof. dr. S. (Steve) Paulussen, professor of Media and Journalism at University of Antwerp;
- Prof. dr. P.P.R.W. (Patricia) Pisters, professor of Film Studies and Media Studies at University of Amsterdam;
- Dr. B. (Bert) Pol, founder and managing partner at Tabula Rasa, an organization specialized in behaviour change and communication;
- Dr. E.M.C. (Els) van der Pool, assistant professor of Human Communication Development at the HAN University of Applied Sciences;
- Dr. M. (Mir) Wermuth, founder and owner of Blinkering, an organization for programme management in the creative industry;
- Drs. G. (Gaby) Wijers, founder and director at LIMA, an international platform for sustainable access to media art;
- Ms. M. (Monique) Kloosterman, BA, master's student Communication Science at University of Groningen [student member];
- Ms. A.C.M.F. (Aimée) Overhof, BA, recently graduated with a bachelor's degree in Online Culture at Tilburg University [student member];
- Ms. B.D.H. (Biba) Becker, bachelor's student Online Culture at Tilburg University [student member].

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

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

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

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

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

Site visit
The site visit to the University of Amsterdam took place on 11-13 February 2019 (due to unforeseen family circumstances, em. prof. dr. Carel Jansen was absent on 13 February). Before and during the site visit, the panel studied the additional documents provided by the programme. An overview of these materials can be found in Appendix 4. The panel conducted interviews with representatives of the programme: students and staff members (including Programme Committee members), the programme's management, alumni, and representatives of the Examinations Board.

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

The visit concluded with a development dialogue, in which the panel and representatives of the programme discussed various development routes for the programmes. The results of this conversation are summarised in a separate report, which will be published through the programmes' communication channels.

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

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

Definition of judgements standards
In accordance with the NVAO's Assessment framework for limited programme assessments 2016, the panel used the following definitions for the assessment of both the standards and the programme as a whole.

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

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

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

Good
The programme systematically surpasses the generic quality standard.

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

SUMMARY JUDGEMENT

Standard 1: Intended learning outcomes
The panel appreciates the programme's focus on the changing media and cultural industries within their cultural, social and historical context. Its three tracks concentrate on a specific subdiscipline: Film Studies (FS), Television & Cross-Media Culture (TCMC), and New Media & Digital Culture (NMDC). The panel feels that each track has a distinctive approach, though more cross-fertilisation between them could strengthen the programme further. The professional specialisations offered by the tracks FS and TCMC provide students with a rewarding combination of academic and professional instruction, though the added requirements in the intended learning outcomes (ILOs) seem demanding in addition to the academic, study-specific and track-specific ILOs. The panel feels that the department's plan to place these professional specialisations within a 90 EC dual master's programme could make it more feasible for students to attain all the ILOs.

According to the panel, the Media Studies programme has several distinctive features: it is embedded in the city of Amsterdam, which has both well-established and upcoming media and cultural industries and institutions, and has a distinct international orientation. The panel suggests that the programme could emphasise these distinctive features better in its ILOs as a means to demarcate its position more clearly. It ascertained that the ILOs meet the requirements of the discipline and correspond to the Dublin descriptors at an academic master's level. It finds the ILOs to be clear.

Standard 2: Teaching-learning environment
The panel concludes that the curriculum, teaching-learning environment, and teaching staff of the Media Studies programme enable students to realise the ILOs. The curricula of the three tracks are well-designed and coherent, while at the same time offering students sufficient freedom to design their individual study path. All tracks offer solid courses, and the panel was pleased with the contemporary and challenging electives. Specifically, the strong content of NMDC is a good reflection of the current state of affairs in the new media discipline. Overall, the level of the courses is academic with a distinct research orientation. The research of the department feeds into the curricula, and academic skills are given sufficient attention. The panel encourages the programme to keep paying attention to intensifying and/or pointing out the connections with the work field for those students who are not in the professional specialisation.

The panel is of the opinion that the feasibility of the professional specialisation in the FS and TCMC tracks needs attention. It feels its students can achieve all of the ILOs, but this requires them to work more independently and results in some study delay to a certain degree. However, the alumni and students that the panel interviewed indicated that they were willing to make the extra investment. The panel approves the initiative to transform this professional specialisation into a separate track in the dual master's programme Media Studies by September 2020 (pending formal approval). It recommends offering current students in the professional specialisation additional support in achieving all intended learning outcomes and monitoring current student progress.

The teaching-learning environment of the programme is generally stimulating. There is an adequate number of contact hours, and the teaching methods are relatively small scale, though increasing student numbers and limited financial resources can put pressure on this. The panel thinks that the current level of small-scale education is a strength of the programme and needs to be safeguarded in order to maintain the high quality of the education. The programme has an adequate system of student guidance, in which the departmental study adviser and the MA coordinators of the relevant tracks play a significant role.

The panel values the quality of the teaching staff of the programme; they are motivated and academically and didactically qualified. However, the increasing workload of staff members requires monitoring. The panel accepts the proposed solution to create a pool of certified external examiners for thesis supervision, provided these examiners meet the required academic and didactic standards.

Of course it would prefer that (core) staff numbers reflect the growing student numbers in order to maintain the quality of the programme.

Standard 3: Assessment
The panel concluded that assessment is taken seriously in the master's programme Media Studies and that the validity, reliability, independence and transparency of assessment in the programme are sufficiently safeguarded. It confirmed that the GSH Examinations Board sufficiently monitors the quality of assessment and the achievement of the intended learning outcomes and thus carries out its formal tasks. It would prefer to see the research internship of the FS and TCMC professional specialisations assessed with a mark (with feedback per assessment criterion) to provide students with clear observations on their performance. On the basis of the thesis sample, the panel concluded that the grading of the theses is generally correct, but it feels that the transparency of the grading on the assessment forms can be improved by distributing the assessment criteria more evenly and describing the weight of each component on the final grade on the assessment form.

Standard 4: Achieved learning outcomes
The panel concludes that students of the master's programme Media Studies achieve the intended learning outcomes. In general, the thesis topics match the track orientations, and the work is of an appropriate academic quality. On average, the panel members agreed with the grading. They considered most theses to be well-written and well-documented. In the majority of the theses, the research had been designed and carried out correctly, and the theoretical framework was appropriate. From interviews with alumni of the programme and the overview in the self-evaluation report, the panel ascertained that the programme adequately prepares students for the professional field. Alumni generally feel that the programme has provided them with a solid foundation from which they can benefit in their respective careers.

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

Master's programme Media Studies

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

The chair, prof. dr. Daniël Biltereyst, and the secretary, dr. Irene Conradie, 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: 5 September 2019

DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED FRAMEWORK 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

The panel studied the profile and intended learning outcomes (ILOs) of the one-year master's programme in Media Studies. It found that the programme aims to attract students with an academic bachelor's degree who show a substantial interest in media-related questions and research in the humanities. Throughout the programme, students acquire in-depth knowledge covering the media environment, as well as the academic and professional skills to study media in their cultural, social and historical context.

The programme offers three distinct tracks: Film Studies (FS), Television & Cross-Media Culture (TCMC) and New Media & Digital Culture (NMDC). Each track has its own specific profile and programme of study. FS approaches the study of film as a multi-faceted phenomenon and trains students to engage critically and effectively with important shifts in film and cinema culture. The TCMC track aspires to equip students with the knowledge, skills and understanding of contemporary cross-media culture. NMDC's programme in new media theory aims to study social transformations brought about by digital culture. Additionally, the tracks FS and TCMC also offer a professional specialisation (in Dutch). The panel feels that each one has a distinctive approach, though more cross-fertilisation between the tracks could strengthen the programme further. After all, media convergence is blurring the traditional distinctions between film, broadcasting and digital media, as well as changing the way in which media are produced, stored and consumed.

The panel noted that the programme operates from an international academic orientation; the English-language programme attracts many international students, has an international staff and studies media in a global context. Its international aspirations are further showcased by the coordinating role of FS in the International Master in Audiovisual and Cinema Studies (IMACS), an international collaboration of thirteen universities.

At the same time, the panel learned from the self-evaluation report and during the site visit that the programme also fosters its ties with the city of Amsterdam and its vibrant cultural industries. This helps to bring students into contact with diverse media industries and institutions. The panel recognises this connection most clearly in the professional specialisation. It appreciates the programme's increased activities to develop networks and collaborations with the local media and creative industries, and its vibrant cultural and artistic community, the setting up of an alumni organisation (that organises networking meetings), and the annual event Orientation in the Work Field, at which bachelor's and master's students meet with alumni who work in various capacities in academia, the arts and media industry communities. The professional specialisations also draw on the expertise of an advisory council, with representatives from different related work fields (film, television, media and wider cultural industry, consultancy). The panel concludes that through these close ties with Amsterdam and beyond, the programme stays up to date and offers its students a podium to encounter relevant parts of the professional and academic field.

The programme's profile is translated into the intended learning outcomes (ILOs) of the Media Studies programme, as described in Appendix 1 of this report. The ILOs are formulated according to the Dublin descriptors and consist of academic and subject-specific exit qualifications, as well as track-specific exit qualifications for each track. The panel noted that graduates of the professional specialisations of the FS and TCMC tracks have to meet additional requirements on top of their track-specific exit qualifications. It questions whether students of the professional specialisations can be expected to meet these additional requirements in the same amount of time as regular students (see

Standard 2). During the site visit, the department referred to a plan to place the professional specialisation within a 90 EC dual master's programme. The panel believes this can make it more feasible for students to attain all the intended goals. Overall, the panel feels the ILOs have a clear academic orientation: they mention knowledge and critical understanding of the studied media and recent developments, viewed from historical, theoretical and critical perspectives. It also finds the ILOs to be of a suitable master's level: graduates are able to carry out research independently in the field of media studies and to reflect on media objects, practices and debates by drawing on recent academic research. Its international scope is not explicitly translated into the ILOs, however. According to the panel, the programme Media Studies has several distinctive features: it is embedded in the city of Amsterdam, which has both well-established and upcoming cultural industries and institutions, and it has a distinct international orientation. The panel suggests that the programme could emphasise these distinctive features better in its ILOs as a means to demarcate its position more clearly.

Considerations
The panel appreciates the programme's focus on the changing media and cultural industries within their cultural, social and historical context. Its three tracks concentrate on a specific subdiscipline: Film Studies (FS), Television & Cross-Media Culture (TCMC), and New Media & Digital Culture (NMDC). The panel feels that each track has a distinctive approach, though more cross-fertilisation between them could strengthen the programme further. The professional specialisations offered by the tracks FS and TCMC provide students with a rewarding combination of academic and professional instruction, though the added requirements in the ILOs seem demanding in addition to the academic, study-specific and track-specific ILOs. The panel feels that the department's plan to place these professional specialisations within a 90 EC dual master's programme could make it more feasible for students to attain all the ILOs.

According to the panel, the Media Studies programme has several distinctive features: it is embedded in the city of Amsterdam, which has both well-established and upcoming media and cultural industries and institutions, and has a distinct international orientation. The panel suggests that the programme could emphasise these distinctive features better in its ILOs as a means to demarcate its position more clearly. It ascertained that the ILOs meet the requirements of the discipline and correspond to the Dublin descriptors at an academic master's level. It finds the ILOs to be clear.

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

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

Findings
To assess the content and structure of the programme, the panel studied its curriculum and the content of several courses (see Appendix 4). During the site visit, it also discussed the teaching-learning environment with the programme management, teaching staff, students, alumni and members of the Examinations Board.

Curriculum and teaching-learning environment
The overview of the curriculum (see tables in Appendix 4) shows that each of the three tracks - FS, TCMC, NMDC - has implemented a different curriculum, though with a similar structure and didactic approach. Each track consists of 30 EC of compulsory courses in the first semester, and a 12 EC elective in Media Studies and the master's thesis (18 EC) in the second semester. The compulsory courses include Core Courses, Research Seminars and a Research Project (FS) or Case Studies (TCMC). The panel appreciates how students are first offered a solid, shared understanding of their chosen track discipline. It finds this particularly apt given their heterogeneous background.

Subsequently, the students have the opportunity to pursue their individual interests in an elective and their master's thesis.

Students of all tracks - except those in the professional specialisation - can choose an elective from a list of courses; eight courses were offered in 2018-2019. The panel is enthusiastic about these interesting electives because they actively engage students in challenging and contemporary themes (e.g. Sexuality and Media, Digital Activism) that tie in with the academic research of the teaching staff. Furthermore, they bring together students from the different tracks, which allows for a broader exchange of views. A point of concern raised by students and staff alike was that budget cuts limited the number of available electives. Moreover, students from the previous year had experienced last-minute changes in the selection of electives, which compelled them to alter their intended study path. Though the panel understands that unforeseen circumstances can never be fully avoided, it urges the programme management to do its best to prevent such last-minute changes.

During the site visit, the panel asked students to reflect on the programme's structure and its quite separate tracks. It was pleased to find that they were satisfied with the current programme design: the specialised tracks were seen as a distinguishing feature of the programme, and some students noted that the teaching staff helped to connect topics. From the self-evaluation report and speaking with the teaching staff, the panel learned that the broad range of tracks represented in the programme can present a challenge in formulating a unifying vision. However, the faculty-wide meetings twice a semester help to bring cohesion and let colleagues share their views on the programme. The panel agrees that the tracks allow the programme to focus on specific themes, but also values the opportunities to expand students' thinking.

The panel was pleased to find that all tracks use a variety of teaching methods that correspond well with the learning goals of the courses and the various ILOs. In FS and TCMC these include lectures, seminars, individual and group research projects, viewings, excursions and peer feedback on discussions and presentations. NMDC employs lectures, seminars, lab sessions, and individual and group research projects. In particular, the panel appreciated the format of the data sprint: a five-day-long, intensive, workshop-like environment, in which students working in groups develop and complete an analytical project. The teaching methods also correspond to the didactic philosophy of the programme, with an increasing emphasis on enabling students to specialise and develop their own research interest. Some notable examples are the Case Studies (TCMC), Research Project (FS) and the Winter School (NMDC). The last is organised by the Digital Methods Initiative (DMI) Amsterdam and includes a social media and web data sprint, with hands-on work for telling stories with data, together with a programme of keynote speakers and a mini-conference, at which PhD candidates, motivated scholars and advanced graduate students present short papers on digital methods and new media-related topics, and receive feedback from the Amsterdam DMI researchers and international participants.

On the basis of examined course materials and discussions held, the panel gathered that each course is feasible: there are no major individual stumbling blocks in the curricula of the three regular tracks (the professional specialisation is discussed separately below). The programme has an adequate system of student guidance, in which the departmental study adviser and the MA coordinators of the relevant tracks play a significant role.

Film Studies (FS) and Television and Cross-Media Culture (TCMC)
The panel noted many points of similarity between the FS and TCMC curriculum. Both include two 6 EC compulsory Core Courses (CC) that focus on track-specific knowledge and research skills. In the case of FS, the panel regards CC1: Film Theories and Film Practices as a stimulating course on contemporary film, while CC2: Cinema Histories and Cultures offers a solid take on film historiography. In the case of TCMC, the panel studied the course material of Media Aesthetics and the Senses (in block 2) and noted the progressive increase in theoretical and methodological complexity. In particular, it deemed the various suggestions for the in-class presentation informative. FS and TCMC also offer two 6 EC Research Seminars that focus on contemporary issues in their

respective disciplines. The panel appreciates the fact that there are two separate Research Seminars with two to three different topics to choose from: this allows students to explore different topics and theoretical perspectives and participate in current academic debates while working in a small group. In the Research Project (FS) / Case Studies (TCMC), students work on an independent master's level research project of their own design. From interviews with staff and students of the programme, the panel concluded that this is a valuable exercise in preparing a research topic and considering appropriate concepts and a methodological framework. The resulting research proposal can be a starting point for the master's thesis.

The panel concluded that both FS and TCMC offer a curriculum with a clear academic orientation. It also noted that this leaves little room for professional orientation. During the site visit, students mentioned that they feel there is no real opportunity to pursue an internship in the regular track without incurring a study delay. Participation in the Dutch-language professional specialisation is limited and not accessible to non-Dutch students. At the same time, some students who were interviewed by the panel indicated that the programme is clear on its academic focus and does not claim to include contact with the media industry. The panel only partially agrees with this: Media Studies is not an exclusively research oriented master's programme, and many students will benefit from networking opportunities in and explorations of their potential work field. On the other hand, the programme has increased its activities to develop networks and collaborations with various media organisations and institutions (see Standard 1). In conclusion, the panel encourages FS and TCMC to keep paying attention to intensifying and/or pointing out the connections with the work field for those students who are not in the professional specialisation.

Professional specialisation, FS and TCMC
Within the FS and TCMC tracks, a limited number of Dutch-speaking students can opt for a professional specialisation (*beroepsgeöriënteerde specialisatie*). The selection procedure prior to admission consists of the evaluation of an application file that includes a short motivation statement. Students are also advised to have obtained an academic bachelor's degree with an overall grade point average (GPA) of at least 7.0 (out of 10, Dutch educational system). Those in the professional specialisation follow a study path that differs in some respects from the regular FS/TCMC programme. They do not participate in the research seminars and Case Studies (TCMC) / Research Project (FS) in the first semester. Instead, they follow an 18 EC module in Dutch, *Research en ontwikkeling voor documentaire en fictie,* that incorporates courses and workshops on film and television dramaturgy, research and editing. In the second semester, they do a research internship instead of an elective (*MA Onderzoeksstage*). From the thesis sample the panel deduced that some students in the professional specialisation write their master's thesis in Dutch. This makes sense when the topic is primarily situated in a Dutch media context. From speaking with the students and studying the student chapter, the panel concluded that the professional specialisation enables students to experience diverse facets of the professional field of television and filmmaking. In particular, students value the masterclasses given by professional directors, screenwriters, researchers and editors. The panel shares this view and appreciates how the professional specialisation still focuses on academic skills, but within the professional field of the Dutch media industry.

In the panel's view, however, the feasibility of this 60 EC programme needs attention. As described under Standard 1, students in the professional specialisation are expected to achieve professional learning outcomes in addition to the academic, study-specific and track-specific ILOs. This is in itself not unusual for a specialisation. However, the panel verified that the master's thesis of the students in the professional specialisation needs to meet the same criteria as those written in the regular tracks. It considers this demanding for the students, to achieve the same academic depth without the benefit of the research seminars, case studies/research project and the elective. The research internship is of an academic level, but the panel feels that students overall have to work more independently to make up for the shortfall in orienting themselves on a thesis topic and putting their research skills to the test. From the interviews it was clear that at least in some cases, students tend to fall behind in terms of study progress. Still, alumni and students indicated they were willing to make the extra investment. The panel was therefore pleased to hear that in 2017-2018 an initiative

was launched to transform this professional specialisation into a separate track in the 90 EC dual master's programme Media Studies. This new track, *Documentaire en fictie in de praktijk*, is planned to start in September 2020 (pending formal approval). The panel approves this initiative and believes the professional specialisation could well be put in the form of a 90 EC dual master's track. At the same time, the panel recommends offering current students in the professional specialisation additional support in achieving all intended learning outcomes and monitoring current student progress.

New Media and Digital Culture (NMDC)
The NMDC curriculum includes three 6 EC compulsory Core Courses (CC) and one 12 EC Research Seminar. The panel liked the fact that the entire programme has a profound theoretical and methodological basis. The strong content of NMDC is a good reflection of the current state of affairs in the new media discipline. Innovations in the field are quickly picked up on, and the perspective of the programme is clearly international. As such, it succeeds in offering a comprehensive and critical approach to new media research, practices and theory. To give an illustration, the panel considered New Media Research Methods to be a high-level course that both teaches and critically assesses digital methods in an academically relevant way.

During the site visit, students stated that it was not always clear to them what they can do with the acquired knowledge, methods and tools in the professional field. In the panel's view, the programme could remedy this by further explaining the professional relevance of the existing components of the track, e.g. building a wide portfolio of work, including theoretically engaged essays, empirical research projects, new media experiments, and blog entries.

The NMDC track in particular is attracting many students: in 2017-2018 there were 74 NMDC students out of 141 total enrolments in Media Studies. As a consequence, it is not a small group anymore. The panel gathered from its discussions with students and staff that this growth could jeopardise the interactive teaching mode in the track-specific courses which is a particular strength of the master's programme. This topic was discussed during the site visit, and the panel feels confident that the programme management will closely monitor the impact of growing student numbers.

Teaching staff
The panel gathered from the written materials and its on-site discussions that most staff members are involved in both research and teaching. Teaching in the master's programme and research in the department of Media Studies are closely connected. The department of Media Studies covers many areas of research, with eight chairs in Information Studies, Digital Humanities, Journalism and Media, Globalisation Studies, Heritage and Digital Culture, Film Studies, New Media and Digital Culture, and Archival Studies. The teaching staff of the programme is motivated and qualified. Lecturers are experts in their fields, most have a PhD and University Teaching Qualification (UTQ), some have a Senior Teaching Qualification (STQ), and many have international experience. The expertise of the teaching staff on the programme covers all the specific areas of the three tracks. The panel appreciates the efforts of the faculty to invest in the professionalisation of its teaching staff. In the discussions, students and alumni indicated their satisfaction with the quality of the staff, both in terms of content and didactics. This appreciation also extended to the thesis supervision.

The increasing workload of staff members requires monitoring. In particular, the self-evaluation report indicated that due to the continuous growth of the programme, a considerable effort is required to find a supervisor for each thesis. NMDC now offers both group supervision and one-on-one supervision. The panel accepts the proposed solution to create a pool of certified external examiners for thesis supervision, provided these examiners meet the required academic and didactic standards. Of course the panel would prefer that (core) staff numbers reflect the growing student numbers in order to maintain the quality of the programme.

Considerations

The panel concludes that the curriculum, teaching-learning environment, and teaching staff of the Media Studies programme enable students to realise the ILOs. The curricula of the three tracks are well-designed and coherent, while at the same time offering students sufficient freedom to design their individual study path. All tracks offer solid courses, and the panel was pleased with the contemporary and challenging electives. Specifically, the strong content of NMDC is a good reflection of the current state of affairs in the new media discipline. Overall, the level of the courses is academic with a distinct research orientation. The research of the department feeds into the curricula, and academic skills are given sufficient attention. The panel encourages the programme to keep paying attention to intensifying and/or pointing out the connections with the work field for those students who are not in the professional specialisation.

The panel is of the opinion that the feasibility of the professional specialisation in the FS and TCMC tracks needs attention. It feels its students can achieve all of the ILOs, but this requires them to work more independently and results in some study delay to a certain degree. However, the alumni and students that the panel interviewed indicated that they were willing to make the extra investment. The panel approves the initiative to transform this professional specialisation into a separate track in the dual master's programme Media Studies by September 2020 (pending formal approval). It recommends offering current students in the professional specialisation additional support in achieving all intended learning outcomes and monitoring current student progress.

The teaching-learning environment of the programme is generally stimulating. There is an adequate number of contact hours, and the teaching methods are relatively small scale, though increasing student numbers and limited financial resources can put pressure on this. The panel thinks that the current level of small-scale education is a strength of the programme and needs to be safeguarded in order to maintain the high quality of the education. The programme has an adequate system of student guidance, in which the departmental study adviser and the MA coordinators of the relevant tracks play a significant role.

The panel values the quality of the teaching staff of the programme; they are motivated and academically and didactically qualified. However, the increasing workload of staff members requires monitoring. The panel accepts the proposed solution to create a pool of certified external examiners for thesis supervision, provided these examiners meet the required academic and didactic standards. Of course it would prefer that (core) staff numbers reflect the growing student numbers in order to maintain the quality of the programme.

Conclusion

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

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

Findings

In order to assess Standard 3, the panel studied various documents pertaining to student assessment: the Faculty of Humanities Assessment Policy, the University of Amsterdam Assessment Policy Framework, recent minutes and annual reports by the Examinations Board and Programme Committee, the Teaching and Examination Regulations (OER) of the master's programme Media Studies, assessment matrices for each track, the study guides and two course assessment files. This helped the panel to acquire an overview of the programme's assessments. In addition, it spoke with members of the Examinations Board, students and staff about assessment.

Assessment system

The panel studied the programme's assessment plan. For each of the three tracks, there are assessment matrices indicating how the learning goals per course match with specific forms of

assessment as well as with the intended learning outcomes. In all courses, multiple examinations are combined to arrive at the final grade. Various assessment instruments are used to test the achievement of the intended learning outcomes; knowledge and the application of knowledge, for instance, are tested in written assignments, reading responses and the thesis, while professional behaviour is assessed in practical assignments, projects and group presentations. For example, NMDC students maintain a new media research blog, Masters of Media, where they participate in contemporary debates concerning emergent digital objects and phenomena, as well as showcase their own academic work. The assessments in the professional specialisations prepare students for the editorial side of television and filmmaking: students create a short script or give feedback on a work-in-progress (such as a documentary proposal or film script). The panel also noted a gradual increase in the difficulty and complexity of assignments, which encourages students to perform independently and professionally at an academic level. The reliability, independence and transparency of assessment are ensured by the use of answer keys and standardised assessment forms, through several courses that are team taught or coordinated by the programme team and track coordinator, and by appointing multiple examiners for the thesis.

Research internship assessment (professional specialisation)
In the professional specialisation, the research internship (*MA Onderzoeksstage*) is preceded by an internship plan outlining its nature and aim. During the internship, students will carry out a research project relevant to their field of study. The intern is supervised by a lecturer and an on-site supervisor, who are involved in the assessment at an interim phase (site visit) and after completion. The internship report and the evaluation form (filled in by the on-site supervisor) constitute the basis for the final interview between the student, the internship provider and the supervising lecturer. The supervising lecturer subsequently assesses the internship. The result of the research internship is expressed with the designation 'has fulfilled all requirements/completed', (AVV) or 'has not fulfilled all requirements/failed' (NAV). The panel would prefer to see the internship assessed with a grade (with feedback per assessment criterion) to provide students with clear observations on which aspects of their performance are appreciated or would merit future improvement. It noted that such a standard assessment form is being used in the dual master's programme Media Studies / *Journalistiek en media*.

Thesis assessment
The thesis (18 EC) concludes the master's degree programme. Students are guided by their supervisor in drafting the research proposal and writing their thesis. The final mark given to the thesis is determined in consultation between the supervisor/first assessor and an independent second assessor. They make use of the thesis assessment form: the second assessor fills in the form, and the first assessor independently proposes a grade as well. If there is a significant difference between them, a third examiner is called in. The panel read a sample of fifteen theses and generally agreed with the grades given by the examiners, though in one case it would have marked a thesis substantially lower (6 instead of 7.5). The panel finds this single case acceptable. The standardised assessment forms that are used for the grading of the theses indicate the assessment criteria, but not the weight of each component of the thesis on the final grade. Furthermore, the panel found the criteria to be grouped rather unevenly, as there is one criterion for the outline, research question(s), theoretical framework and method of the thesis, and separate criteria for organisation, language use and presentation. In many cases, the extensive written feedback by the first and second supervisors threw light on the good and bad points of the thesis and how they were weighted. Nonetheless, the panel feels that the transparency of the grading can be improved further by distributing the assessment criteria more evenly and/or describing the weight of each component on the final grade on the assessment form.

Examinations Board
The master's level education of the Faculty of Humanities at the UvA is housed in the Graduate School of Humanities (GSH). There is a single GSH Examinations Board set up for all Humanities master's programmes, with the authority to ensure and monitor the quality of examinations and assessments. The GSH Examinations Board has a delegate for each programme or cluster of programmes

(depending on the size), with four members/deputy chairs in addition to the chair on the GSH Examinations Board. It handles cases of plagiarism or fraud and adequately promotes attention being paid to these subjects. Assignments, essays, papers and theses are checked for plagiarism using Turnitin software. In the annual report of the GSH Examinations Board, the panel appreciated the thorough and well-argued manner in which the Board documented and reflected on its own thesis sample. It also proposed a number of relevant main themes for the future, e.g. evaluating admission policies, comparing the language of instruction as specified in the Teaching and Examination Regulations with the language of instruction encountered in practice, and additional quality controls of theses, internship reports and tutorials. Based on the annual reports and the interviews, the panel concluded that the GSH Examinations Board is in control of the examination and assessment processes in the programme.

Considerations
The panel concluded that assessment is taken seriously in the master's programme Media Studies and that the validity, reliability, independence and transparency of assessment in the programme are sufficiently safeguarded. It confirmed that the GSH Examinations Board sufficiently monitors the quality of assessment and the achievement of the intended learning outcomes and thus carries out its formal tasks. It would prefer to see the research internship of the FS and TCMC professional specialisations assessed with a mark (with feedback per assessment criterion) to provide students with clear observations on their performance. On the basis of the thesis sample, the panel concluded that the grading of the theses is generally correct, but it feels that the transparency of the grading on the assessment forms can be improved by distributing the assessment criteria more evenly and describing the weight of each component on the final grade on the assessment form.

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

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

Findings
To assess whether the intended learning outcomes have been achieved, the panel studied a sample of fifteen theses - including multiple theses from each track. It also interviewed several alumni. It looked at the success rates of the programme and at the positions that alumni take up after graduation.

The panel studied a sample of fifteen theses. It thought that the subjects of the theses were relevant and matched the programme well. There were no theses that it considered unsatisfactory. In general, it agreed with the grading (see Standard 3). It considered most theses to be well-written and well-documented. It noticed that many theses used the 'close reading' method, especially in the FS and TCMC tracks. This methodology was adequately executed, but the panel feels that methodological diversity in the theses could be encouraged more in these tracks. In nearly all theses, the research had been designed and carried out correctly, and the theoretical framework was appropriate. The panel concluded that the students demonstrate in the master's theses that they have indeed achieved the intended learning outcomes.

The programme keeps track of the progress of its graduates through surveys of alumni and active maintenance of closed LinkedIn groups. Specifically, the alumni organisation (*Kring Media Studies*) facilitates regular contact with graduates and receives input on programme improvements. According to the self-evaluation report, most graduates of the programme find a job in media-related positions at broadcasters, cultural and educational institutions, commercial companies, universities or the creative industries. Although quantitative information was not provided, this estimation is in line with what alumni of this programme told the panel, that graduates take up a wide range of media positions in various organisations.

During the site visit, the panel spoke with graduates from the programme. These alumni were enthusiastic about the programme they had followed. They appreciated the programme's variety of theoretical approaches in investigating media and felt that the knowledge and critical understanding of media and the cultural industries, combined with certain practical skills, had prepared them well for their current job. Graduates of previous cohorts had not been very satisfied with the extent to which the programme prepared them for the labour market. The programme management has taken steps to rectify this with the founding of an alumni organisation that coordinates network events, and the organisation of an annual (Orientation in the Work field) session for current master's students and final-year bachelor's students. The panel concluded that the programme adequately prepares students for the professional field and supports the programme's increased attention paid to the preparation of its students for positions in the labour market. The fact that graduates find employment in positions that require academic skills and that they take up a wide variety of jobs in media-related position is seen as proof that the programme matches the expectations of the professional field sufficiently, and that the intended learning outcomes are indeed achieved.

Considerations
The panel concludes that students of the master's programme Media Studies achieve the intended learning outcomes. In general, the thesis topics match the track orientations, and the work is of an appropriate academic quality. On average, the panel members agreed with the grading. They considered most theses to be well-written and well-documented. In the majority of the theses, the research had been designed and carried out correctly, and the theoretical framework was appropriate. From interviews with alumni of the programme and the overview in the self-evaluation report, the panel ascertained that the programme adequately prepares students for the professional field. Alumni generally feel that the programme has provided them with a solid foundation from which they can benefit in their respective careers.

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

GENERAL CONCLUSION

The panel assesses Standards 1, 2, 3 and 4 as 'satisfactory'.

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

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

APPENDICES

APPENDIX 1: INTENDED LEARNING OUTCOMES

Master's programme Media Studies

a. Academic ability
The student who has completed the Master's degree programme:
a1. should have insight into the key research methods in the field;
a2. should be able to interpret, assess and take an individual position on academic practice – and the results thereof – within the field of study;
a3. should be able to assess relevant academic literature;
a4. should be able to independently formulate questions with regard to the field of study, to operationalise those questions and represent them in a research plan;
a5. should be able to independently carry out research in the field of study and report on that research orally and in writing in a way that complies with the common academic conventions in the field of study;
a6. should be able to present any scientific knowledge and insights gained during the degree programme and transfer them to a broader audience than the academic community;
a7. should be able to answer scientific questions using knowledge of a specialism within the degree programme;
a8. should be able to work in a team and give and incorporate feedback in a constructive way.

b. Subject-specific exit qualifications
The student who has completed the Master's degree programme:
b1. should be able to connect the scientific knowledge and insights in their field of study gained during the degree programme with social issues;
b2. should be able to reflect on the implications of the insights in their own field or discipline to relevant institutional contexts.

c. Track-specific exit qualifications
Graduates of the track Film Studies
1. can appraise the significance of film and moving images, taking into account their embodied, cultural, social, political, historical, institutional, material, and aesthetic dimensions;
2. can demonstrate knowledge and critical understanding of the various theories and histories of film and cinema, as well as their most recent developments and transformations in screen and digital culture;
3. can interpret a variety of films and other audio-visual objects and practices by means of a variety of paradigms and methodologies;
4. can navigate through a wide range of theoretical approaches and traditions in the field, and can make productive connections with neighbouring disciplines;
5. can demonstrate a sophisticated level of reflection on current film practices and debates drawing on recent academic research;
6. can conduct independent research and present it in writing and other modes of communication.

Graduates of the track New Media and Digital Culture
c1. can appraise the significance of new media and digital culture phenomena, taking into account their material, aesthetic, social, economic, cultural, historical, and technical dimensions;
c2. demonstrate knowledge and critical understanding of new media and digital culture and their historical and recent transformations;
c3. can navigate and interpret a variety of new media practices in their complexity and in digital culture in general;
c4. can evaluate the challenges and possibilities of conducting research in new media environments with digital research tools;
c5. can scrutinize new media objects, practices and phenomena by means of a variety of theoretical and empirical approaches and methodologies;

c6. demonstrate an independent critical understanding of new media theories and enhanced literacy skills relevant to new media forms;

c7. apply a variety of digital methods and tools to the study of online objects and subject matters.

Graduates of the track Television and Cross-Media Culture

1. can appraise the significance of television and cross-media phenomena, taking into account its material, aesthetic, social, economic, cultural and historical dimensions;
2. demonstrate knowledge and critical understanding of the history, institutionalization and infrastructure of television as well as the medium's more recent transformations in a cross-media landscape.
3. can navigate and interpret a variety of cross-media practices in their complexity and cross-media culture in general;
4. can chart and analyse the shifts in the style, content and general aesthetics of televisual texts including in news, fiction and documentary genres.
5. demonstrate a level of reflection on current television and cross-media practices using recent academic research that extends beyond the knowledge of their BA education;
6. can determine the industrial significance of a specific television and cross-media infrastructure or practice;
7. can investigate individual television and cross-media content by means of a variety of theoretical approaches and methodologies (including - depending on course availability and courses selected - formal and aesthetic analysis, industry research, political economy, feminist and gender studies, fan studies, etc.).

Graduates of the professionally oriented specialisation of the track Film Studies and the track Television and Cross-Media Culture have, in addition to the qualities specified under these tracks above, the following qualities. They

1. possess the editorial and research skills necessary to participate in the professional and academic discourses within the discipline;
2. are familiar with the most important dramaturgical, rhetorical and narratological terminology and theories, as well as with the most commonly used research methods in narratology, and can apply these to documentary or fiction film, specifically to the early development stages of films in these genres;
3. can, within the context of the current media landscape, recognize, evaluate, and verbalize the potential strengths and weaknesses of the filmed material and the preliminary research conducted;
4. possess, within the context of the current media landscape and specifically pertaining to the early development stages of films, the editorial skills to identify, and communicate about, problems and to judge in what respects a scenario, (documentary) film plan, or film is (un)successful;
5. have, within the context of the directorial concept and with the envisaged audience in mind, the competence to evaluate and support the audiovisual development process by means of high standard oral as well as written feedback.

APPENDIX 2: OVERVIEW OF THE CURRICULUM

Master's programme Media Studies

MA Film Studies

Semester 1			Semester 2		
Block 1	Block 2	Block 3	Block 1	Block 2	Block 3
CC1: Film Theories and Film Practices (6EC)	CC2: Cinema Histories and Cultures (6EC)	Research Project (6EC)	MA Thesis (18EC)		
Research Seminar 1 (6EC)	Research Seminar 2 (6EC)		Elective (12 EC)		

MA Television & Cross-media Culture

Semester 1			Semester 2		
Block 1	Block 2	Block 3	Block 1	Block 2	Block 3
CC1: Media, Money, Power (6EC)	CC2: Media Aesthetics and the Senses (6EC)	Case Studies (6EC)	MA Thesis (18EC)		
Research Seminar 1 (6EC)	Research Seminar 2 (6EC)		Elective (12 EC)		

MA New Media and Digital Culture

Semester 1			Semester 2		
Block 1	Block 2	Block 3	Block 1	Block 2	Block 3
CC1: New Media Research Practices (6EC)	CC2: New Media Research Methods (12EC)		MA Thesis (18EC)		
CC3: New Media Theories (6EC)	New Media Theories Research Seminar (6EC)		Elective (12 EC)		

APPENDIX 3: PROGRAMME OF THE SITE VISIT

DAY 1		Monday 11 February 2019
10.00	10.15	Arrival of panel
10.15	10.30	Welcome from the dean
10.30	13.00	Preparation, internal meeting and documentation review (including lunch)
13.00	14.00	Initial interview with management of the BA and MA programmes
14.00	14.15	Break / panel meeting
14.15	14.45	Meeting with students BA Media and Culture (including PC student member)
14.45	15.15	Meeting with students BA Media and Information (including PC student member)
15.15	15.30	Break / panel meeting
15.30	16.30	Meeting with staff BA Media and Culture / BA Media and Information (including PC staff member)
16.30	17.30	Panel meeting: preliminary findings day 1
18.30	21.00	Working dinner (panel meeting)

DAY 2		Tuesday 12 February 2019
8.45	9.00	Arrival of panel
9.00	9.30	Meeting with students MA Media Studies (including PC student member)
9.30	10.00	Meeting with students DuMA Media Studies (including PC student member)
10.00	11.00	Meeting with staff MA en DuMA Media Studies (including PC staff member)
11.00	11.30	Break / panel meeting
11.30	12.15	Meeting with students DuMA Communication and Information Studies (including PC student member)
12.15	13.00	Meeting with staff DuMA Communication and Information Studies (including PC student member)
13.00	14.00	Panel meeting with lunch break
14.00	14.15	Extra meeting DuMa Communication and Information Studies management
14.15	15.00	Meeting with Board of Examiners College of Humanities / assessment expert
15.00	15.45	Meeting with Board of Examiners Graduate School of Humanities
15.45	17.00	Panel meeting: preliminary findings day 2
17.00	17.45	Alumni of the MA programmes
18.30	21.00	Working dinner (panel meeting)

DAY 3		Wednesday 13 February 2019
8.30	8.45	Arrival of panel
8.45	9.15	Extra meeting BA thesis supervisors
9.15	10.00	Panel meeting
10.00	11.00	Final interview with management
11.00	13.30	Deliberations panel, formulating findings and conclusions with lunch break
13.30	13.45	Feedback of findings and conclusions
13.45	14.00	Break
14.00	15.00	Development dialogue
15.00	15.15	Site visit complete
15.15	16.45	Calibration session (with a selection of panel members)

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APPENDIX 4: THESES AND DOCUMENTS STUDIED BY THE PANEL

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

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

General information
- Policy documents Faculty of Humanities (FoH)

Course selection of complete course files and additional course documentation
- Cinema Histories and Cultures (track: Film Studies)
- Media Aesthetics and the Senses (track: Television and Cross-Media Culture)
- Examples of AV essays

Assessment and quality assurance
- Assessment Policy FoH and UvA
- Assessment matrices MA Media Studies (FS, TCMC, NMDC)
- Annual Report of the Examinations Board Graduate School of Humanities (2016-2017, 2017-2018)
- Programme committee annual reports of the last two years (2016-2017 and 2017-2018)

Additional documents
- Staff overview