

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-bachelor Media en Entertainment Management van NHTV Internationale Hogeschool Breda

Gegevens

datum	Naam instelling	: NHTV Internationale Hogeschool Breda
31 maart 2014	Naam opleiding	: hbo-bachelor Media en Entertainment Management (240 ECTS)
onderwerp	Datum aanvraag	: 2 september 2013
Definitief besluit	Variant opleiding	: voltijd
accreditatie hbo-bachelor	Tracks/specialisaties	: Content; Production; Marketing
Media en Entertainment	Locatie opleiding	: Breda
Management van NHTV	Datum goedkeuren panel	: 19 maart 2013
Internationale Hogeschool	Datum locatiebezoeken	: 7 en 8 mei 2013
Breda	Datum visitatierapport	: juni 2013
(002040)		
uw kenmerk		
20130827/HvO-MK/ 608		
ons kenmerk	Beoordelingskader	
NVAO/20140970/ND	Beoordelingskader voor de uitgebreide opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523).	
bijlagen		
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Aanvullende informatie

Op 5 februari 2014 heeft de NVAO in een gesprek met een afvaardiging van het panel nadere toelichting gekregen bij de onderbouwing van de scores 'goed'. De commissie maakte tijdens het gesprek duidelijk dat er geen enkele twijfel bestaat over de goede kwaliteit van deze opleiding. Zij bevestigde wel dat het rapport op enkele punten wat zakelijk en vlak is geschreven. In haar toelichting brengt de commissie het nodige reliëf aan en benadrukt zij die punten uit het rapport die de scores 'goed' rechtvaardigen. Sterke en onderscheidende punten die het oordeel 'goed' rechtvaardigen zijn: de profilering op onderzoek en internationalisering; de aanpak in het "productiehuis"; het doortimmerde toetsbeleid; de intensivering van de study coaching en de loopbaanbegeleiding; de link met het actuele onderzoek in alle bestudeerde scripties en de formulering van een heldere probleemstelling en antwoord daarop.

Bevindingen

De NVAO stelt vast dat in het visitatierapport, nader toegelicht tijdens een gesprek, deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding goed heeft bevonden.

Inlichtingen

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Samenvatting bevindingen en overwegingen van het panel (hierna ook: committee/commissie).

On 7th and 8th May 2013 an assessment committee of AeQui performed an assessment of the International Media & Entertainment Management (IMEM) bachelor-programme. The overall judgement of the committee regarding the quality of the programme is good.

The programme is characterized as an ambitious, innovative, highly practical and internationally focussed four-year bachelor programme with a total study load of 240 EC. The programme prepares students for an industry that is developing dynamically and at a great pace. IMEM intends to educate students who will be managing media specialists. Therefore, the aim is that graduates understand all aspects of media to the level that they know what each provides and to the degree that they will gain the respect of the specialists they will be eventually managing. The programme pays a lot of attention to the professional development of both students and teachers. Students appreciate the programme not only for its quality but also for the open atmosphere, small size, accessibility of lecturers and the personal approach. The industry praise the program, especially the enthusiastic, pro-active, self-responsible and motivated attitude of the students and alumni.

Intended learning outcomes

The assessment committee qualifies the Intended learning outcomes as good. The qualifications of the programme are based on a clear professional profile: the National Education Profile (NEP) that has been updated and established in November 2011 by the HBO-Raad. The NEP has been well validated with the industry and in addition the assessment committee thinks in general that the programme is successful in alignment with the industry on several levels and using different routes. The assessment committee feels that the qualifications are well defined and that there is a clear relation of these with the Dublin Descriptors and the HBO standards. The programme is also in line with the theoretical basis established for Business Administration. Within the competency profile, the programme decided to focus more strategically on research and management by giving greater weight to these competences. In order to be able to translate the competencies into the curriculum, the programme has redefined the competencies in concrete terms by formulating three levels of competences. According to the assessment panel, the competencies, including the clarification by three levels, are understandable for the students.

Curriculum

The assessment committee appreciates that the programme structurally seeks input from the industry and research to bring the curriculum up to date. Connections with the industry are well developed; and students learn to apply their knowledge in assignments from the industry. The assessment committee recognises the emphasis on applied research in the curriculum. All research activities are directly related to the industry and mostly done in close and direct cooperation with the industry.

The assessment committee appreciates the research component, which enables students to use research as a method to connect to the rapidly changing media industry.

The curriculum is built on a model of the processes of the media and entertainment industry, which is called the Industry Model. Hereby, the curriculum is focused on a business approach to Media & Entertainment.

Pagina 3 van 8 In line with this Industry Model, the curriculum is built on 5 learning lines: Content, Production, Marketing, Management and General. It has been proven to the assessment committee that students understand the Industry Model as a rationale behind the curriculum very well.

The didactical philosophy of IMEM is represented by the competence-based curriculum, the three levels of the House. In the Production House, which is highly appreciated by students, students work in groups to deliver a final product based on a brief from the industry. This enables students to apply their knowledge and to integrate all 5 learning lines of the Industry Model. The curriculum is fully taught in English, students and lecturers communicate in English together, the staff is international and about 15% – 20% of the students are non-Dutch. The IMEM programme is part of the project 'Make way for talent' (a project of the Ministry of Education, Culture and Science) which allows the programme to select up to 100% of the students, to pursue more motivated students. According to most students, the study load is spread evenly over the years. The programme uses a strict negative binding recommendation in the first year and also defines the maximum deficit credits for the 3rd and 4th year.

For individual students with disabilities there is a specific, tailor made policy.

Staff

The assessment committee qualifies the standards 8 'Staff policy' and 9 'Quality of staff' as good and standard 10 'Quantity of staff' as satisfactory.

The team of lecturers is highly qualified, professional, enthusiastic and internationally oriented. Students value the professionalism of lecturers as well as their relationship to the professional domain. The lecturers show a strong commitment to the programme and the students. There is a firm staff policy within NHTV with clear procedures for recruitment, performance appraisal and the development of knowledge and research.

The IMEM policy ties in adequately with the NHTV policy. The staff student ratio is adequate (1:22,8).

Facilities

The assessment committee qualifies all standards pertaining to the facilities as good.

The assessment committee considers the services and facilities as up to standard and adequate. The assessment committee is content with the Creative lab as an innovative way for students, researchers and the industry to share their knowledge and insights. The newly developed study coaching is well designed and the first evaluations are encouraging.

Student counselling is well organized and embedded in the execution of the programme.

The provision of information for the students is adequate; the assessment committee supports the way IMEM addresses measures for a more timely publication of schedules.

Quality assurance

The assessment committee qualifies all standards pertaining to quality assurance as good.

NHTV uses standards and systems that enable a process of systematic and continuous quality improvement. This system runs the PDCA cycle and is translated into objectives by the Academy, which are also evaluated by it. The quality care system is well organised and executed thoroughly, structurally and periodically at the Academy. The Academy is capable of and willing to implement measures for rapid improvement and has shown flexibility in making adjustments to the programme as a result of evaluations with all stakeholders.

The assessment committee qualifies all standards pertaining to assessment and learning outcomes achieved as good.

The specific characteristics of the didactical concept of the Academy are leading for the Academy's testing policy. The Academy uses a variety of testing methods. Tests are also closely related to practice as well as the industry. The testing policy is well structured, according to the assessment committee. The testing committee, which directly reports to the Board of Examiners, plays a central role in the process of quality control since the committee validates all summative tests. The tests themselves are of good quality and of an appropriate complexity.

Graduation works are representative of the Bachelor level. The grading is realistic and the research skills are clearly up to bachelor level. The subjects of the graduation works are relevant and up to date.

Recommendations

Besides these positive findings, there are some suggested areas of improvement. These issues are mainly seen as leaving room for further improvement and do not affect the overall assessment.

Although current texts and articles are sufficiently available to students, the assessment committee feels that the general marketing principles of the traditional textbooks are not always applicable in this fast moving industry. Therefore, it is important to pay attention to up-to-date literature.

The increasing rate of short-term absentee of staff in relation to long-term absentee is an important signal of stress in the organization. Team ethos might help to overcome organisational gaps, though the real challenge is to balance the ambitions and drive of the lecturers with adequate managerial and organisational support. The assessment committee agrees whole-heartedly that the intended analysis of the workload will enhance time efficiency, without compromising the quality and learning objectives of the courses.

The assessment committee noticed that the testing procedure has checks and balances to safeguard the first part, the construction of tests. However, in the second stage, i.e. the grading of tests, safe guards like the 4 eyes principle are less formalised. The assessment committee suggests embedding the 4 eyes principle more structurally into the second part of the system.

All standards of the NVAO assessment framework are assessed positively, hence the review committee awards a positive recommendation for the accreditation of the programme.

Aanbevelingen

De NVAO onderschrijft de aanbevelingen van het panel .

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de NHTV Internationale Hogeschool Breda te Breda in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 17 februari 2014 naar voren te brengen. Van deze gelegenheid is geen gebruik gemaakt.

De NVAO besluit accreditatie te verlenen aan de hbo-bachelor Media en Entertainment Management (240 ECTS; variant: voltijd; locatie: Breda) van de NHTV Internationale Hogeschool Breda te Breda. De opleiding kent de volgende afstudeerrichtingen: Content; Production; Marketing. De NVAO beoordeelt de kwaliteit van de opleiding als goed.

Dit besluit treedt in werking op 31 maart 2014 en is van kracht tot en met 30 maart 2020.

Den Haag, 31 maart 2014

De NVAO
Voor deze:

3/4

Lucien Bollaert
(bestuurder)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

Onderwerp	Standaarden	Beoordeling door het panel <i>voltijd</i>
1. Beoogde eindkwalificaties	1. De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	G
2. Programma	2. De oriëntatie van het programma waarborgt de ontwikkeling van vaardigheden op het gebied van wetenschappelijk onderzoek en/of de beroepspraktijk.	G
	3. De inhoud van het programma biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken.	G
	4. De vormgeving van het programma zet aan tot studeren en biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken.	G
	5. Het programma sluit aan bij de kwalificaties van de instromende studenten.	G
	6. Het programma is studeerbaar.	G
	7. De opleiding voldoet aan wettelijke eisen met betrekking tot de omvang en de duur van het programma.	V
	3. Personeel	8. De opleiding beschikt over een doeltreffend personeelsbeleid.
9. Het personeel is gekwalificeerd voor de inhoudelijke, onderwijskundige en organisatorische realisatie van het programma.		G
10. De omvang van het personeel is toereikend voor de realisatie van het programma.		V
4. Voorzieningen	11. De huisvesting en de materiële voorzieningen zijn toereikend voor de realisatie van het programma.	G
	12. De studiebegeleiding en de informatievoorziening aan studenten bevorderen de studievoortgang en sluiten aan bij de behoefte van studenten.	G
5. Kwaliteitszorg	13. De opleiding wordt periodiek geëvalueerd, mede aan de hand van toetsbare streefdoelen.	G
	14. De uitkomsten van deze evaluatie vormen de basis voor aantoonbare verbetermaatregelen die bijdragen aan realisatie van de streefdoelen.	G
	15. Bij de interne kwaliteitszorg zijn de opleidings- en examencommissie, medewerkers, studenten, alumni en het afnemend beroepenveld van de opleiding actief betrokken.	G
6. Toetsing en gerealiseerde eindkwalificaties	16. De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd.	G
Opleiding als geheel		G
Eindoordeel		G

De standaarden krijgen het oordeel onvoldoende (O), voldoende (V), goed (G) of excellent (E). Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

Tabel 1: Uitval uit het eerste jaar.

Cohort	2005	2006	2007	2008	2009	2010	2011
Uitval	18%	18,7%	20,6%	22,8%	25%	26,9%	24,4%

Tabel 2: Uitval uit de bachelor.

Cohort	2005	2006	2007	2008
Uitval	6,4%	7,8%	7,9%	10,3%

Tabel 3: Rendement.

Cohort	2005	2006	2007
Rendement	74,4%	68,1%	80,3%

Tabel 4: Docentkwaliteit.

Graad	Ma	PhD
Percentage	70%	13%

Tabel 5: Student-docentratio.

Ratio	1:22,8
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Tabel 6: Contacturen.

Studiejaar	1	2	3	4
Contacturen	21,7	18,5	9	8,9

- Mr. K.S. Visscher (voorzitter), manager in hoger onderwijsorganisaties en tevens voorzitter van visitatiecommissies;
- Ing. M.W.J. Derksen (lid), partner van en adviseur bij Upstream B.V.;
- Drs. J. Prins (lid), film- en documentairemaker en docent bij onder andere de opleiding Kunst en Economie aan de HKU ;
- Prof. dr. W.F. van Raaij (lid), hoogleraar verbonden aan Tilburg School of Social and Behavioral Sciences van Tilburg University;
- D. Ramondt (student-lid), studeerde Honors Bachelor Natuurkunde, Wiskunde, Politicologie en Sociologie aan het University College Utrecht. In 2012/13 participeert hij in de Nationale Denktank.

Het panel werd ondersteund door Drs. C.J. de Monchy, secretaris (gecertificeerd).