

B International Media Entertainment Management

NHTV Breda University of Applied Sciences

*Report of the extensive programme assessment
7th and 8th May 2013*


 *This document is best printed in duplex.*

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Summary

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 there is a clear relation with the Dublin Descriptors and the HBO standards. The programme is also aligned 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 values 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 values 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

focussed on a business approach to Media & Entertainment. 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 competencies, the Industry Model on which 5 learning lines are based, as well as the Production 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 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 ap-

praisal 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 that students, researchers and the industry 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 information provision for the students is adequate; the assessment committee supports the way IMEM addresses the measures for the 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 systematic and continuous quality improvement process. This system follows the PDCA cycle and is translated to the Academy where objectives are both formulated and being evaluated. The system of quality care 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.

Assessment and learning outcomes achieved

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 is leading in 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 the appropriate complexity. Graduation works are representative of the Bachelor level. Grading is realistic and the research skills are clearly appropriate for the 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 space 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 in the traditional textbooks are not always applicable to this fast moving industry. Therefore, it is important to pay attention to up-to-date literature.

The increasing rate of short-term absentee 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 enough managerial and organisational support. The assessment committee agrees whole-heartedly that the intended analysis of the workload is to 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.

On behalf of the entire review committee,
Utrecht, 28 June 2013



Karina S. Visscher
Chair



Carolien J. de Monchy
Secretary

Overview

The judgements per standard are presented in the table below.

| Standard | Judgement |
|---|--|
| Intended learning outcomes 1. Intended learning outcomes | <i>Good</i> |
| Curriculum 2. Orientation of the curriculum 3. Contents of the curriculum 4. Structure of the curriculum 5. Qualifications of incoming students 6. Feasibility 7. Scope and duration | <i>Good</i> <i>Good</i> <i>Good</i> <i>Good</i> <i>Good</i> <i>Sufficient</i> |
| Staff 8. Effective staff policy 9. The staff is qualified 10. The size of staff | <i>Good</i> <i>Good</i> <i>Satisfactory</i> |
| Services and facilities 11. Accommodation and infrastructure 12. Tutoring and student information | <i>Good</i> <i>Good</i> |
| Quality assurance 13. Evaluation of the programme 14. Measures for improvement 15. Programme committees, examining boards, staff, students, alumni and the professional field are actively involved | <i>Good</i> <i>Good</i> <i>Good</i> |
| Assessment and learning outcomes achieved 16.1 Assessment system 16.2 Achieved learning outcomes | <i>Good</i> <i>Good</i> |
| General conclusion | <i>Good</i> |

Colophon

Institute and programme

NHTV Breda University of Applied Sciences
Mgr. Hopmansstraat 1, 4817 JT Breda
Telephone (076) 530 22 03
Status institution: publicly funded
Result of institutional assessment: not applied for

Programme: B Media & Entertainment Management
Level: HBO Bachelor
Number of credits: 240 EC
Nomenclature: Bachelor of Business Administration in Media and Entertainment Management; BBA
Location: Breda
Mode of study: fulltime
ISAT: 34952
Data on intake, graduates and drop-outs: see attachment 3.

Responsibility for the quality of the programme: D. Heeroma, Dean Academy for Digital Entertainment

Assessment committee

mr. K.S. Visscher, chair
Ing. M.W.J. Derksen, domain expert
Drs. J. Prins, domain expert
Prof. Dr. W.F. van Raaij, domain expert
D.A. Ramondt, student member
Drs C.J. de Monchy CMC CPF, secretary

The Committee was presented to the NVAO for approval. NVAO approved of the composition of the committee.

The assessment was conducted under responsibility of
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Introduction

NHTV Breda University of Applied Sciences positions itself as an independent international institution in Higher Education and Research. NHTV offers programmes on both a bachelor (professional and academic) and master's level within five disciplines: Digital Entertainment, Hotel & Facility, Leisure, Tourism & Urban Development, and Logistics & Mobility. These disciplines are translated into five Academies, which are overseen by the NHTV Executive Board.

The institute

In the Strategic Plan 2009 – 2012, the Executive Board stated that NHTV aims to bring higher professional education, the industry, academic education and research together. Additionally, NHTV strives to inspire and challenge both staff and students to develop their talents to the fullest, to integrate their knowledge and skills, and to apply these – as practitioners or academics – to society in an excellent and sustainable manner. In order to achieve these objectives, three strategic principles have been formulated:

- Internationalisation: NHTV prepares its students for careers with international perspectives.
- Academic development: NHTV only invests in academic programmes that are not (yet) taught elsewhere in the Netherlands. The strength of NHTV lies in making knowledge applicable.
- Excellence: The linkage between education, research and industry leads to the continuous innovation of education, which gives graduates a competitive edge in the labour market. It also leads to knowledge development, allowing NHTV to evolve into a valuable partner for the industry.

A new strategic plan is currently being developed. NHTV mentions that in many areas the strategic policy is in line with previous years. However, the emphasis has shifted in some areas. There is a challenging task for the organisation (while keeping the clear profile) to also develop a more entrepreneurial character and, thereby, strengthen the connection between the professional world and their education and research.

The Academy for Digital Entertainment (ADE) celebrated its 10th anniversary in February 2013. The Academy offers two, fulltime bachelor's programmes: International Media and Entertainment

Management (IMEM) and International Game Architecture and Design (IGAD). Currently, IMEM has 730 students and IGAD has 621.

The Academy also offers a master's programme: Master of Media Innovation (MMI). The fulltime regular track consists of 19 students and the track for executive students consists of 17 students.

All programmes are fully taught in English and share staff, facilities, didactical principles and administration. Collectively, the Academy has 1,387 students and 69,3 FTE employees divided among 93 staff members.

The programme IMEM

IMEM was the founding programme of the Academy. The vision and ambition of IMEM connects with the NHTV corporate mission: "We believe that the dynamic links between education, research, and the industry will lead to continuous innovation and relevance of education. This will result in producing graduates with a competitive edge in the labour market based on creativity, technology and commercial thinking, thereby increasing their potential for higher management positions within the international digital media and entertainment industry." IMEM pursues excellence through the combination research, education and industry within an international context.

The programme prepares students for an industry that is developing dynamically and at a great pace. For example, 10 years ago Facebook and Youtube did not exist. Now they are important parts of the media landscape. IMEM is aware of the necessity to stay abreast of the developments in research, education and industry. The focus is to connect these pursuits in the programme. The higher aim is to be ahead of the industry in terms of research and the education offered.

The assessment

IMEM has assigned AeQui to perform a quality assessment. In close co-operation with AeQui, MEM has convened an independent and competent assessment committee and submitted the proposed panel to NVAO. A preparatory meeting with representatives of the programme has taken place. In this meeting, the program for the site-visit and the interviewees were determined, see attachment 2.

Two weeks prior to the site-visit, IMEM announced an open consultation to students and staff. At the site visit, two student coaches used this opportunity.

The assessment committee has chosen 15 theses over the past two years, and has reviewed them. The results of this review were input for discussions during the site-visit. The committee assessed in an independent manner; at the conclusion of the assessment, the results were presented to representatives of the programme.

The concept of this report was sent to the representatives of the programme; their reactions have led to this final version of the report.

Intended learning outcomes

The 10 final qualifications for the Media and Entertainment Management programmes in the Netherlands have been stipulated in the National Education Profile (NEP), established by the HBO-Raad in 2011. It is a clear and concise professional profile, formed in close collaboration with representatives from the industry. IMEM bases the study programme on the competencies, including the Body of Knowledge and Skills in the NEP. This assures recent final qualifications that have been validated with the industry.

The final qualifications have been formulated as competencies, which have been made concrete by defining three levels for each competency. This elaboration of the competencies serves as a strong basis for the study programme.

The bachelor's level programme is safeguarded by the four BBA standards (a combination of the Dublin descriptors with the HBO standards) that have been concretised in the competencies.

Intended learning outcomes

Standard 1: The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Based on the interviews and an examination of the underlying documentation, the assessment committee qualifies the intended learning outcomes as **good**.

Links with professional practice

The Media and Entertainment Management programme focusses on management positions and enterprise within the international media and entertainment industry. This industry belongs to the creative sector and encompasses worldwide businesses, such as the Google Corporation, Talpa, Sanoma or AOL Times Warner as well as small private enterprises offering a broad spectrum of media and entertainment products and services regionally.

In 2011, the three MEM bachelor's institutions in the Netherlands (NHTV, Hogeschool Inholland, and Stenden University) revised the first professional profile of the National Education Profile (NEP), as was decided in 2006 when first Profile for Media and Entertainment Management was established. In this project, input from the work field was collected from a representative committee from the industry. Additionally, the three institutions collected input from their Advisory Boards.

IMEM considers the input from the industry essential for the staff and students to be able to accurately interpret the competencies and maintain an up-to-date programme. To ensure that it receives

input from the industry, IMEM works with an Industry Advisory Board alongside its regular contacts with the industry in the course of its curriculum development. This Board was reactivated this past year and consists of 5 senior executives from national and international, big and small business companies. The purpose of the Industry Advisory Board is to bi-annually review the competencies and curriculum. The Industry Advisory Board also meets once a year with the Industry Advisory Boards of the other programmes within ADE.

In the meeting with the assessment committee, the Industry Advisory Board enthusiastically referred to the programme and the final qualifications. Representatives from the industry explained that next to the competencies, they appreciated the attitude of the students in IMEM even more, specifically their attitude towards innovation and their readiness to take responsibility.

Results from the National Students Survey 2012 (NSE) indicate that the students and alumni are satisfied with the learning outcomes. Also, in the meeting with the assessment committee, the alumni showed how the programme prepared them sufficiently to find employment in the industry.

The assessment committee is well convinced that the final qualifications of IMEM are based on a clear professional profile: the National Education Profile (NEP). The final qualifications in the NEP have been well validated with the industry and have prepared alumni for the work force. IMEM actively seeks the input from the industry and uses the information to validate the final qualifications.

Up to date

In 2010, the Educational Framework of IMEM was developed and the curriculum of year 1 was renewed. In 2011, IMEM started a project to renew the remainder of the curriculum. The new curriculum was launched in September 2012.

The National Education Profile (NEP) was used as the basis to determine the learning outcomes. The NEP has been updated and was established in November 2011 by the HBO-Raad.

The NEP stipulates 10 final qualifications. Briefly the competences are (see the more detailed overview in Appendix 4):

1. Doing various kinds of research for the benefit of concept, product and business developments
2. Recognising and developing quality media and entertainment concepts
3. Embracing the further development of media and entertainment in a range of media products and services
4. Developing and implementing a business plan
5. Managing
6. Making financial analyses and having financial accountability
7. Marketing a concept, product or service
8. Developing and maintaining networks
9. Social and communicative competence
10. Self-managing competency (intrapersonal, expert of professional).

The NEP forms the framework, as far as content is concerned, for the MEM study programmes in the Netherlands. Individual programmes must cover all competencies in at least 70 percent of their courses. The content of the remaining 30% of the courses can be based on extra competencies selected by the individual programmes themselves.

In the previous version of the IMEM competency profile, the competences Imagineering and Internationalization were added. In the renewed curriculum, these competencies have been fully incorporated. As a result, no extra competencies have been added. Instead, IMEM decided to focus more strategically on research and management by giving greater weight to competencies 1 (Research) and 5 (Management).

The assessment committee feels that the National Education Profile is a well-structured and comprehensive professional profile, which has been recently

renewed. The final qualifications have been well described and validated by the industry.

Concrete

The final qualifications in the National Education Profile have been described with a list of core activities that the professional MEM practises, a list of career-related products resulting from these practices, and an indication of the MEM body of knowledge. In this way, the final qualifications have been made concrete enough to give the institutes a certain freedom to place their own accents.

IMEM has redefined the 10 competencies from the NEP into concrete terms by formulating 3 levels for each competency:

Level 1: Beginner, acting on a small, simple scale

Level 2: Advanced initial competence, acting in a more complex environment, not being finally responsible

Level 3: Initial and professional competence, acting in a more complex environment, being the responsible (project) manager

A competency level indicates the development stage, expressed in behavioural characteristics, indicators, and criteria. For each competency, the three levels were specified in a manual 'Guidelines competencies and levels' in March 2012.

The assessment committee feels that IMEM succeeded in providing a specific and usable interpretation for each competency as described in the Guidelines Competencies and Levels.

Dublin Descriptors

The programme falls within the Bachelor of Business Administration (BBA) domain. The NEP provides accountability for the level of the bachelor's programme using a combination of the Dublin Descriptors and HBO-Standards. This leads to four BBA standards, which have been made concrete for the MEM programmes:

- *A sound theoretical foundation.* In the BA domain, this is described as embracing knowledge and insight in: Accounting; Business Law and Ethics; Economics; Finance; Management Information Systems; Marketing; Organisational Behaviour; Quantitative Techniques; Strategic Man-

agement. This theoretical foundation has been made concrete in the IMEM competencies 1,2,3,4,5,6,7, and 9.

- *Investigative capacity* is made explicitly concrete in competencies 1 and 10. For IMEM, the development of the capacity to do research is a pillar of the study programme. This is made evident by the number of research courses in all years of the curriculum.
- *Professional expertise* means (for IMEM) that the BBA graduate at least has the following qualities:
 - Innovative and enterprising;
 - Advisory skills;
 - Oral and written communication skills in English;
 - Takes national and international cultural differences into account;
 - is geared towards multidisciplinary cooperation;
 - functions as sparring partner both within and without his or her own organisation
 - is continually developing his or her professional skills (personal leadership)
 - and contributes to the development of the scope of the profession.Professional expertise is made concrete in the competencies 5, 8, 9 and 10.
- *Professional ethics & social orientation* are made concrete in competencies 1 and 4. For IMEM the

rationale is that the media and entertainment manager operates in a socially dynamic context. This requires not only an understanding of media and entertainment productions but also perceptive abilities in operational management, people, and broader society. This also involves ethical issues, such as influencing consumers, manipulation of public opinion, and professional behaviour with business associates and colleagues. The manager in media and entertainment must be cognizant and sufficiently knowledgeable in these issues.

The assessment committee recognises that the programme focuses on enough knowledge and skills regarding media, management, organisation and marketing in the media and entertainment industry. IMEM has specified the relationship between the Dublin descriptors, HBO standards and competencies schematically in a table, which was convincing to the assessment committee. The assessment committee ascertains that the IMEM study programme is well aligned with the theoretical basis established for Business Administration in 2011.

Curriculum

The assessment committee is impressed with the structural efforts to integrate the input from the industry and research into the curriculum. The students learn to apply their acquired knowledge on real assignments from the industry both during the courses and in placements in the industry. Research plays an important role in the curriculum both in courses and by the involvement of students in various research projects.

The curriculum is based on a clear process model of the industry, resulting in five learning lines: Content, Production, Marketing, Management and a General learning line. The process model provides lecturers and students the framework to understand the relevance and interconnectedness of the different courses of the curriculum. During all four years, the students work during every block on an assignment to deliver products to the Production House. This didactical concept allows students to apply the knowledge of the curriculum; also, they learn to manage and work together in international student groups. The didactical concept is well known to both lecturers and students and is consistent with the intended learning outcomes.

The international perspective plays an important role in the curriculum: the curriculum is taught in English, students speak in English together, the industry is thoroughly international, the staff is international as well as about 15% – 20% of the students.

The IMEM programme is part of the project 'Make way for talent' (a project of the Ministry of Education, Culture and Science) which allows for the selective acceptance of students with the purpose of ensuring that the quality of students high, thereby decreasing the dropout rate during study. The dropout rate is lower than average; however, it is increasing slightly. IMEM rightly emphasises communication on Open Days and Orientation Days to manage the expectations. The study load is spread evenly over the year. The required credits to pass the first year, to start an internship and to begin the graduation projects are stated clearly in the Teaching and Examinations Regulations and tie into the policy of IMEM.

Orientation

Standard 2: The orientation of the curriculum assures the development of skills in the field of the professional practice.

Based on the interviews and an examination of the underlying documentation, the assessment committee qualifies this standard as **good**.

IMEM values the updating of courses as a constant process, because of the speed at which change takes place in the media industry. To maintain a relevant curriculum IMEM facilitates lecturers updating their knowledge (see also 3.1 Staff policy) and brings in guest lecturers (including international) from the industry in all 4 years of the programme. The curriculum also ensures direct contact with the industry through excursions, real business assignments from external clients, obligatory work placements and events organised by the Academy with the industry for networking and informational sessions.

The IMEM associate professor works two days a week as a consultant at Talpa (a prominent company in the international media industry) on the strategy for innovating and exploiting their existing digital assets. Additionally, management and several teach-

ing staff are members of (international) cooperation networks, such as the European Association Media Association (EMMA) as well as the Dutch Games Association (DGA).

Results from the National Students Survey (NSE) show that the students and alumni from NHTV IMEM consistently score higher on this aspect than the national average.

IMEM's vision requires that the programme is not only up to date with the industry but also is ahead of it. This is considered possible through research, hence the emphasis on research in the curriculum. The curriculum contains 6 research courses, covering all 4 years. The students apply their knowledge in research projects and assignments.

The research in the Academy of Digital Entertainment (ADE) is organised in a central research group (CRG), as an intermediary between education, the research sphere and the industrial/public domain. The CRG consists of the research manager, three associate professors, and senior researchers from the discipline teams within the Academy. All re-

searchers have a lecturing function as well. The CRG caters for 4 funded research projects.

In the meetings, the researchers and the lecturers mentioned that the involvement of students in the research programmes (internships, theses, voluntary assistance) works in two ways: the students learn from research projects for the industry, and also the researchers and lecturers stay in direct contact with the knowledge of students and with developments in the industry.

The assessment committee evaluates that IMEM structurally seeks input from the industry and though research to bring the curriculum up to date. The connections with the industry are well developed, 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 Central Research Group plays a part in embedding research in the curriculum. IMEM researchers engage students in their own research projects. The assessment committee values the research component, which enables students to use research as a method to connect with the changing industry.

Contents

Standard 3: The contents of the curriculum enable students to achieve the intended learning outcomes.

Based on the interviews and an examination of the underlying documentation, the assessment committee qualifies this standard as **good**.

The IMEM curriculum is not meant to educate specialists in any particular aspect of media, but rather to educate those who will be managing projects with those specialists. The aim is for graduates to understand all aspects of media to the level that they know what each one provides, and to the degree they will gain the respect of the specialists they will be eventually managing.

The curriculum has been renewed, largely as a result of the new National Education Profile. The renewal consisted of updating courses and creating a more strategic integration between them.

The new curriculum is built on a model of the process in the media and entertainment industry. This process starts with a brief from a company: the need for a creative solution for a question or a market need. The first phase is Content creation. Once the content is approved, it moves into the Production phase. The finished media product is then ready to be marketed to the consumer. Research and management is a requirement throughout all stages of this cycle in varying forms.

In line with this Industry Model, the curriculum is built on 5 learning lines:

- *Content*: representing the creative phase e.g. concept creation and scriptwriting
- *Production*: representing the production and delivery phase e.g. Mobile Application Development
- *Marketing*, representing the media strategy and sales phase e.g. Direct/database marketing
- *Management* the management knowledge and skills relevant to support the other learning lines, e.g.: financial-, people-, project management.
- *General*: primarily research courses, and other knowledge and skills that are applicable to other learning lines, e.g. presentation skills, media legislation, media ethics.

Production House (PH) is a didactical concept in which the students work in small groups (4–6 students) supervised by lecturers on an assignment to deliver a production. Starting from the second block in the first year, the students spend one day a week in Production House. Every block has its own project. In years 2 and 3, Production House courses are comprised of the following virtual MADE (my Academy of Digital Entertainment) companies:

- Audio/video production
- Television
- Marketing research
- Print/media
- Events
- Radio
- Interactive

The programme consists of a propaedeutic phase of one year, offering a broad introduction to all fundamental aspects of the media and entertainment industry. Study coaching is offered to make students aware of the concept of competencies and their levels. Theoretical knowledge acquired is practically applied through simple simulated industry assign-

ments in the Production House. In the first year, the students attain the first level of the competencies.

The second year consists of the same range of courses, offered in more depth. The practical application within Production House typically involves assignments from internal clients as well as real industry assignments, which involve a greater degree of complexity. Overarching this learning, the study coaching focusses on preparing students for their work placement phase.

In this year of Production House, students belong to defined mADE companies. In the final block, the students have to conceive, develop and produce a segment of a television show that is produced in professional TV studios. Once the content is developed, students can elect to have their first overseas experience to complete the course abroad, currently at the School of Communications at Northern Arizona University. The alternative is to complete the same course in studios in Hilversum, the Netherlands. Generally, students attain level 2 in most competencies.

In year 3, students undertake a half-year work placement either in the Netherlands or abroad. All companies have to be approved by ADE to ensure that they are of sufficient size and relevance to media and entertainment management. The requirements for the placement and the coaching of students is in the placement manual.

About 50% of students choose a placement abroad. After their placement, students select Content, Production or Marketing as a specialisation. All students continue with the Management and Research streams. Students continue to belong to mADE companies in Production House and are now focussed on increasingly complex, real industry assignments. Students attain level 2 in all courses and level 3 in some.

The specialisation programme continues into the final year, including the research and management lines. In Production House, all students complete the same major project for industry brands. They work in teams composed of students from all 3 specialisations in an assignment that requires them to apply all types of knowledge.

The graduation phase follows. Students have a choice of four options: to perform another industry work placement and work on a graduation project,

to work on a dedicated graduation project, to perform a research project or to perform a project in your own company. (See also standard 16.2) When the approved thesis is successfully defended in the final oral exam, the student will have achieved level 3 of all competencies.

For a complete overview of the programme see appendix 5.

The study year is divided into 4 blocks of 10 weeks. During every block – except in the work placement and the graduation phase – offers 5 courses in different learning lines as well as an assignment in Production House and study coaching. The IMEM Study Guide explains the context and general purpose, the competencies, the learning objectives, and gives a description of the teaching methods, content, materials and assessments of each course.

In meetings with the assessment committee, the lecturers frequently referred to the process model of the industry to explain the rationale behind the courses in the curriculum.

The students told the assessment committee that they know the Industry Model and understand how the five learning lines come together in the assignments in Production House. The students from year 3 and 4 suggested incorporating more Financial Accounting courses as well as more with a focus on entrepreneurship. IMEM is aware of this need, and the new curriculum contains a more elaborate course on financial accounting. Also, a new course on 'Entrepreneurship' will be introduced in 2013 – 2014. IMEM identified entrepreneurship as one of the areas for further development of the curriculum.

The assessment committee feels that the curriculum is based on clear and well-defined competences. The competences are specified per course in the IMEM Study Guide, including a clear description of each one. The curriculum is focused on a business approach to Media & Entertainment, as is made clear in the Industry Model. The courses in the General, Management and Marketing learning lines reflect the BBA standards with their focus on marketing, business models and the basics of financial accounting. The assessment committee feels that the general marketing principles in the traditional textbooks are not always applicable to this fast moving industry. Therefore, it is important to pay attention to up-to-

date literature. On the other hand, current texts and articles are sufficiently available to the students.

The courses on Marketing, Content and Production reflect the focus on the Media and Entertainment industry. All courses together reflect the intended learning outcomes.

The programme is coherent due to the integrative assignments in Production House and the increasing complexity of the assignments over the curriculum. The coherence of the programme is clearly recognised by both lecturers and students.

Structure

Standard 4: The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.

Based on the interviews and an examination of the underlying documentation, the assessment committee qualifies this standard as **good**.

The didactical philosophy of IMEM is represented by the competence-based curriculum, the three levels in the competencies, the Industry Model on which 5 learning lines are based, and the Production House.

The didactical methods used in the courses are generally: lectures, and a variety of tutorials – smaller classes where it is possible to conduct more interactive discussions and receive feedback.

The didactical method of Production House is project-based learning: students are given an industry brief (or simulated industry brief) and work in groups to deliver a final product based on that brief. This enables the students to apply their knowledge and integrate all 5 learning lines of the Industry Model. In the third and fourth year, the students choose one of the specialisations from the learning lines Marketing, Content and Production. All students continue to study the General and Management learning lines; and in the Production House assignment in the fourth year, the work groups in Production House are composed of students from all 3 specialisations in an assignment.

The students made clear to the assessment committee that they understand the Industry Model and that the assignments in Production House clearly enable them to integrate all learning lines.

The lecturers explained that the placement in the third year helps students form a realistic view of the level of their competencies in the professional field.

The assessment committee ascertained that the model of the industry allows lecturers and students to understand where courses fit into the programme and why they are necessary. The programme uses a variety of didactical methods offering students the opportunity to develop different learning styles. All different learning lines are well coordinated and link up seamlessly to the final year.

The assessment committee is convinced that in Production House assignments the students apply not only the theoretical knowledge of the Concept, Production and Marketing learning lines but also the managerial knowledge and skills, as they learn how to work together in a team with international colleagues. The assessment committee recognises that students in the first and second year are confident of their ability to produce products for the industry. The level of complexity of the assignments in Production House is clearly tailored to the attained theoretical knowledge of the students, enabling them to succeed in the assignment. The students in the third and fourth year as well as the alumni show a much more mature perspective on their contributions to the professional field. The assessment committee concludes that the didactical concept helps the students attain the intended learning outcomes.

Incoming students

Standard 5: The curriculum ties in with the qualifications of the incoming students.

Based on the interviews and an examination of the underlying documentation, the assessment committee qualifies this standard as **good**.

The Academy of Digital Entertainment executes a selection procedure, as it admits a limited number of students every year: 240 students. The IMEM programme is part of the project 'Make way for talent' which allows it to select up to 100% of the students and to ask a higher tuition fee of 480 euro's per student, per year. The additional money is spent on more guidance and contact hours in the Production House, extra facilities like AV equipment and the selection process of new students. The selection procedure aims to pursue more motivated students and to attain a lower dropout rate. In the academic year 2012, only 227 students passed the criteria set by the admission procedure.

The selection procedure is divided into three stages. Stage 1 is an online self-assessment, which can be found on NHTV's website. The students receive feedback on their scores.

At stage 2, the student writes an application letter, hands in a resume, and does a prior knowledge test. In stage 3, the best 280 applicants will be invited for an interview and/or an assignment.

Dutch students with a secondary education Havo or Vwo are admissible. Mbo-students are welcome with profiles N+T, N+G, E+M, C+M. There is a separate procedure for international students, older students and lateral incoming 2nd year students. About 15 % - 20% of the students are international.

The students' satisfaction surveys show that students agree that the programme ties in with their former education (3.3 on a 5 points scale) and that the programme meets their expectations.

The dropout rate is increasing: from 19% in 2006 to 24% in 2011. Still, the dropout rate of IMEM is lower than average for HBO programmes.

The assessment committee considers both the selection procedure and the admission requirements to be well documented and well executed. The students are satisfied that the programme meets their expectations. Apparently, the aims of the selection procedure are met since the dropout rate is lower than average. The assessment committee agrees with the policy of IMEM to pay attention to the dropout rate by managing the expectations in the communication on Open Days and Orientation Days.

Feasibility

Standard 6: The curriculum is feasible.

Based on the interviews and an examination of the underlying documentation, the assessment committee qualifies this standard as **good**.

NHTV practices a policy of 'inclusive studying' in which the facilities provided for students with a functional limitation also benefit the other students. The student counsellors of NHTV have published the handbook 'Studying at NHTV with a Disability' in which facilities, arrangements, procedures and contact persons are described. IMEM offers adjustments and special provisions, such as separate quiet rooms for exams (and extra time for dyslectic students) and

the latest software for students with dyslexia and AD(H)D, such as a programme that converts digital tests into speech (applicable for exams).

Several conditional requirements are set in the Teaching and Exam Regulations (TER). The minimum number of credits required to pass the first year in order to be invited back to the second year has been raised from 48 to 52, which started in 2012 – 2013. Students who do not achieve adequate credits receive a negative binding recommendation and have to stop their study. In the TER, the maximum deficit credits have been specified for the 3rd year students to start their internship and the 4th year students to start the graduation project.

Prospective first year students are offered an online 'brush up' course to accelerate their knowledge of financial management before starting the programme. IMEM is satisfied that students who follow this course gain better overall results in their studies.

In year one, students receive 21.7 contact hours across all courses, getting more direction and guidance than in later years. In Production House courses, the lecturers are available for the students for an entire day every week.

Students indicate in the surveys that they spend less time on study in year four (average 26,8 hours) than in the first year (36,8 hours). 29% of the first year students consider the workload too high compared to 2% of 4th year students. The rates for too low workload show the opposite: 7% of the first year students versus 20% of the 4th year students. In the meeting with the assessment committee, the students explained that they learn quickly to plan their time adequately, especially in the first year. While they still have some time for leisure, time is packed.

The assessment committee considers the policy for studying with a disability as adequate. The required credits to pass the first year, to start the internship or the graduation project are stated clearly in the TER. The assessment committee considers the requirements adequate and reflective of the high standard that IMEM sets for the programme. The study load is evenly spread across the study year. After the first year when students have learned to cope with the structure and demands of the programme, they consider the workload feasible.

Scope and duration

Standard 7: The programme meets statutory requirements regarding the scope and duration of the curriculum.

Based on the interviews and an examination of the underlying documentation, the assessment committee qualifies this standard as **sufficient**.

The curriculum consists of 4 study years; each year covers 60 credits divided over 4 blocks of 15 credits. This accumulates to 240 credits for the whole curriculum.

In the view of the assessment committee, the scope and duration of the programme meet the formal requirements.

Staff

The staff policy of NHTV has a focus on the professional and academic development of the lecturers. IMEM staff policy is aligned with NHTV policy, adding a focus on international staff as well as a focus on the links with industry and international academia. The HRM policy is well executed and aligned with the IMEM strategic focus on linkage to the industry and research.

The assessment committee met an enthusiastic team of international oriented lecturers with a passion for teaching and research in the media and entertainment industry. The programme staff is well qualified and dedicated to the students' success in their studies. The staff – student ratio is adequate. The management is aware of the risks of high ambitions of the programme combined with the high intrinsic motivation of the lecturers and restrictions to the quantity of staff, and takes measures to address this.

Staff policy

Standard 8: The programme has an effective staff policy in place.

Based on the interviews and an examination of the underlying documentation, the assessment committee qualifies this standard as **good**.

The NHTV policy is aimed at providing an inspiring and challenging environment for personal and professional development. The NHTV HRM policy follows the ambitions and points of attention formulated in the NHTV Strategic Plan. Aligned with the NHTV policy, the ADE policy is to maintain its position as the leader in International Media and Entertainment education in the Netherlands. Since its last accreditation, the Academy has specifically aimed to hire more international staff with an international academic and/or professional background.

The NHTV objective is for 80% of its teaching staff to have a Master's degree. Having achieved this target, IMEM continues to invest in staff members to undertake their master's studies. A second strategic objective of NHTV is that 20% of educational staff should have achieved a PhD before 2016. IMEM aims for the same percentage.

Part of the research strategy of NHTV is the definition of 4 roles for all lecturers on scale 11 or above. Within this framework, lecturers can perform one or more of the following roles: 1) Education related knowledge development; 2) Practice-based professional research; 3) Practice-based academic research or 4) Fundamental academic research (mainly PhD candidates).

At the start of the 2011-2012 academic year, ADE implemented a change in the management struc-

ture, resulting in a change of the HRM procedures. All teaching staff is now evaluated by the Educational Manager supported by advice from each of the year group co-ordinators. Any lecturers with 50% or more of their time allocated to research are evaluated by the Research Manager. In these cases, the Educational manager advises the Research Manager on the teaching performance of the particular lecturer.

To maintain links with the industry, the policy is to recruit fulltime lecturers from the industry and selectively recruit part time lecturers who remain commercially active in the industry.

NHTV staff policy requires that teaching staff has successfully attained a sanctioned and intensive didactical skills certificate in order to secure a permanent contract. Management of the Academy actively stimulates lecturers and study career coaches to grow to a higher scale by offering vacancies on a regular basis and discussing the development needs and opportunities during the appraisal and performance HRM-cycle.

The appraisal and performance interviews have clear guidelines and criteria. NHTV staff surveys indicated high satisfaction and trust with IMEM management and appraisal procedures.

According to the assessment committee, 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.

Staff is qualified

Standard 9: The staff is qualified for the realisation of the curriculum in terms of content, educational expertise and organisation.

Based on the interviews and an examination of the underlying documentation, the assessment committee qualifies this standard as **good**.

Currently IMEM has 47 teaching staff. Of these, 32 have Master's degrees and 4 more are studying for their master's. 6 staff members have their PhDs and 3 more are working on them. 36% of the IMEM teaching staff are international, covering 11 nationalities.

Several members of the Dutch staff also have international working experience either through directly working abroad or by working within a large international company based in the Netherlands.

Through IMEM memberships of various international networks and associations, a number of staff is invited to participate in international conferences and networking opportunities. IMEM has allocated a part of the budget to support staff in research and presentation of papers.

IMEM has developed partnerships with international universities within or outside the Erasmus Program, which facilitates and stimulates the exchange of lecturers, for example, with Aveiro University (Aveiro-Portugal), Northern Arizona University (Flagstaff-USA) and Bournemouth University (Bournemouth-UK).

A large majority of teaching staff is recruited from the industry, bringing their experiences into the Academy along with contacts from their national and international network.

Student surveys show that the students are content with the expertise and industry knowledge of staff (7.3, respectively 7.5, on a 10 point scale). In the meetings, students expressed their enthusiasm for the lecturers.

The assessment committee is impressed with the dedication and commitment of the lecturers to students, teaching and projects. The assessment committee studied the resumes and concluded that lecturers have ample experience in the industry and that their competences fit well within the ADE HRM

policy. The staff meets a nice mixture of national – international, men – women, young – experienced members

Staff is able to continue education and industry interaction through funding further study, supporting research and conference opportunities, and through facilitating exposure to industry via guest lecturers, university exchanges and work placement supervision. The students are content with the quality of the lecturers.

Size of staff

Standard 10: The size of the staff is sufficient for the realisation of the curriculum.

Based on the interviews and an examination of the underlying documentation, the assessment committee qualifies this standard as **satisfactory**.

The Academy has 69.3 FTE employees, shared among 93 staff members. Approximately 10% of ADE staff is allocated to management and support, secretarial offices, manager operations and student affairs. Within IMEM, 47 teaching staff members (32 FTE) are available for education, including instructors and researchers activities.

The student – staff ratio is $730/32 = 22,8$.

IMEM notices that the long-term absentee rate is low compared to NHTV in general; however, the short-term rate is high. IMEM looks for more efficiency within the organisation, using the slogan 'work smarter not harder'.

In pursuit of more efficiency and transparency, IMEM has steered the focus of the appraisal and performance interviews from being process oriented to output oriented. The aim is to make agreements on assessable targets, for instance concerning the number of publications per year, results on course and lecturer evaluations, and contributions to the organisation.

Students confirm in the interviews that staff is easily available, especially in Production House courses.

The assessment committee agrees that the staff / student ration is sufficient. The assessment committee values the enthusiasm and team spirit of the lecturers as shown in the interviews. However, a higher rate of short term absentee is too important a

signal to be ignored. Team ethos might be a help to overcome organisational gaps, but the real challenge is to balance the ambitions and drive of the lecturers with enough managerial and organisational support. The assessment committee agrees whole-heartedly

the intended analyses of the workload to enhance efficiency of time without compromising the quality and learning objectives of the courses.

Services and facilities

The assessment committee considers the services and facilities like classrooms, workspaces and the room for the Production House course as well as the facilities for AV equipment as up to standard and adequate for the students' projects. The assessment committee is content with the Creative lab as an innovative way in which students, researchers and the industry improve 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 information provision for the students is adequate, the assessment committee supports the way IMEM addresses the measures for more timely publication of the schedules.

Accommodation and infrastructure

Standard 11: The accommodation and the facilities (infrastructure) are sufficient for the realisation of the curriculum.

Based on the interviews and an examination of the underlying documentation, the assessment committee qualifies this standard as **good**.

All IMEM services, offices, workspaces, classrooms and labs are situated in the IMEM tower of NHTV. In 2011, the tower was renovated. Now there are more open workspaces. The exemplary work of students is appreciated and exhibited in the hallways. Classrooms are equipped with smart boards and beamers. Offices and workspaces are suitably equipped.

There is a large room dedicated to Production House courses where all project groups work on their assignments, supervised by lecturers.

The library offers an extensive physical collection of relevant books, reports, theses, AV materials and grants full access to major online electronic databases like Lexus Nexus, IMDBpro, etc. These databases include all important full text Dutch and international (SSI) e-journals and magazines. Students have access to the library using their personal portal or the library's website. The library also organises curriculum integrated training on (academic) information skills, including copyright issues.

The ICT facilities include free Wi-Fi access throughout the building. The NHTV Service desk offers support on ICT issues and is a helpdesk concerning students administration.

IMEM has its own AV equipment counter (Production Help Desk) where students can pick up keys, cameras, audio kits and anything they need for their projects (either for courses or for their mADE Production House projects). The equipment is heavily

booked, which is taken into account in course planning.

The video suites, the Mac Lab, and the audio suites all contain computers (Mac and PC) with professional and current editing software. IMEM additionally provides a (streaming) radio station where students can make, create and produce radio programmes. A room is also dedicated to TV studio production, complete with a green screen, lighting and control room.

IMEM realises that upgrading equipment and investing in new systems is an important issue. The budget is allocated to allow for the accepted obligations under the Make Way For Talent scheme.

In 2012, IMEM initiated a Creative Lab, which invites all students, staff, alumni and the industry to voluntarily share their experiences, concepts, research and knowledge. The Creative Lab is held in every block. The Creative Lab started with 8 people and has since grown to 83 people attending in March 2013. In the next academic year, a physical space will be created in the Academy.

Students' satisfaction surveys indicate that students are satisfied with the facilities with IMEM scoring higher than the national average. In the meeting with the assessment committee, students expressed no complaints and were quite happy with the offered facilities.

In the eyes of the assessment committee, the lecture rooms, project rooms and the large room for Production House are up to standard. Special IMEM facilities, such as the AV equipment and labs, are well designed and well equipped. The display of students' products in the hallways adds to the Media and Entertainment tone. Feedback from students indicates

that the learning environment is suitable for the courses and projects. The assessment committee values the Creative Lab initiative and recognises the growing numbers of attendees as a success.

Tutoring and student information

Standard 12: Tutoring and student information provision bolster students' progress and tie in with the needs of students.

Based on the interviews and an examination of the underlying documentation, the assessment committee qualifies this standard as **good**.

In the academic year 2012 – 2013, formal study coaching was introduced in a new study coaching programme. Students have to attain 8 ECs over the 4 years. The purpose is for the students to learn to reflect on their competency levels, to increase their self-knowledge so that they can make an informed choice for the work placements as well as the final graduation phase.

Study coaching takes place in small groups in year 1 and 2 by means of workshops dealing with topics, such as study skills, time management, competency-based learning, and writing application letters.

In addition, personal coaching is offered both obligatorily and on demand. Study coaches help students to diminish study delay, monitor their portfolio and update their personal competency development.

In year 1, coaches focus on getting the students accustomed to competency-based learning and starting on their portfolio, so they achieve an active attitude and learn to learn. In year 2, the personal coaching includes identifying strengths and weaknesses in the competency development.

In year 3, work placement takes place in the first half of the year. The elaborated Guide Work Placement and the preparatory course on work placement gets students ready to find a placement. The international office can also assist the students. The coaching and tutoring procedures have been described.

During the final graduation phase, coaches are replaced by a graduation supervisor who oversees the thesis projects as well as the final competency report in which students prove their achievement of all 3 levels of all competencies.

In year 1, there are two dedicated student coaches. For the remaining 3 years, mentors assume the role of student coach and implement the new courses. IMEM intends to place dedicated student coaches in all 4 years by academic year 2013 – 2014.

In case medical or other personal circumstances influence their study, students can apply for student counselling. Counsellors assist students in different ways: as an intermediary between the student and other parties involved, such as teaching staff and management; as a guide on information about formal regulations, and other possible remedies like relevant personal training sessions.

Students can use the electronic learning environment N@tschool as a platform for course material as well as educational and organisational information. The system Osiris is used for exam registration and to overview grades. In addition to direct student e-mail, information is also provided through announcement screens in the building, and the continually updated NHTV Insight website. All communication channels come together in the NHTV portal, which is easily accessible from home or at school via either intranet or Internet.

Students' surveys show that students are satisfied with the tutoring systems, including the tutoring at the placements. Feedback from students in the interviews confirms the information that students feel adequately supported even when the placement is abroad. However, students are not satisfied with the timely publishing of schedules. The Academy is aware of this weakness and is undertaking further measures to solve it.

The assessment team is satisfied with the comprehensive study coaching programme, which has been implemented this academic year. The programme is well planned and the first results are encouraging. The system of student counselling is well implemented. The student information provision is generally satisfactory. The weak point of timely publication of schedules will be taken care of as promised by NHTV.

Quality assurance

The assessment committee concurs that the quality system of NHTV is thorough and that the Academy of Digital Entertainment accommodates the system. The Academy is aware of the importance of a quality management system and systematic improvements, especially to keep abreast of developments in this fast moving and developing industry. The Academy seeks structural feedback on the programme by means of several surveys and Round Table meetings with students. The evaluations are discussed in an appropriate system of meetings. The management listens to signals from the stakeholders, to improve the curriculum and also on the quality system, such as getting higher responses on student surveys. The different stakeholders are well involved in the quality.

Evaluation of the programme

Standard 13: The programme is evaluated on a regular basis, partly on the basis of assessable targets.

Based on the interviews and an examination of the underlying documentation, the assessment committee qualifies this standard as **good**.

NHTV is aware of the necessity of high quality standards, as it positions itself as a 'University of Excellence'. NHTV has developed systems that enable the systematic and continuous formulation of quality standards and improvement of the processes designed to achieve those standards. For NHTV, the system is based on the Deming Circle: Plan, Do, Check, Act (PDCA).

At an institutional level, responsibility for quality assurance lies with the Executive Board. At the Academy level, this responsibility lies with the Academy Director. The NHTV staff unit Research & Educational Office unit ensures that the Quality Management Systems meets internal and external requirements and is appropriate for the NHTV organisation.

The Academy of Digital Entertainment uses the NHTV quality control cycle to plan, execute, monitor and adjust the primary processes.

Since the academic year 2004, ADE has used standardized online surveys to structurally collect feedback from the students. Since the academic year 2011 the surveys are conducted more frequently, per block instead of per course. The students evaluate items such as, the content of the block and courses, organisation of the programme, quality of teaching staff, study materials, etc. Work placements and the graduation phase is also evaluated online. IMEM aspires to improve the evaluation instrument by increasing the response level, which is about 30%. The issue of 'survey fatigue' is currently being dis-

cussed by management. One option is to survey every alternate block each year, then to survey the other blocks the following year.

Every block, IMEM organises Round Table meetings where two students from each class, the Educational Manager and the Year Coordinator discuss the plusses and deltas of the overall quality of education. IMEM uses the Round Table results to cross reference with the online evaluations.

IMEM realises the importance of communicating the results of the feedback to students and feels the need for more effective communications.

ADE uses the input from other evaluations: the National Hbo-monitor (with alumni as respondents), Employee Satisfaction questionnaire (every two years), International Student Survey (every two years), and the National Student Survey (Nationale Studenten Enquête, NSE).

The assessment committee is convinced that the NHTV quality system is well designed and that the quality procedures of ADE are well aligned with the NHTV system. The Academy organises the input from relevant sources. The online evaluations by the students concern the important issues in the teaching and research processes. The use of the Round Table discussions as triangulation of the online evaluations adds to the validity of the evaluation results. The assessment committee supports addressing the issue of 'survey fatigue' and 'feedback to the students'.

Measures for improvement

Standard 14: The outcomes of these evaluations constitute the basis for demonstrable measures for improvement that contribute to the realisation of the targets.

Based on the interviews and an examination of the underlying documentation, the assessment committee qualifies this standard as **good**.

IMEM realises that the speed at which the media and entertainment industry develops requires new courses to be introduced frequently and traditional courses to be updated constantly. Lecturers also need to maintain their knowledge rigorously up to date.

In meetings with the lecturers, the assessment committee heard how the lecturers keep abreast of developments by sharing knowledge with the industry through research, supervising placements and the contacts with the industry.

Based on the input from the feedback instruments, the Educational Manager writes an improvement plan for the next block. The improvement plan focuses on the topics that score lower than 3.5 on a 5-point scale or 7 on a 10-point scale. The curriculum committee then checks the improvement plan to ensure uniformity and to prevent overlaps or missing topics in the plan. Significant changes are submitted to management and the participation board. Year Coordinators relay the key areas for improvement to lecturers who implement them in their courses. Although this procedure was implemented only a year ago, IMEM feels that the flow of this internal quality system is effective and adequate.

The results from the national student survey indicate that IMEM scores higher than average. Still, IMEM feels that the scores are not particularly high and that there is room for improvement.

Since the last accreditation, IMEM has used the results of student surveys as one of the sources of input for employee performance and appraisal interviews.

In meetings with the assessment committee, lecturers and students stipulated several examples of improvements made to the courses and the curriculum. The third year students, for instance, indicated that there is a large gap between the research

courses 3 and 4. The second year students indicated that the sequence of the courses had been changed to address this point.

The assessment committee noticed that the IMEM management and lecturers are well aware of the importance of feedback and the necessity of using the feedback for improvements. The assessment committee is convinced that IMEM uses the feedback from stakeholders to develop and implement measures for improvement.

Active involvement of stakeholders

Standard 15: Programme committees, examining boards, staff, students, alumni and the relevant professional field of the programme are actively involved in the programme's internal quality assurance.

Based on the interviews and an examination of the underlying documentation, the assessment committee qualifies this standard as **good**.

In 2012, IMEM reactivated the meetings with the Industry Advisory Board, collecting input about the quality of the programme and the desired learning outcomes.

The students are involved in the quality system via the online surveys and the Round Table meetings. The lecturers also actively seek feedback from students at the end of the block in oral evaluations. NHTV has a system of employee surveys, which also involves the ADE staff. Within ADE, the role of the Curriculum Committee has become more formal and systematic, adding value to the quality system.

IMEM has had 6 years of graduated students. The alumni feel affinity with IMEM, as evidenced with the celebration of 10th year anniversary where over 200 alumni participated.

The assessment committee is assured that IMEM actively involves the relevant stakeholders in the quality system to ensure their input in developing and improving the curriculum.

Assessment and achieved learning outcomes

The assessment committee concurs that the newly developed testing policy of IMEM ties in with the NHTV testing framework and the WHW law. The testing policy is well designed and is well documented, assuring that the testing reflects the defined learning objectives in the courses. The new system has only been completely implemented at the end of this academic year. IMEM is aware that the testing procedures need some further fine-tuning. The students are less satisfied with the turnaround time of assessments and grades.

The assessment committee notices that the testing procedure safeguards well the developing, submitting (before the course starts) and checking of all tests. However, the procedures to safeguard the grading (for example, the 4 eyes principle) are less elaborated. This could be addressed in the next improvement of the testing policy.

The graduation projects represent the Bachelor's level. The procedures for acquiring a graduation project, tutoring of the students, the criteria for assessment of the thesis, and the oral examination are well designed and documented. Students are satisfied with the procedures. Grading is realistic and the research skills are appropriate for the Bachelor's level. The subjects of graduation projects are relevant and up to date.

Assessment

Standard 16, part 1: The programme has an adequate assessment system in place.

Based on the interviews and an examination of the underlying documentation, the assessment committee qualifies this part of the standard as **good**.

NHTV has developed an NHTV-wide testing framework, which safeguards and improves the quality of testing. This framework describes the testing policy, the composition and use of the Board of Examiners, and the tasks of the testing committee. Based on this framework, all academies have reviewed and improved their testing policy.

ADE updated its testing policy in 2011. In this policy all tests, exams, assignments and assessment materials are peer reviewed and, then, finally checked and approved by the Testing Committee before a course starts. The evaluation of the testing policy has to be ready by June every year, following the approval of the new exam programme as well as Testing and Educational Regulations (TER). The implementation will be completed in all courses at the end of the academic year 2012 – 2013.

ADE has invested time and money to optimise and professionalise the internal organisation of the Board of Examiners and Testing Committee, making use of the NHTV-wide training session for all Board of Examiners on the new law and its responsibilities.

The chain of procedures and responsibilities are described in the 'Testing Guidelines', together with the roles and tasks of the management, Board of

Examiners, the Curriculum Committee, the Educational Committee and the Testing Committee.

IMEM is aware that the development and implementation of the system required a great deal of effort and attention from lecturers, and that the lecturers need some time to adjust to the changes. The management seeks ways to simplify the 'testing tools' required to submit tests and have them approved by the Testing Committee.

Valid

Testing within IMEM is competence based, following the structure of the 3 levels in the competencies. Every course in the programme defines the learning outcomes in terms of the required level of competence. The assessment is designed to evaluate the student's achievements in the specific competence and level prescribed. The assessment can be written exams with open and/or multiple-choice questions, a practical assignment (in Production House courses, for example), or theoretical written assignments and presentations.

Before a test can be used, it needs to be approved by the Testing Committee (TC). In the event that the test does not meet the criteria, the TC gives feedback on the lecturer who revises the test.

Reliable

IMEM includes individual assessment components as part of overall group assignments to balance between group performance and individual learning. Practical assessments are closely related to (simulated) practice and to real industry standards. At the

discretion of individual lecturers, many of IMEM's courses use both formative and summative tests.

In the meeting with the assessment committee, lecturers explained that co-lecturers on parallel classes discuss the results of the tests, especially the extreme scores and border-line scores, when appropriate.

When the testing is done, the lecturer hands in a 'completed package' consisting of the original test, the retake, the answering model, the students work, topped off by form filled in by the lecturer. The Testing Committee analyses the test.

Transparent

Every year students have two opportunities to take each exam/assessment. The first assessment opportunity is at the end of the block in which the course was offered; the retake follows one block later.

Students find the description of the tests and testing procedures for each course in the IMEM Study Guide.

In the online evaluation of the courses, some items concern the testing. Students indicate that they are satisfied with the clarity and fit of the programme's testing criteria. Students are less satisfied with the turn-around time for assessments and grades.

The assessment committee concludes that the flow of the process and the corresponding responsibilities are well designed and documented in the Testing Guidelines. The meetings with the assessment committee showed the enthusiasm of the Board of Examiners and the committee members for the new testing policy. The new testing policy is recognised by the lecturers.

The assessment committee noticed that the testing procedure holds checks and balances to safeguard the first part, the construction of tests. In the second stage, the grading of tests, safe guards, such as the 4 eyes principle, are less formalised. The assessment committee suggests embedding the 4 eye principle more structurally into the second part of the system. The assessment committee values the drive of IMEM to meet the challenge of further improving the testing system.

Achieved learning outcomes

Standard 16, part 2: The programme demonstrates that the intended learning outcomes are achieved.

Based on the interviews and an examination of the underlying documentation, the assessment committee qualifies this part of the standard as **good**.

The IMEM graduation is meant for the students to prove that they attained the required level three for all competences. IMEM policy is to sustain a graduation procedure that is valid and reliable and to follow the regulations in both the TER and WHW.

Students have four graduation options:

- A scientific thesis in which the student works solely on his/her research topic
- A graduation work placement in a company where the student researches and delivers a thesis on a topic related to that company
- A project based thesis in which the student develops a media product and delivers a supporting thesis related to research regarding that product
- A Graduate-within-your-own-company thesis in which the student identifies a business concept and delivers a thesis that researches and provides evidence for its worth and, a business plan to support it. IMEM developed this option to encourage entrepreneurship.

These four options, including their evaluation standards and working procedures, are described in the Graduation Manual. Most of the students choose a work placement project, although IMEM signals that more students are starting their own businesses.

A committee of three reads the thesis: two lecturers, one being the student's graduation supervisor, assess the written work. The third reader is an external professional from the industry who does not assess the work, but provides an industry opinion as an extra line of quality control.

When the thesis is assessed as 'sufficient', the students will have to pass the competency profile in which they reflect on their learning achievements incorporating the complete IMEM competency profile. The requirements of this profile have been updated and been made a part of the new Study Coaching line and is awarded with 2 EC.

Then, the student is allowed in to the second stage of the graduation process: the oral defence of their work. The student presents information in addition to the research and is challenged to answer crucial questions from the two assessing lecturers and the external professional.

Then, the final grade is decided by the two assessors and submitted to an official database. The external reader confirms in writing that the procedure was followed correctly.

The IMEM alumni survey in 2013 showed that 75.5% of the alumni are employed in the field of their training. IMEM also considers the high evaluation of students by the company supervisors in the Students Work Placement Survey 2012-2013 as a measure of programme's success.

IMEM established an Audit Committee in 2012 to audit the graduation reports. A team of internal and independent readers checked.

Representatives of the alumni and the Industry Advisory Board explained to the assessment committee that graduates from IMEM are sufficiently trained in the different aspects of content, production, marketing, and management issues to be able to perform in a variety of roles. Alumni compared themselves with

a Swiss army knife: they feel confident in tackling a wide spectrum of sector-specific challenges.

The assessment committee values that students have 4 options for a graduation project. All options have dedicated assessment criteria, yet the common ground between all options assures that the students attain the final level 3 competencies to graduate. The assessment committee has selected and studied 15 theses together with their evaluations. The general impression is that the theses follow roughly the same structure with a research question, research methods, data analysis and conclusion. The theses cover relevant and up-to-date subjects. The assessment forms satisfactorily clarify the grounds of the grading. The grading is realistic, and the difference between high grades and low grades is justified. The theses reflect the required bachelor level. The results of the alumni survey and the reflections of the Industry Advisory Board are positive.

Attachments

Attachment 1 Assessment committee

This form is produced in accordance with NVAO standards

II. Overzicht panelleden en secretaris

| Naam (inclusief titulatuur) | Rol (voorzitter / lid / student-lid / secretaris) | Domeindeskundige (ja / nee) |
|--------------------------------|--|--------------------------------|
| Ing. M.W.J. Derksen | lid | ja |
| Drs. J. Prins | lid | ja |
| Prof. dr. W.F. van Raaij | lid | ja |
| Mr. K.S. Visscher | voorzitter | nee |
| D. Ramondt BA | student | nee |

III Secretaris/Coördinator

| | | |
|-------------------|-----------------------------|--|
| Drs. C. de Monchy | Gecertificeerd oktober 2010 | |
|-------------------|-----------------------------|--|

IV Korte functiebeschrijvingen panelleden

| | |
|---|---|
| 1 | Marco Derksen is partner van en adviseur bij Upstream B.V., een bureau dat strategische adviezen geeft op het gebied van social media en implementatie van social business. Daarnaast drijvende kracht achter Marketingfacts (één van de meest toonaangevende marketingblogs van Nederland). |
| 2 | Janine Prins is film- en documentairemaker en docent bij onder andere de opleiding Kunst en Economie aan de HKU. |
| 3 | Fred van Raaij is als hoogleraar verbonden aan Tilburg School of Social and Behavioral Sciences van Tilburg University. |
| 4 | Karina Visscher heeft vele jaren ervaring als manager in hoger onderwijsorganisaties en tevens ervaring als voorzitter van visitatiecommissies |
| 5 | Dennis Ramondt studeerde Honors Bachelor Natuurkunde, Wiskunde, Politicologie en Sociologie aan het University College Utrecht. In 2012/13 participeert hij in de Nationale Denktank. |

V Overzicht deskundigheden binnen panel¹

| Deskundigheid | De deskundigheid blijkt uit: |
|---|--|
| a. deskundigheid ten aanzien van de ontwikkelingen in het vakgebied | <p>Marco Derksen is vanuit diverse functies nauw betrokken bij ontwikkelingen in het veld. Zo is hij lid Bestuur poppodium Luxor Live te Arnhem; lid Raad van Advies Post-HBO Digitale Communicatie aan Hogeschool Arnhem Nijmegen; en lid Raad van Toezicht VPRO. De heer Derksen is ook initiatiefnemer van en drijvende kracht achter de toonaangevende marketingblog Marketingfacts.</p> <p>Janine Prins is initiatiefnemer en voorzitter van stichting Docuprins. Deze bevordert en organiseert producties, debatten en andere activiteiten op het snijvlak van onderwijs, kunst en wetenschap, gebruikmakend van oude en nieuwe media. Voorts was zij tot en met 2011 lid van het lectoraat Kunst & Economie van de HKU.</p> <p>Fred van Raaij is hoogleraar economische psychologie, en in</p> |

¹ N.B. De secretaris is GEEN panelid

| | |
|--|---|
| | die hoedanigheid heeft hij zich onder andere toegelegd op het onderzoeksgebied (marketing)communicatie en media- en internetgebruik door consumenten. |
| b. internationale deskundigheid | <p>Janine Prins is visiting lecturer aan IWF Göttingen, UCLondon en Tarragona. Haar werk als film- en documentairemaker vindt voor een groot deel internationaal plaats.</p> <p>Fred van Raaij is hoogleraar aan de Universiteit van Tilburg, waar een aanzienlijk deel van zijn onderzoekswerk internationale aspecten heeft. Hij ontving een eredoctoraat van de Helsinki School of Economics, en publiceerde onder andere in de Journal of Consumer Research, Journal of Economic Psychology, Psychology & Marketing, International Journal for Research in Marketing, European Journal of Marketing, Advances in Consumer Research.</p> |
| c. werkvelddeskundigheid in het voor de opleiding relevante beroepenveld | <p>Marco Derksen is gerenommeerd adviseur op het gebied van social media en het ondersteunen bij de implementatie van social business, en heeft verschillende onderscheidingen op dit gebied verworven. Derksen vervult verder bestuurlijke functies bij Luxor Live en de VPRO.</p> <p>Janine Prins is film- en documentairemaker, en werkt onder andere voor NOS, BBC, NRC Handelsblad.</p> |
| d. ervaring met het geven en ontwikkelen van onderwijs op het desbetreffende opleidingsniveau en deskundigheid ten aanzien van de door de opleiding gehanteerde onderwijsvorm(en) ² | <p>Janine Prins is docent voor onder andere de opleiding Kunst & Economie van de HKU en voor documentairemakers van de AHK Filmacademie. Ze vervult regelmatig gastdocentschappen in binnen- en buitenland, onder andere bij Stenden, IWF Göttingen, UCLondon, Tarragona. Daarnaast is ze interim manager geweest bij de faculteit Art & Economics van de HKU en zich binnen dezelfde instelling bezig gehouden met onderzoek en onderwijsontwikkeling</p> <p>Marco Derksen is als gastdocent verbonden aan Hogeschool Arnhem Nijmegen faculteit marketing & communicatie. Daarnaast is hij nauw betrokken geweest bij de opzet van de minor digitale communicatie.</p> |
| e. visitatie- of auditdeskundigheid | Mevrouw Visscher heeft diverse visitatiecommissies voorgezeten. Tevens volgde zij met succes de NVAO-opleiding tot secretaris. |
| f. studentgebonden deskundigheid | Dennis Ramondt studeerde Natuurkunde, Wiskunde, Politicologie en Sociologie aan het University College Utrecht. In 2012/2013 maakt hij deel uit van de Nationale Denktank. |

² Hieronder worden bijvoorbeeld verstaan afstandsonderwijs, werkplekgerelateerd onderwijs, flexibel onderwijs, competentiegericht onderwijs of onderwijs voor excellente studenten.

Attachment 2 Program of the assessment

Day 1: Exploration (date: 7 May, 2013)

| | |
|---------------|---|
| 12.30 – 14.00 | <i>Arrival of committee and internal meeting</i> |
| 14.00 – 14.30 | <i>Board and management</i> Introduction, purpose and program of the assessment |
| Participants | H. van Oorschot, Chair Executive Board N. van Os, member Executive Board D. Heeroma, Dean ADE B. Hancock, Manager of Education IMEM |
| 14.30 – 15.30 | <i>Show-cases</i> Demonstration-possibility |
| 15.30 – 16.00 | <i>Open consultation</i> Possibility for students and staff to exchange thoughts with the committee. Also documentation review |
| Participants | C. Lygwam, N Ambachtsheer |
| 16.00 – 17.00 | <i>Representatives of the Professional field committee</i> Connection between programme and professional field, examination and intended learning outcomes R. Martnes, T. Prescott, S. Ummelen, A. Van der Meulen |
| | <i>Alumni</i> Connection between programme and professional field, examination and intended learning outcomes I. Van den Boomen, M. Freichmann, M. de Rooij, M. van der Kroft |
| 17.00 – 17.15 | Internal meeting of the committee |
| 17.15 – 17.30 | Feedback of preliminary findings, focus-points for the next assessment day |

Day 2: In-depth assessment (date: 8 May, 2013)

| | |
|---------------|--|
| 09.00 – 09.30 | <i>Arrival of committee</i> |
| 09.30 – 11.00 | <i>Teaching staff</i> Intended learning outcomes, programme, examining, quality of staff |
| Participants | J. van den Elst, A. Versluis, J. Timmermans, S. Paine, R. Verhagen, B. Champaneria, M. van Trijp, |
| 11.00 – 11.45 | <i>Delegation examining board, testing committee</i> Exam policy, examining, testing and learning outcomes achieved |
| Participants | R. Terwindt, G. Peters, A. Peeters, A. Maessen, J. Timmermans |
| 11.45 – 12.30 | <i>Associate professor</i> Applied research, role en position in the programme |
| Participants | H. Bouwknecht, M. Van Gisbergen, J. Khan |
| 12.30 – 14.00 | <i>Lunch and document review</i> |
| 14.00 – 15.00 | <i>Students year 1-3 (including a delegation of the programme committee)</i> Programme, testing, quality of staff |
| Participants | Year 1: T. Habedank, S. Bullock Year 2: K. Descamps, T. Louwerijssen Year 3: M. Pulles, S. Besseling |
| 15.00 – 16.00 | <i>Students year 4</i> Programme, testing, quality of staff, final results |
| Participants | Year 4: C. Bernard, J. Perlinska, Ch. Van Orsouw, J. Van Santen |
| 16.00 – 17.30 | <i>Additional research, formulating conclusions</i> |
| 17.30 – 18.00 | <i>Feedback of findings and conclusions</i> |

Attachment 3 Quantitative data

Quantitative data regarding the programme

1. Data on intake, transfers and graduates pertaining to – if possible – the last six cohorts;

| Academic Year | 2006/2007 | 2007/2008 | 2008/2009 | 2009/2010 | 2010/12011 | 2011/2012 | 2012/2013 |
|---|-----------|-----------|------------|-----------|------------|------------|-----------|
| Number of fist-time enrollers in propaedeutic phase* | 171 | 160 | 171 | 188 | 201 | 217 | 202 |
| Dropout rate first year (excluding course switchers)* | 30 17.5% | 33 20.6% | 35 20.5% | 45 23,9% | 53 26,4% | 50 23.0% | |
| Dropout rate after two years (excl. course switchers)* * The three aspects are reported per cohort | 40 23.4% | 42 26.3% | 50 29.2% | 57 30.3% | 66 32,8% | | |
| | | | | | | | |
| Total number of students on 1/9 | 578 | 613 | 651 | 671 | 719 | 756 | 759 |
| Number of graduates (average duration of studies)** | 87 (4.48) | 93 (4.45) | 128 (4,65) | 90 (4.64) | 104 (4.54) | 126 (4,78) | |
| Number of dropouts in year** | 48 (8.3%) | 52 (8.5%) | 52 (8.0%) | 64 (9.5%) | 83 (11.5%) | 82 (10.8%) | |
| Average duration of studies in years of the dropouts** ** These aspects are reported per study yea | 1.63 | 1.83 | 1.75 | 1.7 | 2.02 | 2.05 | |

2. Teacher -student ratio achieved;

Total fte teaching staff IMEM ADE is 32. Staff : student ratio = 730 : 32 = 22,8 : 1 (excludes guest lecturers and freelancers)

3. Average amount of face-to-face instruction per stage of the study programme (a stage can be expressed in, for example, regular years of study, the work placement and the graduation period.

| | Year 1 | Year 2 | Year 3 | Year 4 |
|---|--------|--------|--------|--------|
| Contact hours include lectures, project groups, presentations, exams. Average in lecture weeks (28) | 21,7 | 18,5 | 9 | 8,9 |
| Average contact hours in education weeks (38) | 16 | 13,6 | 8,1 | 8 |

Attachment 4 Final qualifications

IMEM uses the final qualifications from the National Education Profile. The NEP states: “the basic principle behind determining final qualifications is that the programme is specifically a management programme. Besides knowledge of the media and entertainment field, these require a business administration foundation. These are commercial, financial, legal, organisational and leadership qualifications. The programme’s distinguishing factor is the fact that it is about management and entrepreneurship in a very dynamic, ever- changing, creative environment. Research plays a significant role in this, considering the high level of dynamic energy in the working field. These dynamics also require certain attitudes from the individual such as courage to invest, flexibility and the ability to think and plan ahead. In addition, the programme focuses on the international working field, which means investing in knowledge and understanding of the international aspects of the media and entertainment industry.”

The final qualifications are:

1. *Conduct various kinds of research for the benefit of concept, product and business developments*
 - The media and entertainment manager and entrepreneur graduate continuously does research on (or has someone else do research) (inter)national trends, concepts and products in the area of (digital) media and entertainment. Furthermore, he or she analyses the results for the benefit of his or her organisation (marketing research)²³;
 - The media and entertainment manager and entrepreneur graduate makes sure that the company is kept up-to-date on permanent technological developments and developments with respect to content. Furthermore, he or she puts these developments into practice²⁴;
 - The media and entertainment manager and entrepreneur graduate determines his company’s need for information, gives the researcher instructions and critically examines research findings;
2. *Recognising and developing quality media and entertainment concepts (or has someone else develop them)*
 - The media and entertainment manager and entrepreneur graduate contributes to the development and realisation of attractive and innovative media and entertainment concepts (with creative content), in relation to trends, aimed at a specific target group;
 - For this purpose, he or she guides people in creative processes²⁵ and ensures that the concept is further developed until it becomes a technically and economically attainable concept. This should result in a concept which has added value for the parties involved and is ethically correct²⁶;
3. *Embracing the further development of media and entertainment in a range of media products and services*
 - The graduated media and entertainment manager develops a (digital) media and entertainment environment, a future-oriented product and or marketing development plan, responding to the needs of the target group and possibilities of new technologies;
4. *Developing and implementing a business plan.* Within the media and entertainment industry, the graduated media and entertainment manager and entrepreneur designs a business plan (=corporate= entrepreneur), which is complete, consistent and achievable (strategic) and bases this on a marketing plan (strategic) and implements this plan
 - The graduated media and entertainment manager and entrepreneur in a media and entertainment company develops a people and resource plan that endorses business objectives, which is realistic and achievable and consistent with an environment that is characterised by the management of creative processes.
 - The graduated media and entertainment manager undertakes a sustainable and socially responsible attitude.
5. *Managing.* The graduated media and entertainment manager and entrepreneur supervises people, a process, a project, department or business realising that through technological innovation and high creativity, competitive advantages are incurred and specific forms of control are required. This means that he or she:

- Prepares project plans and organises, conducts and evaluates these;
 - Organises, manages and improves business or organisational processes;
 - Deals with creative designers and creative processes (he or she possesses HRM capabilities and is adept at talent management)
 - Cooperates disciplines, manages cross-cultural workers and professionals with their different specialities³³;
 - Draws up (quality) improvement plans on which a process of change, development, implementation and evaluation is based;
6. *Making financial analyses and having financial accountability.* The graduated media and entertainment manager and entrepreneur develops an estimate and financial report for a media and entertainment project (national and international) that meets the requirements of basic corporate economic principles
7. *Marketing a concept, product or service.* The graduated media and entertainment manager and entrepreneur brings a concept, product or service on the market using various media and entertainment:
- Ensures that the targeted commercial audience becomes interested in a product through the use of various media (cross media);
 - Sells a media concept, product or service to a potential customer and thereby contributes to achieving the marketing objectives of his company;
8. *Developing and maintaining networks*
- Develops and participates in essential and commercial networks on behalf of (national and international) a media and entertainment company, concerning conventional processes and contracts of co-creation and co-production which are part of the entertainment branch.
 - Drafts and enters a contract regarding media and entertainment concepts, production and services that are attractive, feasible and legally sound to all parties involved;
9. *Social and communicative competence*
- Cooperation in a professional environment and participates in formulating goals and organising the corporate environment from which demands originate that are connected to the following characteristics: multidisciplinary, interdisciplinary, team spirit, customer orientation, leadership (the social part of the competence);
 - Communication on all levels, in effective and conventional corporate language, especially in Dutch and English. This includes any business pertaining to the drafting and writing of plans and memoranda, providing information, holding consultations, generating common public support, stimulating, motivating, verbalising and decision making;
 - Makes and maintains contact with clients, prospects and stakeholders in a systematic manner;
10. *Self-managing competency (intrapersonal, expert or professional)*
- Steers and regulates own development with regard to learning, result-oriented work, initiative and independent action, flexibility;
 - Considers and reflects upon - and takes responsibility for own actions implying involvement and critical self-assessment;
 - Develops a professional attitude with room for normative cultural aspects, has respect for others and a code of professional and ethical principles for professional conduct. Special aspects of the professional attitude are:
 - Is enterprising: invents new concepts and products, is aware of the high degree of uncertainty associated with doing business in this industry, is aware of investment risks, submits an account of success and failure factors;
 - Is accountable. Is responsible and is accountable for (financial) results
 - Stimulates people. Ability to enthuse and motivate;

- Builds consensus. Is able to forge different views on ideas to a result-oriented and powerful whole;
- Is self-critical, self-reflective and self-management;
- Operates from a global perspective and operates cross-culturally.
- Contributes to the further professionalization of the industry, publications, contributions to congresses etc.;
- Is aware of and stays updated with international developments in the field of media and entertainment.

Attachment 5 Overview of the programme

5 Learning lines: PR = production, MR = Marketing, CO= Content, GE = General, MG = Management, Additionally: PH = Production House, SC = Study Coaching

| Curriculum structure YEAR 1 IMEM | | | | | | | |
|----------------------------------|----------------------------------|-----------------------------------|-------------------------------|----------------------------------|---|-------------------------------|-------------------------------------|
| A | GE 1 Introduction to MEM 3 EC | MG 1 Introduction to Mgt 2 EC | MG 2 Project mgt 3 EC | GE 2 presentation skills 2 EC | CO 1 Fundamentals of storytelling 2 EC | SC 1 study coaching 2 EC | Study Coaching Programme maintained |
| B | MG 3 People mgt 3 EC | MR 1 Intro to marketing 3 EC | PR 1 Image editing 3 EC | GE 3 English writing 2 EC | CO 2 Media Literacy 2 EC | PH 1 Production House 2 EC | |
| C | GE 4 Intro to research 2 EC | MR 2 Intro to Marketing 2 3 EC | PR 2 Camera and audio 3 EC | MG 4 Financial Mgt 1 3 EC | CO 3 Script writing 2 EC | PH 2 Production House 2 EC | |
| D | GE 5 Conducting research 3 EC | CO 4 Concept creation 2 EC | PR 3 Production 2 EC | MG 5 Financial Mgt 2 3 EC | CO 5 Media narrativity 2 EC | PH 3 Production House 2 EC | |

| Curriculum structure YEAR 2 IMEM | | | | | | | |
|----------------------------------|--------------------------------|-----------------------------|---|---------------------------------------|-------------------------------------|-------------------------------|--|
| A | GE 6 Media Ethics 2 EC | Mr 3 Marketing plan 3 EC | CO 6 Non-fiction story telling 3 EC | GE 7 Critical reading writing 2 EC | MG 6 Financial Mgt 3 EC | PH 4 Production House 2 EC | Study Coaching for preparation of internship and choice of specialisation 2 EC |
| B | GE 8 Media Psychology 2 EC | MR 4 Marketing Com. 3 EC | PR 4 Intro web design & dev 3 EC | GE 9 Persuasive writing 2 EC | GE 10 Quantitative research 3 EC | PH 5 Production House 2 EC | |
| C | GE 4 Intro to research 2 EC | MR 5 Media Planning 3 EC | PR 5 Webdesign & Dev. 3 EC | MG 7 Business Strategy 2 EC | GE 12 Qualitative research 2 EC | PH 6 Production House 2 EC | |
| D | | | PR 6 Media Production (NL & USA) 11 EC | | | PH 7 Production House 2 EC | |

In year 3 and year 4 the students choose either Content, Production or Marketing (shaded in the matrix). All students continue with the Management and Research streams.

| Curriculum structure YEAR 3 IMEM | | | | | | | |
|----------------------------------|---|--|---|--------------------------------------|---------------------------------------|----------------------------------|----------------|
| A | WORK PLACEMENT 30 ec | | | | | | Study Coaching |
| B | | | | | | | |
| C | Mr 6 Sales & Account mgt 5 EC | CO 7 Content Analysis 5 EC | PR 7 Media production practice 5 EC | MG 8 Management skills 1 2 EC | MG 9 Business Models 5 EC | PH 2 Production House 3 EC | |
| D | MR 7 Direct database Marketing 5 EC | CO 5 Transmedia story telling 5 EC | PR 8 Mobile app development 3 EC | MG 10 Management skills 2 2 EC | GE 13 Research methodology 5 EC | PH 3 Production House 3 EC | |

| Curriculum structure YEAR 4 IMEM | | | | | | | |
|----------------------------------|--|-----------------------------------|--|---------------------|---|-----------------------------------|---------------------------------------|
| A | MR 8 Online marketing 5 EC | CO 9 Creativity 5 EC | PR 9 Interactivity 5 EC | Free Choice 5 EC | GE 14 Applied Research Meth. 5 EC | PH 10 Production House 6 EC | SC 3 placement preparation 2 EC |
| B | MR 9 Branded Entertainment Markt. 5 EC | CO 10 Ideas for Brands 5 EC | PR 10 International producing 5 EC | | | | SC 4 portfolio preparation 2 EC |
| C | GRADUATION PHASE 30 EC | | | | | | |
| D | | | | | | | |

Attachment 6 Documents

- Critical reflection
- Final projects
- TER HBO Bachelor, International Media and Entertainment Management, Academic Year 2012-2013
- Study Guide IMEM 2012 – 2013
- List of used literature 2012 – 2013
- Project plan renewal IMEM
- Testing guidelines ADE
- Quality Management System ADE
- Overview contacts industry: Guest Lecturers, Placement Companies
- Graduation Manual, International Media & Entertainment Management, 2012 – 2013
- Manual 3rd year work placement, NL & Abroad, IMEM, 2012 – 2013
- Intake policy and procedure IMEM (ADE) 2012 - 2013
- Handbook 'Studying at NHTV With A Disability'
- Guidelines Competencies And Levels, IMEM Ade, March 2012
- The following selection of fifteen graduation works from de last two years:

| Student number | Study year | Title graduation work | Grade |
|----------------|------------|--|-------|
| 080395 | 2012/2013 | Young and entitled to Vote | 6 |
| 081618 | 2012/2013 | Branded emotions - An investigation on the short film's potential to enhance brand perception | 9 |
| 080261 | 2013/2013 | Efficient Navigation in Virtual Environments: A study between the Magic Wand vs. the Human Joystick | 7 |
| 081938 | 2013/2013 | How can Go Short attract the target group of teenagers between the age of 13 and 17 years old to attend and participate in the Go Short International Film Festival? | 8 |
| 081634 | 2011/2012 | CRM Strategies of huber+wies | 8 |
| 080524 | 2011/2012 | Portable Gaming: The Rise of Smart Devices | 9 |
| 080421 | 2011/2012 | Format, production ready...Ramban! Or not? | 7 |
| 070773 | 2011/2012 | How can TV Limburg produce content for Limburg Vandaag to suit the live show viewer's needs? | 6 |
| 071342 | 2011/2012 | The characteristics of a media product review that are relevant to a consumer | 6 |
| 071557 | 2011/2012 | The Red Button, Goed Idee? | 7 |
| 070072 | 2011/2012 | Exhibition improvement plan: increasing efficiency when attending exhibitions | 6 |
| 071553 | 2010/2011 | Business to Business electronic trading platform for fashion professionals | 8 |
| 070774 | 2010/2011 | Location Based Service Research: A literature review | 7 |
| 062378 | 2010/2011 | e-Tourism in South Africa | 6 |
| 040431 | 2010/2011 | De Ontwikkeling van "De Kweekwijver", Studenten met studenten voor de ervaring. | 7 |

Attachment 7 Declarations of independence

Declaration of independence and confidentiality
Prior to the assessment

The undersigned has been asked to assess the programme B International Media and Entertainment Management, at NHTV Breda.

Hereby I certify to:

- not maintaining any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct



Signature:

Full name: *Mrs C.J. de Mouschery OPF CME*

Place: *Breda / Utrecht*

Date: *16.04.2013*

Declaration of independence and confidentiality
Prior to the assessment

The undersigned has been asked to assess the programme B International Media and Entertainment Management, at NHTV Breda.

Hereby I certify to:

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- being acquainted with the NVAO code of conduct



Signature:

Full name: *Prof. dr. W.F. van Raaij*

Place: *Utrecht*

Date: *25 april 2013*

Declaration of independence and confidentiality

Prior to the assessment

The undersigned has been asked to assess the programme B International Media and Entertainment Management, at NHTV Breda.

Hereby I certify to:

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- being acquainted with the NVAO code of conduct

Signature:



Full name:

K.S. Visscher

Place:

Utrecht

Date:

25-4-2013

Declaration of independence and confidentiality

Prior to the assessment

The undersigned has been asked to assess the programme B International Media and Entertainment Management, at NHTV Breda.

Hereby I certify to:

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- being acquainted with the NVAO code of conduct

Signature:



Full name:

Janine Prins

Place:

Utrecht

Date:

25-4-2013

Declaration of independence and confidentiality

Prior to the assessment

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- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature: 

Full name: M. Derksen

Place: Breda

Date: 8 Mei 2013

Declaration of independence and confidentiality

Prior to the assessment

The undersigned has been asked to assess the programme B International Media and Entertainment Management, at NHTV Breda.

Hereby I certify to:

- not maintaining any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature: 

Full name: Dennis Ramondt

Place: Utrecht

Date: 25 april 2013