

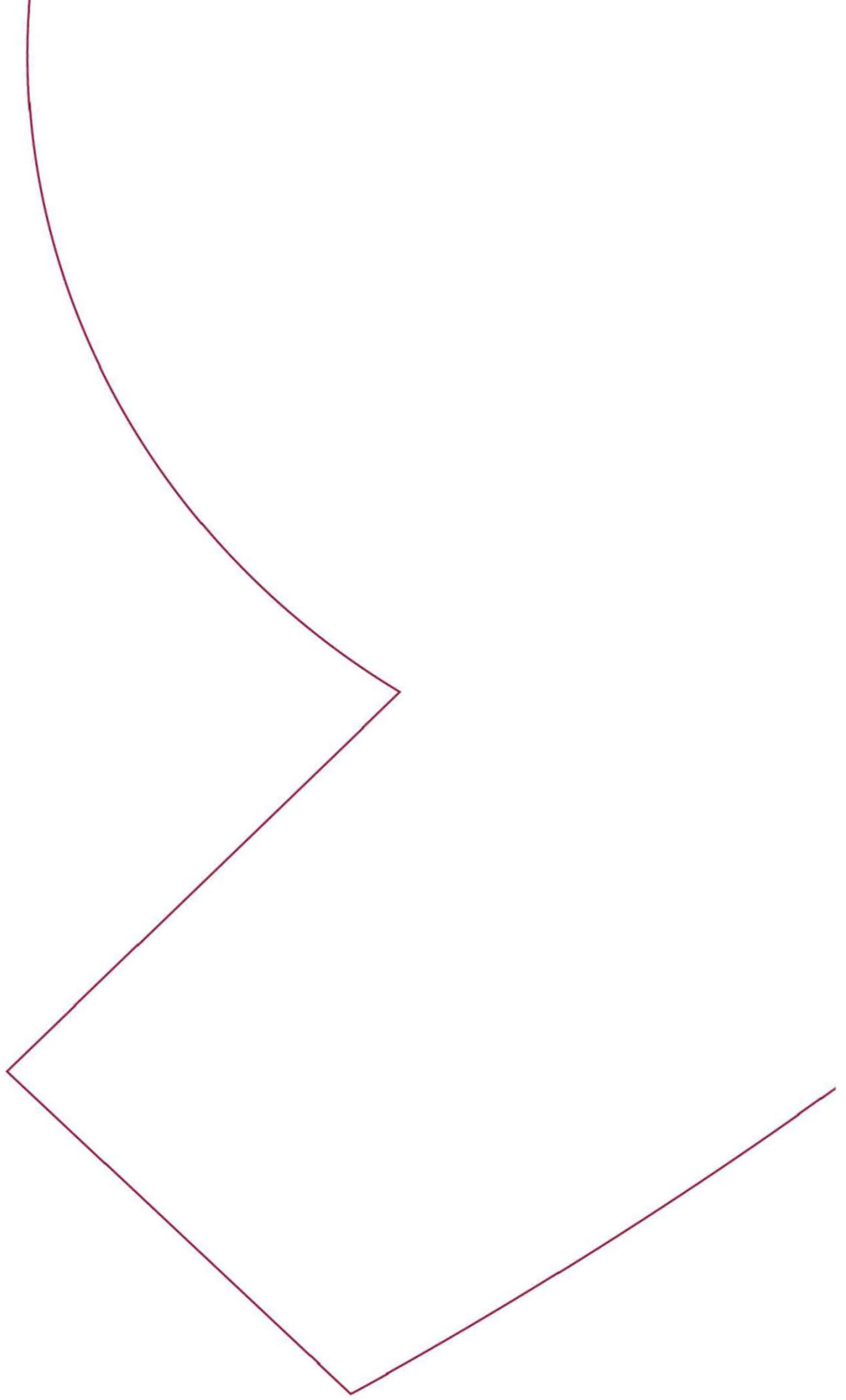
ASSESSMENT REPORT

Limited Program Assessment

Bachelor of Communication

Full time

Hanze University of Applied Sciences
Groningen



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Limited Program Assessment

Bachelor of Communication

Full time

Hanze University of Applied Sciences Groningen

Croho registration: 34405

Hobéon Certificering & Accreditatie
October 3rd, 2023

Audit Panel

J. van den Hoff (chair)
Dr. A. M. Cotton
F. de Decker
A. Manning
S. Berende (student)

Secretary

P. Shapiro

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1. GENERAL INFORMATION

Institution	Hanze University of Applied Sciences Groningen
Status	Funded
Outcome of Institutional Quality Assessment	Positive, February 26, 2018
Name of program in the Central Register of Higher Education (CROHO)	Communicatie
ISAT-code CROHO	34405
Domain / Sector CROHO	Economics
Orientation and level	Hbo Bachelor
Degree	Bachelor of Arts
Number of credits	240
Specializations	Communication International Communication
Location	Groningen
Variant	Full Time
Languages	Dutch (Communication) & English (International Communication)
Date site visit	April 25, 2023

2. EXECUTIVE SUMMARY

2.1 Introduction and Program Profile

The Bachelor of Communication (BComm) is a 4 year full time program offered by the School of Communication, Media, and IT (SCMI) at Hanze University of Applied Sciences (Hanze UAS). The program trains students as engaged communication professionals. BComm utilizes a profile aligned with the strategic profile of Hanze UAS, namely an international orientation with an entrepreneurial mindset. Graduates connect people and organizations, are internationally oriented, and are open to both socio-organizational change and cultural diversity. Graduates can anticipate market shifts and are able to independently acquire needed knowledge and skills.

The program encompasses two majors. The Communication (CO) major is taught in Dutch, while the International (IC) major is taught in English. CO focuses more on entrepreneurship, while IC focuses more on internationalization.

BComm was last accredited in 2017. The panel reviewed the recommendations from the last accreditation and finds that the program has sufficiently addressed the concerns of that panel. The program has a closer relationship with its partners in industry, the curriculum has been adjusted to align with new competency profiles. The program demonstrated to the panel its commitment to quality improvement and the specific steps it has taken to address the recommendations.

2.2 Findings

The panel finds that the program **fulfills the requirements of standard 1**. BComm utilizes the competency framework developed for communications programs in the Netherlands (LOCO profile) as its foundation. BComm distinguishes itself by emphasizing internationalization and entrepreneurship, aligning with its two majors. The program actively involves partners in education and research (PiER) to validate its graduate profile and intended learning outcomes (ILOs), ensuring industry relevance. The panel finds the LOCO profile and its translation into ILOs suitable.

The program effectively translates the ILOs into a suitable curriculum and a dynamic learning environment that is conducive to student achievement. Therefore, the program **fulfills the requirements of standard 2**. The program's curriculum, organized into eight semesters, is project-centered, fostering a balance between theoretical knowledge and practical experience. The first year builds foundational understanding, leading to the third semester where students design communication campaigns. In the fourth semester, International Communication (IC) majors collaborate with global partners, while Communication (CO) majors engage in entrepreneurial projects. The third year includes an internship, and students can opt for a minor or a study abroad program. In the fourth year, students select electives and complete their graduation projects.

The program also **fulfills the requirements of standard 3**. Assessment practices at BComm are aligned with the program's teaching philosophy and are effectively applied to evaluate conceptual understanding, skill acquisition, and their integration within projects. The program adheres to SCMI-wide assessment policies and employs rubrics calibrated with the ILOs and curriculum matrix. The panel is satisfied that the exam board adequacy ensures the quality of exams. Students understand what is expected of them in assessments.

The panel's review of a representative sample of 15 graduate portfolios confirms that the bachelor level is achieved and that the ILO's are realized. The program **meets the requirements of standard 4**. The final education cycle, involving independent projects in collaboration with external organizations or institutional labs, enables comprehensive demonstration of the ILOs. The working field's satisfaction is evident through the positions held by alumni, reflecting the program's practicality and alignment with industry needs.

2.3 Commendations

The panel commends BComm, SCMI and Hanze UAS on a number of their achievements:

1. The profile of both majors and the translation of the LOCO profile into a practicable curriculum that is clearly student engaging.
2. The creation of an open and informal feedback culture, both between students and staff and between students themselves. The ability of teachers to realize a coaching role is impressive.
3. The use of professional products in assessments and the project oriented nature of the program.

2.4 Recommendations

The panel also has a few recommendations for the program to consider over the coming years.

1. Integrate professional skills acquisition better in both the ILOs and the curriculum in general, while staying true to the programs broad profile.
2. Incorporate the informal feedback culture that exists into a formalized process for formative feedback that can also be calibrated between instructors and across the curriculum. The panel believes that this will become more relevant in the program's shift towards programmatic assessment.
3. Allow more space for ethical considerations in deciding which projects are appropriate for students to pursue and which external partners are engaged.

2.5 Conclusion

The panel recommends that the NVAO re-accredit the program on the basis of the limited accreditation framework.

In agreement with the panel members, the chair adopted this report on October 3rd, 2023.

3. FINDINGS

3.1 Intended learning outcomes

Standard 1: The intended learning outcomes tie in with the level and orientation of the program; they are geared to the expectations of the professional field, the discipline, and international requirements.

Explanation: The intended learning outcomes demonstrably describe the level of the program (Associate Degree, Bachelor's, or Master's) as defined in the Dutch Qualifications Framework, as well as its orientation (professional or academic). In addition, they tie in with the regional, national or international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the program. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

The Bachelor of Communication (BComm) aims to graduate entry level communication professionals who can function in an ever evolving field. The program informed the panel that they strive to prepare students for an intercultural work environment.

The program utilizes the *landelijk overleg communicatie opleidingen* (LOCO) professional profile (2019) as its basis. This competency profile was developed and validated for use by communications programs across the Netherlands. BComm differentiates itself and its graduates from other programs that also use the LOCO profile with a particular focus on internationalization and entrepreneurship. This specialization of BComm's profile within the context of the national professional profile framework finds differential emphasis within the program's two specializations – where the major in Communication (CO) emphasizes entrepreneurship and International Communication (IC) emphasizes internationalization. In its further development the program aims to better integrate the extracurricular professional skills (e.g., research skills, collaboration, ethical awareness) that are a part of the LOCO profile into the curriculum.

The panel finds that the program makes active use of its contacts in the working field – partners in education and research (PiER) – to validate the graduate profile and its translation into the ILOs. It is clear to the panel that the PiER group is consulted on the ILOs and the curriculum of the program. Members of the PiER group feel that their feedback is taken seriously. The PiER representatives informed the panel that the profile and ILOs of the program align with their expectations for bachelor graduates and that students from the program are oriented towards professional practice in the field.

The six core competencies outlined in the LOCO profile are translated into 13 intended learning outcomes (ILOs) for BComm which reflect the programs specializations. The panel appreciates that the program sets itself apart from its peers in the communication cluster while maintaining the core competencies outlined in the LOCO profile. The panel finds that the 13 ILOs, outlined below,¹ align with the requirements of EQF 6 (bachelor's level) and the professional orientation of the program.

1. Identify relevant developments and translate their implications into communication policy.
2. Monitor developments in the field and the media landscape to translate these into communication strategy.
3. Conduct applied research with appropriate methodologies.
4. Investigate the needs of the target audience and understand contextual/cultural factors.
5. Account for communication interventions based on knowledge, theory and research insights.
6. Elaborate a creative concept tailored to the wishes of the target group.
7. Choose appropriate channels and tools in order to deliver suitable communications.
8. Create relevant content that is tailored to the concept of the organizations objectives.
9. Design the plan for and organize the implementation of professional products.

¹ This summary of the ILO's is not a word for word reproduction of program's ILOs.

10. Advise on the organization's communication accounting for the organizations communication strategy.
11. Communicate orally and in writing in a correct, audience oriented manner.
12. Organize interaction and collaboration, arrange networking events, expand their network. And draw on this network for specific knowledge.
13. Recognize opportunities, develop initiatives, and dare to experiment.

The panel finds that the LOCO profile is appropriate and meets industry expectations of the program. Furthermore, the panel finds that the translation of the national profile into the programs ILOs – with a particular emphasis on those elements which Hanze UAS aims to emphasize – is appropriate.

The panel appreciates that the program, students, and PiER group are constructively critical about what communication can mean for companies and society. It is clear to the panel BComm sees communication as a strategic interaction. This attitude is appropriate for a dynamic field in which graduates will need to adapt to changing contexts while maintaining a meta-level understanding of the purpose of their craft.

In the pursuit of a broad approach to communication that incorporates general critical thinking skills, the panel understands that other professional skills, for example: research skills, innovation capacity, collaboration, and ethical awareness, receive less attention in the curriculum. The panel advises that more attention be paid to the professional skills described in the LOCO profile in a way that still incorporates the BComm's broad vision. The panel is aware that the program is working on this development. The program could consider ways it might incorporate professional skill level indicators, as described in the LOCO profile and the national professional profile (BNP profile), into the ILOs as part of this development.

Considering the appropriateness of the LOCO profile, its translation into ILO's that reflect the particular profile of the program and the institution, and the appropriate bachelor level of the curriculum, the panel finds that the program **meets the requirements** of standard 1.

3.2 Teaching-learning environment

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

Explanation: The intended learning outcomes have been adequately translated into educational objectives of (components of) the curriculum. The diversity of the students admitted is taken into account in this respect. The teachers have sufficient expertise in terms of both subject matter and teaching methods to teach the curriculum, and provide appropriate guidance. The teaching-learning environment encourages students to play an active role in the design of their own learning process (student-centred approach). If the program is taught in a language other than Dutch, the program must justify its choice. This also applies if the program bears a foreign language name. The teaching staff must have a sufficient command of the language in which they are teaching. Services and facilities are not assessed, unless they have been set up specifically for the program concerned.

The panel finds that BComm successfully translates its ILOs into an appropriate curriculum and teaching-learning environment. The panel reviewed the program's body of knowledge and skills (BOKS) matrix, which reflects the ILOs and demonstrates competence building across all eight semesters of the program. The curriculum of BComm is centered on projects both in the classroom and in the working field that allow students to gain practical experience that ties in their theoretical knowledge.

The first year of the program builds a strong foundation of theoretical knowledge and introduces students to the communications field. In their third semester students design a communication campaign for an external organization. In the fourth semester students in the IC major work on a project with external partners with an international audience while students in the CO major work on projects with internal and external clients. In the third year students have to complete an internship and have the choice of either completing a minor or a study abroad program. In the fourth year students choose four of 13 electives and work on their graduation project.

The panel is impressed with the facilities that students have access to in order to complete practical assignments and other projects. The Medialab includes extensive professional equipment that students can use with staff at hand to help students with technical production issues. Students are able to borrow equipment like cameras and microphones to use on location and after hours.

Because of the project oriented nature of much of the curriculum, instructors at BComm take a coaching role in much of the program. In projects the program makes use of the scrum didactic method and progress oriented coaching. These methods encourage students to take ownership of their work and allows instructors to direct students in a constructive manner. In order to facilitate peer feedback throughout the program, BComm also makes use of a Community of Learners (CoL) concept that brings students together with an instructor to facilitate feedback and address knowledge gaps. This allows students to develop their skill in collegial communication, self-reflection, and constructive criticality while working on their projects. Teaching staff remain in a coaching role. Finally, while the panel recognizes that ethical considerations are included in the curriculum of the program, the panel encourages the program to integrate ethical considerations into the coaching role. It is not clear to the panel that ethical considerations are taken into account in selecting projects, and the panel thinks that the program could play a stronger role here in sharpening its own profile.

Students informed the panel that the teaching staff serve as excellent coaches for them. It is clear that the staff have been trained in the teaching methods and are comfortable executing them. Students praised their instructors for providing a listening ear and constructive feedback throughout their projects. The panel is impressed with the low threshold for students to ask their instructors for (informal) help. The panel encourages the program to consider how it can formalize the feedback that students get from their instructors while maintaining the informal environment. The role that feedback from instructors and peers plays in the curriculum should be more clear and integrated into the didactic concept. The panel was pleased to hear that students would recommend the program to others.

The panel is satisfied with the curriculum that BComm has built. The program's student centered approach is evident and it is clear that the program is designed to allow for flexibility for students. The panel notes that this flexibility entails challenges for the teaching staff that traditional approaches do not. However, the panel finds that the staff at BComm are well equipped to teach in this environment. Instructors informed the panel that since the introduction of the more flexible curriculum their workload had in fact decreased. However, the panel notes that many of the long term consequences of the flexibilization on the role of the teacher in the classroom have not yet been fully realized and that there are more changes on the horizon. The program should continue to reflect on the impact that changes in the curriculum have on teaching workload and the role of the educator in the classroom.

Students at BComm come from a variety of backgrounds, both in terms of their cultural heritage as well as their educational histories. This both enriches the learning community and presents its own set of challenges for ensuring that all students have the tools they need to successfully complete the program. Students informed the panel that the international classroom concept, and working with other students who might have different expectations, puts them in situations in which they have no choice but to improve their intercultural communication. The panel finds that this clearly contributes to the curriculum of BComm.

The panel finds that the program justifies its decision to teach the CO specialization primarily in Dutch and the IC specialization in English. Particularly given the international context of IC, both in terms of student and instructor population, and the demands of industry for specialists who can navigate intercultural environments. For the community of the IC specialization, English serves as a necessary *lingua franca*. Other languages, both native languages and third languages – which IC students are required to take electives in – add cultural context to the community. This colorful and necessary cultural diversity would be missed if students who cannot study or work in Dutch were excluded. Furthermore, it is clear that the diversity of the teaching staff contributes to the program's ability to provide a curriculum to all students that realizes the intended graduate profile.

The panel finds that the program **meets the requirements** of standard 2.

3.3 Student assessment

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

Explanation: The student assessments are valid, reliable and sufficiently independent. The requirements are transparent to the students. The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards. The tests support the students' own learning processes.

Assessments at BComm are aligned with vision on teaching and applied as appropriate for conceptual courses, skills acquisition, and the integration of both in projects. Assessment policy is aligned with SCMI wide policy. All assessments are meant to assess student achievement and provide instructors and students an informed basis from which to guide further learning. The rubrics used are calibrated to the LOCO competencies and the program's ILOs. The BOKS documentation that the panel reviewed details which competencies are assessed by which assessment. The panel finds the rubrics transparent and appropriate.

BComm makes use of theoretical exams, particularly for conceptual courses, essay style exams, and professional product exams. All of these exams are taken digitally. Project and skills assessments are also submitted and evaluated digitally, providing the formal moment for feedback. For projects, this formal moment of assessment supplements the informal feedback discussed in standard 2. The panel encourages the program to include more formal formative feedback in the assessments in addition to the filled in rubrics.

SCMI has a school wide exam board that ensures the quality of assessments and the final exam (graduation project). There is a member of the exam board that works at BComm. Members of the exam board are trained by the legal advisor and participate in a course organized by the Vereniging Hogescholen. The exam board mandated an assessment committee that screens assessments and new developments within the program. The exam board appoints examiners for the examination of the graduation projects every year in line with their criteria and approves the graduation manual to ensure its alignment with SCMI assessment policy, the ILOs, feasibility, and rubrics. All examiners appointed by the exam board are required to participate in calibration sessions. BComm calibrates its assessments with other programs within SCMI and also other programs that use the LOCO profile. Graduation project examination is subject to the four eyes principle. The panel finds that the exam board adequately ensures the quality of exams and end level of the program; furthermore, the exam board has sufficient oversight on program development.

The program informed the panel that they intend to progressively shift each year of the program towards a programmatic assessment model. The panel supports this change and thinks that it aligns well with the flexibility of the curriculum and its project oriented nature. The plan is for the shift to start with the last year of the program in school year 2024-2025. The panel appreciates that the program is taking a phased approach to allow teaching workloads to be adjusted and inevitable kinks worked out.

The panel believes that it's advice for the program make use of more formal formative feedback works well with the program's ambitions regarding programmatic assessment. As also discussed in standard 2, the panel encourages the program to develop a stronger feedback/feedforward culture directed towards formative evaluations designed to assist students with the ongoing learning process. The program should ensure that it calibrates formative feedback between instructors and modules as part of this development, be that through rubrics, calibration sessions, or some other means. The panel believes this will help with the transition to programmatic assessment.

Students informed the panel that the expectations of them are clear. While some students initially had trouble understanding the rubrics, after discussions with their peers and teachers the evaluation criteria were clarified for them. Students appreciate the oral feedback they get from teachers. It is also clear that students value the peer feedback they receive in community of learner sessions. Students stressed that proactivity is rewarded when asking for feedback on drafts. Proactive students receive more informal feedback from their teachers that they can use to improve their work. The

panel finds that the assessments are clear to students and congratulates the program on facilitating an informal feedback culture.

The panel finds that the program **fulfills the requirements** of standard 3.

3.4 Achieved learning outcomes

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

Explanation: The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programs.

The panel reviewed a representative sample of 15 graduate portfolios to evaluate the end level of BComm students. The panel is satisfied that all 15 graduates realized the ILOs of the program and that the feedback and grades given on the work are appropriate. The work reflects the bachelor level and profile of the program.

The panel finds that the design of the final education cycle (last 30 ECTS) enables the demonstration of all of the ILOs. Students are required to independently complete a project from initiation through design research and professional product. Students have the option of completing this project with a professional organization or in a lab at the institution. The panel notes that the traditional research style reports no longer meet industry expectations and that clients expect succinct advice and implementable work product. The panel is pleased that the assignment was redesigned to align with the redeveloped LOCO profile in 2019. The emphasis on design research with an emphasis on the professional product is a good fit.

The panel finds that the working field is satisfied with graduates. This is indicated by the positions that alumni occupy after graduation and was reported to the panel by representatives of the working field. Graduates from BComm fit well in a variety of organizations, and the practicality of the program is appreciated by both employers and former students. The inclusion of two internships is appreciated. 30 percent of program graduates pursue graduate education.

The graduate portfolios at BComm reflect the achievement of the ILO's and the bachelor's level. Alumni and the working field are satisfied with the level of the graduates, and with the work produced. Therefore, the panel finds that the program **fulfills the requirements** of standard 4.

4. OVERALL JUDGMENT

The panel finds that the Bachelor of Communication offered by the Hanze University of Applied Sciences Groningen meets the requirements of standards 1, 2, 3, and 4. Therefore, the panel advises that the NVAO re-accredit the program on the basis of the limited program assessment.

5. APPENDICES

Appendix I Overview of judgements

Overview of the panels judgements Hanze University of Applied Sciences Groningen Bachelor of Communication Full time	
Standard	Judgement
Standard 1. Intended learning outcomes	Meets the standard
Standard 2. Teaching-learning environment	Meets the standard
Standard 3. Student assessment	Meets the standard
Standard 4. Achieved learning outcomes	Meets the standard
Overall judgement	Positive

Appendix II Agenda of the site-visit

Bachelor of Communication

The site visit took place on April 25, 2023

Time	Activity
08:00 – 8:30	Arrival, welcome and quick start of the day
08:30 – 09:00	Executive board, school management, program management
09:00 – 09:30	Internal panel discussion
09:30 – 10:15	Interactive show (teaching staff and students)
10:15 – 10:30	Internal panel discussion
10:30 - 11:15	Teaching staff
11:15 – 11:30	Internal panel discussion
11:30 – 12:15	Students and student representatives
12:15 - 12:45	Lunch
12:45 – 13:15	Guided tour of program-specific facilities
13:15 – 13:45	Alumni and industry representatives
13:45 - 14:00	Internal panel discussion
14:00 – 14:30	Bachelor level assurance - exam board, program committee & educators
14:30 – 14:45	Internal panel discussion
14:45 – 15:45	Internationalization (eca-label)
15:45 – 16:30	Internal panel discussion
16:30	Feedback

For privacy reasons, names of auditees are not included in this report. The names of auditees are known by the secretary of the panel.

Working methods

Selection of the auditees and open consultation opportunity

In compliance with NVAO regulations the audit panel decided on the composition of the auditee delegations in consultation with the program management and on the basis of the points of attention that arose from the panel's analysis of the provided documentation. An 'open consultation session' was scheduled as part of the site-visit program. The panel verified that the scheduled times of the consultation session had been made public to all parties involved in the school community in a correct and timely manner. No students or staff members attended the open consultation session.

Auditing process

The following procedure was adopted. The panel studied the documents regarding the program (see appendix iii) and a number of theses. The panel secretary organised input from the auditors and distributed the preliminary findings among the panel members prior to the audit. A preparatory meeting of the panel was held before the site visit took place at the institute on April 18, 2023.

The panel formulated its preliminary assessments per theme and standard immediately after the site visit. These were based on the findings of the site visit, and building on the

assessment of the program documents.

A first version of the assessment report was drafted by the secretary and circulated among the members of the panel for review and comments. The final draft was forwarded to the institution to correct factual inaccuracies. The panel finalized the report on October 3rd, 2023

Assessment rules

According to the NVAO assessment rules, a program can either fulfil, partially fulfil or not fulfil the requirements of each standard. Hobéon applied the decision rules, as listed in the 'Assessment Framework for higher education accreditation system Netherlands, September 2018'.

Appendix III

List of documents examined

List of documents examined

SER CO-IC HG_EN.pdf
ZER CO-IC HG_NL.pdf
01 HG Beleidsplan 2021-2026.pdf
01 Inrichting organisatie CO IC.pdf
01 LOCO Opleidingsprofiel 2019.pdf
01a HUAS Strategic Plan 2021-2026.pdf
01a NSE verbeterplan CO 2021.pdf
01b NSE Improvementplan IC 2021.pdf
01c CO cijfers NSE 2022.xlsx
01d IC cijfers NSE 2022.xlsx
02 Alumni HBO monitor.pdf
02 Jaarverslag Examencommissie 2020-2021 vastgesteld.pdf
02 Onderwijskundig Opleidingsplan - OOP CO-IC.pdf
02a A3-SJP SCMI 2022-2023.pdf
02a Jaarverslag Examencommissie 2021-2022 vastgesteld.pdf
02b Educational Plan OOP CO-IC.pdf
02b SchoolJaarplan CMI 2022-2023.pptx
03 Jaarverslag Opleidingscommissie 2020-2021 vastgesteld.pdf
03a Jaarverslag Opleidingscommissie 2021-2022 vastgesteld.pdf
03a OER CO 2022-2023.pdf
03a Rapportage Werkbelevingsonderzoek CO.pdf
03a Teamjaarplan CO.pptx
03b Annual Report Education Committee-2021-2022 vastgesteld.pdf
03b Rapportage Werkbelevingsonderzoek IC.pdf
03b TER IC 2022-2023.pdf
04a Meerjarenpersoneelsplan (MPP) SCMI 2021-2025.pdf
04a Onderwijsvisie 2020.pdf
04b Educational Vision 2020.pdf
04b MPP addendum.pdf
04c Onderwijskaders.pdf
04d Educational Frameworks.pdf
05 Quality assurance.pptx
06 Toetsbeleid SCMI.pdf
07a PiER beleid CO-IC.pdf
07b Our Partners in Education and Research (PiER).pdf
08a Beleidsnotitie Betrokken Internationalisering november 2020.pdf
08b Internationalisering SCMI .pdf
20230208 Toetsprogramma jaar 2 CO.docx
20230208_Assessment Plan year 1 IC.docx
20230210 Assessment plan year 3 IC.docx
20230210 Assessment plan year 4 IC.docx
20230214 Toetsprogramma jaar 1 CO.docx
3e jaar Stagehandleiding CO 2020-2021.pdf
3e Jaar Stagehandleiding CO 2021-2022.pdf
3rd Year Internship Information Manual IC 2020-2021.pdf
3rd Year Internship Information Manual IC 2021-2022.pdf
Assessment plan year 1 IC.docx
Assessment plan year 2 IC.docx
Assessment plan year 3 IC.docx
Assessment plan year 4 IC.docx
BOKS CO IC 2022.xlsx
CMI-standaard voor presenteren 2022-2023.pdf
CMI-standaard voor rapporteren 2022-2023(1).pdf

Design Research Handbook.pdf
Flyer afstuderen opleiding Communicatie.pdf
Flyer Stage Jaar 3 CO.pdf
Graduation Manual 2020-2021 (Corona version).pdf
Graduation Manual 2021-2022.pdf
Graduation Manual 2022-2023.pdf
Handleiding afstuderen CO 2020-2021 (corona versie).pdf
Handleiding afstuderen CO 2021-2022.pdf
Handleiding afstuderen CO 2022-2023.pdf
Handleiding Ontwerponderzoek .pdf
How it's done! IC standards for writing and presentations 2019-2023.pdf
IC alumni survey results.pdf
Onderzoeksrapport - Alumni Community Communicatie.pdf
Overview of Staff IC with Areas of Expertise.xlsx
Overzicht personeelsleden CO met expertisegebieden.xlsx
Toetsprogramma jaar 1 CO.docx
Toetsprogramma jaar 2 CO.docx
Toetsprogramma jaar 3 CO.docx
Toetsprogramma jaar 4 CO.docx

Following NVAO regulations, the panel reviewed the final projects of 15 students, including their evaluations. For privacy reasons, the names of these graduates and their student numbers are not included in this report. The names of the graduates, their student number, as well as the titles of the final projects, are known to the secretary of the audit panel.

Appendix IV Composition of the audit panel

The Bachelor of Communication at Hanze UAS belongs to the visitation group:
communicatie groep 2

Succinct resumes of the panel members:

Name	Succinct CVs
J. van den Hoff	Program manager curriculum development communication program, Hogeschool Utrecht.
Dr. A. M. Cotton	Lector Arteveldehogeschool, communication management and coordinator of the European MARPE network.
F. De Decker	Head of the International Relations office, Ghent University.
A. Manning	Director corporate communication and public affairs, Tata Steel, former director Logeion.
S. Berende	Communication student Avans Hogeschool.
P. Shapiro	NVAO certified secretary, consultant at Hobéon.

Prior to the audit all panel members undersigned declarations of independence and confidentiality which are in possession of the NVAO. This declaration certifies, among other things, that panel members do not maintain, nor have they maintained in the past five years, any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the program in question, which could affect their ability to independently judge the quality of the program in either a positive or negative sense.

In its decision dated February 14, 2023 with reference PA-1356 the NVAO assented to the composition of the panel.

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