

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-master International Communication Management van De Haagse Hogeschool

| | Gegevens | |
|-----------------------------|------------------------|--|
| datum | Naam instelling | : De Haagse Hogeschool |
| 30 september 2016 | Naam opleiding | : hbo-master International Communication Management (60EC) (postinitieel) |
| onderwerp | Datum aanvraag | : 29 april 2016 |
| Besluit | Graad opleiding | : Master of Arts |
| accreditatie hbo-master | Varianten opleiding | : deeltijd, voltijd |
| International Communication | Locatie opleiding | : Den Haag |
| Management | Datum goedkeuren panel | : 23 november 2015 |
| De Haagse Hogeschool | Datum locatiebezoek | : 21 januari 2016 |
| (004833) | Datum visitatierapport | : 25 april 2016 (herzien: 8 september 2016) |
| uw kenmerk | | |
| BB/SM/GH/16-1756 | | |
| ons kenmerk | | |
| NVAO/20162123/ND | | |

Aanvullende informatie

Op verzoek van de NVAO heeft de instelling op 9 september 2016 een herziene versie van het visitatierapport bezorgd. Het gaat om een louter redactionele aanpassing van het samenvattende advies van het visitatiepanel. De NVAO heeft de herziene versie van 8 september 2016 in haar besluit overgenomen.

Beoordelingskader

Beoordelingskader voor de uitgebreide opleidingsbeoordeling van de NVAO (Stcrt. 2014, nr 36791).

Bevindingen

De NVAO stelt vast dat in het visitatierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding voldoende heeft bevonden.

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen van het panel.

The Master International Communication Management (MICM) of The Hague University of Applied Sciences comprises a professional Masters of 60 European Credits. It features a fulltime track (one year) and a part-time track (two years), both entirely conducted in English. Its key objective is to prepare students for strategic communication positions in an international environment and to equip them with the ability to consider and resolve

Pagina 2 van 8 communication issues from a broad managerial perspective, impacting communication level decisions.

Intended learning outcomes

The intended learning outcomes of the programme have been carefully aligned with the professional qualifications for communication experts as identified and described by Logeion, the Dutch association of communication professionals. Each of the six programme competencies has been further developed into three learning outcomes. The set of competencies and the connected learning outcomes were discussed and validated by the MICM Advisory Board, composed of relevant stakeholders from the professional field.

The panel noted that some of the competencies explicitly feature internationalisation whilst others incorporate the development of research capabilities among students. In general the panel concluded that the intended learning outcomes of the course facilitate students to broaden or deepen their professional communicative competencies and take them to a strategic level. Hence, the expert panel deems the final qualifications of the course appropriate for a Master's programme in International Communication Management.

Although the programme's mission statement and the curriculum itself tie in with the University's overarching international profile the panel believes that its mission statement and profile could be more specific with regard to the international and managerial features of the course as well as to the holistic approach it has adopted.

Also, the panel would encourage the programme management to perform a benchmark, whereby the THUAS programme is compared with other MICM programmes – both in the Netherlands and abroad. This benchmark could also help to unveil the programme's unique selling points.

Weighing up all of the above, the panel rates Standard 1 'satisfactory'.

Curriculum

The learning objectives/outcomes of each module can be clearly linked to the final qualifications of the course; together they cover the complete set of intended learning outcomes, thus ensuring that the programme will allow both fulltime and part-time students to have acquired all of the intended learning outcomes by the end of the course. The curriculum features nine modules. Seven of these are linked to specific communication management related areas. The remaining two focus on research & methodology and the writing of the final thesis. Research and methodology form an integral part of the course and relate to communication as a field of study. The panel concluded that the content of the curriculum as a whole covers the broad spectrum of communication management.

Admission requirements include adequate prior education as well as at least a two-year work experience in any professional field. The panel acknowledges the fact that the varied backgrounds of the incoming students add a desirable dimension to the classroom discussions. However, the panel would suggest to make the entry requirements more specific with regard to the required level of the prior work experience in order to facilitate the cohesion within each cohort. The panel considers the TOEFL or IELTS tests appropriate to establish students' level of command of English, although it would recommend to raise the bar for acceptance and to make the oral intake interview compulsory.

Pagina 3 van 8 A study year has five periods, each featuring two modules. Part-time students, however, handle one module every period. The panel observed that the course assignments follow a pattern of increasing complexity. The concluding period of the course is entirely devoted to the thesis. Every first week of each period Professional Skills workshops are scheduled, thus enabling students to apply the acquired knowledge and skills in the subsequent weeks. The MICM programme builds upon three broad orientations: the professional practice, research and internationalisation. The panel established that each of these orientations is integrated in every single module.

Regular input and feedback from the Advisory Board bring the programme up to date, together with the input of guest speakers and relevant information from company visits. Also lecturers' relevant posts and involvement in research projects at other institutions or in private companies or organisations help to update the programme. The panel established that the lecturers use topical real life cases to enrich their classes. The literature is up-to-date and relevant to communication management. The professional orientation of the MICM programme is secured by the (real life) assignments.

The variety of lectures and skills training, the well-balanced workload and the peer-to-peer weekend, fit MICM's didactical vision and contribute to the attainment of the intended learning outcomes. The panel believes that mixed classrooms with fulltime and part-time students provide an attractive and challenging concept, which seems to be beneficial for both students and lecturers.

The international dimension of the MICM programme is foremost reflected in its student population, the composition of the faculty, the backgrounds of guest lecturers, the deployed literature, assignments and real life cases, as well as the theses topics.

Throughout the programme students develop research capabilities. Not only do students learn about research methods, but they also have to implement them when writing a *research paper at the end of every module and when conducting research for their final thesis*.

On the basis of these findings, the panel considers Standards 2 (orientation), 3 (contents) and 4 (structure) to be 'good' and 5 (admission requirements) to be 'satisfactory'.

Staff

The panel commends the course for its highly qualified faculty, all of them holding at least a Master's degree, many of whom are PhD. The lecturers' professional experience is in line with the programme's applied character. Adjunct faculty use their professional experiences to enrich their classes. The panel considers the faculty's broad experience in the professional field and their extensive research capabilities and activities a true strength of the course. During the audit across the board students appreciate their classroom experiences.

Peer feedback on classroom performance, calibration sessions between lecturers and the opportunities offered for training and development exceed higher education standards in the Netherlands.

The panel considers Standard 6 to be 'good'.

From a tour of the premises the panel gathered that the school buildings, classrooms and facilities meet the standards for higher professional education. To the panel it became clear that the physical environment sufficiently contributes to students' attainment of the intended learning outcomes.

When students start their study, they are introduced adequately to MICM and to student life in The Hague. Furthermore, the site visit demonstrated that students are timely informed about course contents and materials, that they have regular individual meetings with the course manager and that help from lecturers is available when required and requested.

Therefore the panel rates Standards 7 (Services and Facilities) and 8 (Tutoring and Student Information) as 'good'.

Quality assurance

Because of its relatively small student population the MICM quality assurance cycle focusses on qualitative instead of quantitative data. All stakeholders are involved either by means of questionnaires, discussions and meetings (students), or through the Programme Council (lecturers and students) or the Advisory Board (professional field). The panel, however, would suggest to intensify the involvement of alumni.

Apart from the institutional instruments, management and faculty are very approachable and open to students' feedback. Improvement measures appear to be implemented, however, the panel would suggest to keep a formal record of implemented improvements and their eventual effects. The panel welcomes the fact that the management is currently working on this.

The panel judgement on Standard 9 reads 'satisfactory'.

Assessment

The programme has derived the criteria for each assessment from the learning objectives of the corresponding course. Lecturers must draw up a test plan for each course, incorporating all of the applicable learning objectives. Before test plans come into force, they are submitted to the course manager and another qualified examiner for a check on completeness and correctness. The panel reviewed several course outlines, course objectives and samples of corresponding (and completed) tests and considered them up to mark.

The key testing formats in use are research papers, case studies and the Master thesis. These formats and the content they deal with clearly reflect professional practice, research and internationalisation requirements.

The Hague University of Applied Sciences' Academy of Masters and Professional Courses has a single overarching Examination Board. It consists of three members and a secretary. The chair of the Examination Board has an affiliation with the MICM programme. The panel looked into some minutes of Board meetings and established that relevant issues are discussed.

A test coordinator monitors the quality of assessments by delegation of the Examination Board. Although the panel observed that the Board is functioning properly, the panel would

Pagina 5 van 8 recommend that both the course manager as well as the Examination Board carefully and continually monitor the Board's independent position, as this is particularly an issue in smaller programmes.

Weighing up all of the above, the panel considers Standard 10 to be 'satisfactory'.

Achieved learning outcomes

The panel reviewed the theses of fifteen students (fulltime and part-time) and, in general, makes a positive assessment of the attainment of the intended learning outcomes. The overall quality of the reviewed theses clearly corresponds with the level and orientation one should expect from an applied Master International Communication Management. Although some of the graduates had managed to explore the research question more in-depth than others, and the panel rated one thesis insufficient, from an overall perspective however, the theses demonstrated that the course graduates had all been well-prepared for relevant positions in the professional field. In addition, the work field representatives as well as the alumni acknowledged the quality of the MICM programme and its graduates.

The panel judgement on Standard 11 therefore reads 'satisfactory'.

Overall conclusion

The Master International Communication Management of The Hague University of Applied Sciences offers a curriculum with a set of final qualifications that was closely aligned with the professional qualifications of Logeion and validated by the MICM Advisory Board. The faculty is well equipped for this Master degree programme. Students, alumni and professional representatives endorse the programme's quality and the quality of its graduates which, according to the panel, is reflected in their final theses.

The panel evaluates Standards 2, 3, 4, 6, 7 and 8 as 'good' and Standards 1, 5, 9, 10 and 11 as 'satisfactory'. Hence, following NVAO regulations the overall judgement on the Master International Communication Management of The Hague University of Applied Sciences reads 'satisfactory'.

Aanbevelingen

De NVAO onderschrijft de aanbevelingen van het panel en in het bijzonder deze ten aanzien van de onafhankelijke positie van de examencommissie en de blijvende aandacht voor het masterniveau van alle theses.

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Haagse Hogeschool te Den Haag in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 29 augustus 2016 naar voren te brengen. Bij e-mail van 15 september 2016 heeft het college van bestuur ingestemd met het voornemen tot besluit.

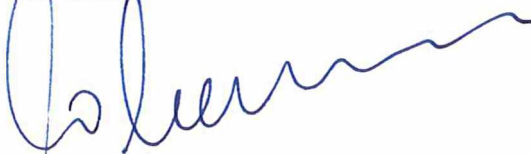
De NVAO besluit accreditatie te verlenen aan de postinitiële hbo-master International Communication Management (60 EC; varianten: deeltijd, voltijd; locatie: Den Haag) van De Haagse Hogeschool te Den Haag. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

De toevoeging 'of Arts wordt aan de graad Master toegevoegd indien ten minste 70% van de opleidingen binnen een cluster is geaccrediteerd na 1 januari 2012¹.

Dit besluit treedt in werking op 30 september 2016 en is van kracht tot en met 29 september 2022.

Den Haag, 30 september 2016

De NVAO
Voor deze:



Dr. A.H. Flierman
(voorzitter)

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

¹ Stcrt. 2013, 35337 en Stcrt. 2015, 27438. De NVAO publiceert maandelijks een overzicht van deze clusters op haar website.

| Onderwerp | Standaard | Beoordeling door het panel |
|---------------------------------|--|----------------------------|
| Beoogde eindkwalificaties | 1. De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen | voldoende |
| Programma | 2. De oriëntatie van het programma waarborgt de ontwikkeling van vaardigheden op het gebied van wetenschappelijk onderzoek en/of de beroepspraktijk. | goed |
| | 3. De inhoud van het programma biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken. | goed |
| | 4. De vormgeving van het programma zet aan tot studeren en biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken. | goed |
| | 5. Het programma sluit aan bij de kwalificaties van de instromende studenten. | voldoende |
| Personeel | 6. Het personeel is gekwalificeerd voor de inhoudelijke, onderwijskundige en organisatorische realisatie van het programma. | goed |
| Voorzieningen | 7. De huisvesting en de materiële voorzieningen zijn toereikend voor de realisatie van het programma. | goed |
| | 8. De studiebegeleiding en de informatievoorziening aan studenten bevorderen de studievoortgang en sluiten aan bij de behoefte van studenten. | goed |
| Kwaliteitszorg | 9. De opleiding wordt periodiek geëvalueerd, mede aan de hand van toetsbare streefdoelen. | voldoende |
| Toetsing | 10. De opleiding beschikt over een adequaat systeem van toetsing. | voldoende |
| Gerealiseerde eindkwalificaties | 11. De opleiding toont aan dat de beoogde eindkwalificaties worden gerealiseerd. | voldoende |
| Eindoordeel | | voldoende |

Pagina 8 van 8 **Bijlage 2: Panelsamenstelling**

- Drs. W.G. van Raaijen (*chair*), senior advisor and partner at Hobéon, The Hague;
- Prof. dr. A.M. Cotton, professor Communication Studies at the Arteveldehogeschool in Ghent, Belgium. She is also co-ordinator of the Master in European Public Relations, offered by EUPRERA, The European Public Relations Education and Research Association;
- S. Yarwood, Director Marketing at Starbucks for Europe, Middle East and Africa;
- A. Naesen (*student member*), master student International Communication at the Hanze University of Applied Sciences Groningen.

Het panel is ondersteund door I. van der Hoorn MSc, secretaris (gecertificeerd).