Hobéon
denkt verder

ASSESSMENT REPORT
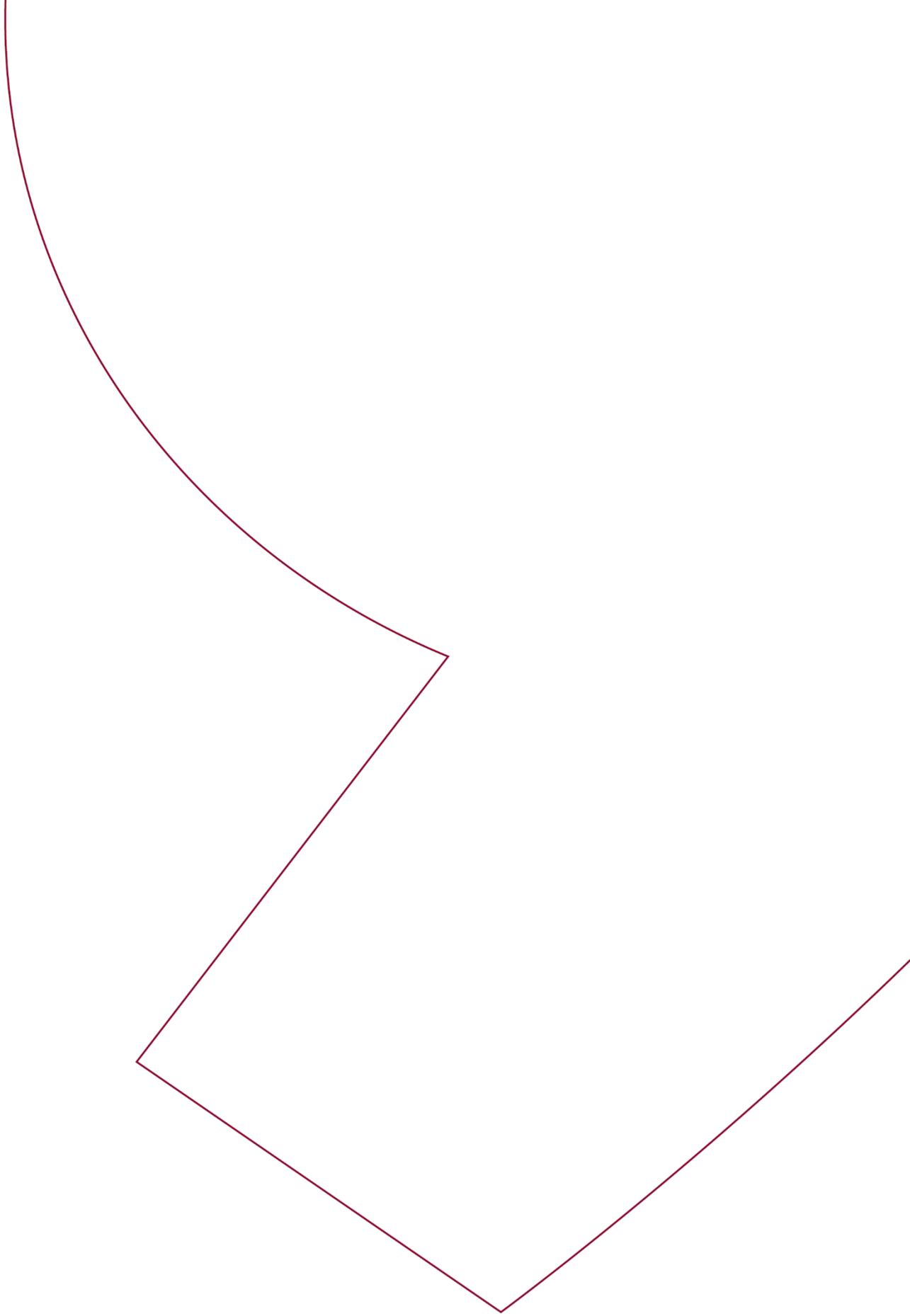
Assessment after three years
Toets na drie jaar
Bachelor programme Creative Media
full-time

SRH Haarlem University of Applied Science
(programme formerly part of Global School
for Entrepreneurship Foundation)

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ISAT: registration: 34746

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1. GENERAL DATA

NAME INSTITUTION	SRH Haarlem University of Applied Science
Status	not funded
Outcome of Institutional Quality Assessment	not applicable
Name of programme in Central Register of Higher Professional Education (CROHO)	B Creative Media
ISAT-code CROHO	34746
Domain / sector	Economics
Orientation and level	HBO bachelor
Degree	Bachelor of Science
Tracks	not applicable
Number of credits	240 ECT
Location	Haarlem
Mode of study	Full-time
Joint programme	
Language	English
Date site visit	2 July 2024

2. INTRODUCTION

This assessment report is the result of an 'Assessment after three years' of the bachelor programme Creative Media of SRH Haarlem University of Applied Sciences. At the time of this assessment, the programme was part of the Global School for Entrepreneurship Foundation. However, during the assessment period, the institute was transferring the bachelor programmes to the Haarlem Institute for Higher Education B.V., which uses the name SRH Haarlem University of Applied Sciences in all its communication. Therefore, the name SRH Haarlem University, or SRH for short, is used in this report.

The initial accreditation of the bachelor programme Creative Media took place on 27 January 2022. On 26 April 2022, SRH Haarlem University of Applied Sciences received a positive accreditation decision for the programme from the NVAO. Because SRH Haarlem University of Applied Sciences did not undergo an Institutional Audit, a midterm assessment must be carried out after three years. This assessment after three years focuses on testing and assessment (standard 10) and the level achieved (standard 11). This midterm assessment took place on 2 July 2024].

Part of the panel consisting of independent experts (see Annex III for an explanation) was the same as the panel of the Initial Accreditation. The panel used the 2018 assessment framework of the Netherlands-Flemish Accreditation Organisation (NVAO) for its assessment.

This report deals successively with the panel's findings, considerations, and conclusions regarding the NVAO quality standards 'assessment' and 'achieved learning outcomes'.

The Institute
The SRH Haarlem Campus is part of SRH, a German-based foundation active in education and health. SRH is one of the oldest and largest private universities in Germany. There are six universities in Germany, one in Paraguay, and one in Haarlem. Across the different locations, students can choose from over 40 innovative degree programmes in the areas of computer science, media and design, business administration, engineering and architecture, the social sciences, law, therapy, and psychology. Together, the institute covers over 150 degree programmes with over 20.000 students.

The organization and didactic approaches are based on the Competence Oriented Research and Education principles -CORE-, developed by the German institute. In 2019, the German accreditation organization ZEvA formally validated and accredited the CORE principle.

The Haarlem Campus offers three bachelor's degrees and one Master's programme for a very international group of 200+ students. The Institute integrates entrepreneurship, digitalization, ethics, social awareness, and intercultural communication in all three bachelor programmes. The education is highly personalized, and interactive, and has a competence-oriented didactic approach. The programmes are delivered by a team of Dutch and international professors and lecturers and guest lecturers from the work field.

Characteristics of the programme
The full-time bachelor programme in Creative Media is an interdisciplinary degree designed to provide students with a solid foundation in both business management and creative technology. Students will become professionals in the dynamic field of creative media business. The programme continuously evolves to remain relevant and up-to-date. This is done by regularly updating course content, inviting guest lecturers from the industry, educating on the use of new technologies, company visits, case studies, and real-world projects for a hands-on experience.

The program seeks to comply with the level 6 overall learning outcomes of the European Qualification Framework and the Dutch NL Qualification Framework at the programme level. The key objective is that students acquire sufficient professional competencies in terms of applied knowledge, problem-solving, information and communication skills, and responsibility and autonomy to take effective action as a professional in the field of study.
The CORE study model is based on a constructivist learning approach. These CORE competencies are based on a summary of 21st-century skills and form the four objectives of the programme:

- Specialist competencies related to the Dublin descriptors and NLQF indicators of Context, Knowledge, and Applied Knowledge;
- Methodological competencies are aligned with the competencies of information and problem-solving indicated by the Dublin descriptors and NLQF indicators;
- Social competencies related to the communication skills of the Dublin and NLQF frameworks;
- Personal competencies focus on learning skills and autonomy and responsibility described in the Dublin descriptors and NLQF indicators.

These four programme objectives have been translated into programme outcomes. The panel was provided with an overview of how the individual modules contribute to the overall programme objectives and outcomes as well as a table of the assessment of competence levels per study programme phase.

The overall learning outcomes and specific competencies are acquired by the students through a programme of 35 modules over a four-year study period. Students typically follow one module per five weeks, this enables them to concentrate on one subject at a time. The small groups of students (currently 10-15) enable interactive didactic methods and intensive support of students. Classes comprise a combination of lectures on theory and concepts and practical assignments such as case studies, workshops, debates, and presentations by external experts.

To reach the required competencies, the study programme is built on three consecutive development learning phases: Introduction, Development, and Integration phase. The first semester is the Introduction Phase, the second to fourth is the Development Phase, and the fifth to eighth semester is the Integration Phase. In the early stages of the programme, students work with limited levels of complexity and are given structured assignments and case studies. Gradually, the programme will increase the complexity of assignments, with less guidance so students work more independently.

The start of the programme was intended for the year 2021-2022 but had to be postponed. Because of the COVID-19 restrictions international students were unable to travel to Haarlem. This explains why at the time of the site visit, the most advanced students were in their second year, semester 4, just starting the Development Phase.

3.   FINDINGS AND JUDGMENT PER STANDAARD

3.1. Student assessment

> **Standard 10: The programme has an adequate system of student assessment in place.**
> Explanation NVAO: 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.

Findings

Assessment system
The Institute views assessment as being part of the learning journey that students undertake during each module. The assessment policy aims to measure competencies and knowledge and actively contributes to students' learning process through continuous feedforward and self-reflection. The learning outcomes tied to each module, are described in terms of the required CORE-based academic, methodological, personal, and social competencies. The system of both formative and summative assessment is based on the CORE principles. The panel was provided with a self-evaluation on Assessments and realized learning outcomes. The panel discussed this document at the site visit and learned that several steps are being taken to improve procedures and standards. The panel is pleased to see the Institute is being both self-critical and ambitious and is acting on points of improvement.

In the cycle of quality control, the programme has made a few adjustments in the system of assessment. For instance, the management and Examination Board observed that group presentations were the preferred method of assessment of lecturers, as they often have students do practical work on professional products. Group assignments are valuable to prepare students for the future professional life of students, but other assessment methods are necessary to assess different learning outcomes. The programme has discussed this with lecturers. The panel was pleased to hear that the programme is now balancing group assessment methods with more individual assignments such as papers, sit-down exams, and individual projects. This also reduces the risk of free-riding behavior of students.

Two other developments to increase the quality of assessment, are the appointment of a senior academic officer and the installation of an Exam Office. The academic officer safeguards the proper execution of the assessment system and mentors less experienced lecturers and programme directors. This way, knowledge is passed on to new staff. The Exam Office works on standardizing assessment procedures, supports examiners in developing assessments, and sets up procedures for reporting, analyzing, and documenting assessment results. The panel approves of these efforts to increase the transfer of knowledge and recommends that the Institute sets up a system to safeguard this transfer of knowledge, common practices, and procedures in case of staff replacement.

Transparency, reliability, and validity
The programme makes use of various instruments to ensure transparency, reliability, and validity and reflects on these aspects in various documents the panel was provided with. The assessments are designed according to the guidelines set out in the Assessment Policy. All assessments are designed by examiners, who the Examination Board appoints.

The Creative Media programme employs many new lecturers who often have experience in the industry. They take part in an onboarding session and are provided with e-learning and other materials to familiarize them with the educational concept and assessment policy. The panel was pleased to hear that in the next academic year, 2024-2025, the institute plans to start with the Basiskwalificatie Examinering training (BKE).

Calibration and the four-eyes principle are used to increase the reliability and validity of the assessment. The rubrics are a calibration starting point, and lecturers discuss grading during and after modules. Lecturers share the proposed assessment with another examiner or the Chief Academic Officer and lecturers or members of the Examination Board sit in with assessments to implement the four-eyes principle.

The module handbooks provide a short description of each module, including the module objective, learning outcomes, course plan, didactic method, study content, and types of assessment. Students confirmed to the panel that they are informed about each module's requirements and ways of assessment. A simplified version of the rubrics and indicators is also supplied to students. The students the panel spoke to were not familiar with the rubrics though. They received most information in class from the lecturers. In response to the panel's questions on this topic, the programme remarked that communication with students on the meaning and use of rubrics could be improved.

The panel also discussed the modular structure of the programme with 5-week courses. The panel expressed some concerns about the clarity of the programme, and asked how modules compound and integrate, as the programme is very broad. The panel recommends to design a visual overview of the complete 4-year programme. The panel was informed that the Creative Media programme does not aim to deliver specialized creatives but prepares students to become generalist professionals who bring strategic thinking skills to the creative industry. The diversity of the curriculum helps students to decide which part of the industry they want to work in, for example, this can be design, processes such as the conceptualization of products, analytics, marketing, or advertising.

The programme works with extensive rubrics to evaluate students' products such as papers and oral presentations. It is seen as a tool to help both lecturers and students. The panel wondered if cultural differences influence grading, as students and lecturers have international backgrounds. The students and staff the panel spoke with assured the panel that there was no noticeable influence. Lecturers notice cultural differences between students, for instance in how outspoken or experienced they are in group discussions and presentations. The rubrics help bring students up to the same level. The panel was interested to hear that more introverted students are supported to become confident in presenting in groups, which is an important skill in the work field.

 At the site visit the panel learned that there are different opinions among staff on the use of detailed rubrics. Some lecturers support this because the rubrics clarify what students (still) need to learn and they increase the reliability of the assessment. Less experienced staff also find rubrics useful to align course content with learning objectives. The panel discussed whether detailed rubrics are suitable for assessing creative assignments. Single-point rubrics are often used for this type of assessment, so students are not limited or steered too much in a certain direction in their creative process. However, in the next few years, the programme will increase in student numbers and assessors, which may call for more detailed rubrics, to safeguard alignment between assessors. The panel advises the programme to consider if detailed rubrics are suitable for all the modules.

Graduation

The panel was informed of the graduation contents and procedures. At the time of the site visit, there were no graduate students, only first and second-year students. The first students will start their graduation phase in May 2026.

The final module of the study program, known as the 'The Final Work', will cover all four program objectives. In the current setup for graduation, students complete their final work through the following deliverables:

1. Term paper (40%)
2. Project Development (40%)
3. Portfolio practical work (10%)
4. Reflective interview (10%).

Each of these four components must be passed for the student to graduate. The *term paper* is the core component of the final work, assessing the academic and methodological competencies acquired throughout the programme.

Project Development is combined with a practical internship experience. Students are required to complete an internship in a function relevant to the Creative Media programme. Ideally, students will combine a project from their internship with a theoretical framework in their term paper.

The *Portfolio practical work* consists of deliverables that students developed during different modules, for example, professional products, papers, studio works, and projects. In the integration phase, students create additional products and add these to the existing portfolio thus establishing a graduation portfolio.

The *Reflective interview* allows the students to provide further context to the other deliverables and enables examiners to assess the self-reflective capacity of students.

The panel discussed the graduation process with lecturers and asked if professional identity would be part of the final assessment. The programme thinks this part of the student's development can be best assessed during the internship. The Examination Board has advised that supervisors in the companies that facilitate internships should be instructed on how to guide students. The panel agrees that this would be a good policy. The panel believes that students could benefit from specific attention to the development of a professional profile before they start their internship. The panel recommends that the programme dedicates time to the development of students' professional identities earlier in the programme. This would also help students define their own learning goals and work towards these goals during the Integration phase.

The programme is in the process of creating a graduation protocol, which includes criteria and directions for students, supervising staff, examiners, and companies where students do their internships and conduct research. The panel was interested to hear that the Institute is building up connections with industry and universities in different countries, to give students international opportunities for an internship and graduation in their final year.

The panel thinks the student preparation for the final assessment is adequate.

Examination Board

SRH has a joint Examination Board covering the various programmes of the Haarlem Campus. The Examination Board consists of several external members, including the Chair. Also, there are members of the bachelor programmes in Creative Media, Digital Transformation Management, Business Psychology, and the Master in Applied Sustainability Management.

Since the start, the Examination Board has had several staff changes. Members stepped down due to new positions in or outside of SRH. The panel thinks a stable Examination Board is necessary to safeguard the quality assurance of the programme. The panel advises the Institute to continue its efforts to enhance consistency and continuity in the Examination Board and invest in new members' expertise.

The Examination Board takes several steps to ensure assessments are valid. Members attend assessments and classes and review exams on the desired level and standards. The Examination Board regularly meets with the Institutional Board and advises them on policies and procedures. For example, recently, the Examination Board addressed the need for specific professionalization of lecturers. New (international) staff coming in means that more knowledge is needed about the use of rubrics. The programme management acted on this advice by organizing staff training on rubrics. The programme intends to start with the Basiskwalificatie Examinering (BKE) training for lecturers in the next academic year, to enhance the quality and alignment of assessments. The panel recommends also offering Senior Kwalificatie Examinering (SKE) training to examiners and members of the Examination Board, to establish and strengthen the shared knowledge base on assessment.

The Examination Board actively monitors the developments concerning Artificial Intelligence (AI). Especially in the dynamic professional field of the creative industries, the rise of AI being used to create content has an enormous impact on business and employment. A new module on AI was developed and implemented by the Creative Media staff. This course called 'Artificial Intelligence, Ethics, and Communication teaches students about how AI is challenging and evolving the creative industries.

Whilst the academic staff explores educational possibilities of AI, the Examination Board focuses on the risks to assessment practices. The panel read a draft AI policy and welcomes the awareness of the programme to the threats of AI to the validity of the assessment. At the same time, the panel encourages the programme to continue its efforts to infuse AI into the curriculum to prepare students for being adequately skilled in using AI in the workforce.

Based on the findings mentioned above, the panel believes that the Examination Board understands its duties and is accountable for them. The panel concludes that The Examination Board is improving the internal organization, and further developing assessment practice and quality.

Considerations and Judgement
The system of testing and assessment fits the Creative Media programme as it is designed to support students in their academic and personal development and achievements. Students receive ample feedback from lecturers as well as their peers and the learning objectives and criteria are generally clear to them. The group assignments connect well to the professional field. The panel is pleased that the programme is implementing different assessment methods in addition to the group assignments. The rubrics support both staff and students and aid validity and reliability of assessment.

The panel appreciates the dedication and support of the Examination Board and the Exam Office. The main points of attention that the panel thinks need further development, are on the agenda of the management and teaching staff.

The panel concludes that the programme meets standard 10.

3.2. Achieved learing outcomes

> **Standérd 11: The programme demonstrates that the intended learning outcomes are achieved**
>
> Explanation NVAO: 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 postgraduate programmes

Findings

Performance of alumni in professional practice

As there are no graduates yet, it is not known how alumni perform in the work field or further education. However, the panel is confident that graduates will be well-prepared for the industry. This is because modules and assessments are in line with the program-designed competencies that specifically develop professional, methodological, social, and personal competencies. The design of the graduation or Integration phase facilitates that students demonstrate the intended learning outcomes in several appropriate assessments.

The portfolio that students are building up, will help them get access to job opportunities in areas such as creative project management and creative media strategy. The panel thinks that students will develop a good overview of the work field through the lecturers who are connected to the industry and through the many projects, case studies, company visits, and guest lecturers. This should help them develop their professional identity in years 3 and 4.

Panel's assessment of achieved learning outcomes

As SRH only started the Creative Media programme in 2022, there were no final works at the time of the site visit. Instead, the panel reviewed the work of the students to determine if the expected level was met in the first two years of the programme.

In preparation for the site visit, the panel studied a selection of student work from the academic year 2023-2024 and their assessment forms. The panel studied samples, or all the available work, from up to twelve students and five modules: Finance & Accounting for Business, Global Challenges, The Broadcasting Company, The Newsroom, and Publisher 2.

These courses show the different methods of assessment, e.g. written exams, presentations, group assignments on developing a professional product, and analytic essays. The panel was given access to video recordings of presentations. For each course, the panel also studied the syllabi, assessment matrix, rubric, and grading forms. Because of the small class sizes, the panel studied work from all students in group assignments, typically three to four papers or other products.

The panel noticed that students generally are capable of writing adequate articles and other products. The writing is well- structured and the research methods are clearly implemented. The students' ability to reflect on their work and progress stands out, according to the panel.
However, there are substantial differences in the quality of the student's work. The panel noted that mastery of the English language, correct use of APA, and research quality vary between students, as well as the extent of their assignments. Creative work and the use of applications and techniques did not always exceed the general beginner's level. The Institute acknowledged that there are differences in students' performance. Partly this is because of the large variation in students' backgrounds and

creative development. The Creative Media programme gradually builds up knowledge and skills throughout the curriculum. In years 3 and 4, modules add to the basic skills and knowledge that students accumulate in the first two years of the programme. The programme does not aim for students to become specialist creatives but emphasizes their strategic thinking skills and abilities to coordinate and manage processes in the dynamic creative industry.

The panel concludes that in the context of the CORE build-up and structure of the curriculum, an acceptable part of the student's work demonstrates the level and quality expected of first and second-year bachelor students. There are some concerns about parts of the work that the panel studied, although the panel understood the context of these differences in quality better after the discussions at the site visit. The panel recommends that students' achievements are monitored closely and that measures be taken to bring them up to the same minimum level at the end of year 2.

Considerations and Judgement
The panel concludes that in two years, the programmes graduates will be prepared for the (international) job market.
The panel has some concerns about the general level achieved based on the students' work from years 1 and 2. Given the broad curriculum, the early start of the Institute, the small student numbers, and the dedication of staff members the panel spoke with at the site visit, the panel is confident that the Creative Media programme will improve the achievement of students in the next years. The panel expects the creative skills and knowledge of students to develop further in years 3 and 4 of the programme. When the programme is reaccredited in 2026, the future panel will examine whether the final works of the first graduates reflect this expectation.

The panel concludes that the programme meets standard 11.

4.   OVERALL CONCLUSION

The panel thinks the Institute offers a broad and attractive programme to students who want to work at the cross-section of the creative media and business.
The Creative Media programme has developed noticeably since its first accreditation in 2021. The panel met with enthusiastic lecturers and staff, who are collaborating on the further development of the programme. The panel appreciates the self-critical attitude and the efforts the programme makes to continuously improve. Also, the way students are guided and how their feedback is acted on, is appreciated by the panel. The panel trusts the institute to improve in the marked areas of attention in the next years.

The panel finds that the Bachelor programme offered by SRH Haarlem University of Applied Sciences in Haarlem meets the requirements of standards 10 and 11 of the NVAO framework for extensive programme accreditation.

5. RECOMMENTATIONS

- In addition to the onboarding programme, the panel recommends the Institute set up a system to safeguard the transfer of knowledge, common practices, and procedures from departing staff to new staff.
- Continue the efforts to increase consistency and continuity in the Examination Board and invest in the expertise of new members.
- Arrange for Senior Kwalificatie Examinering (SKE) training for examiners and members of the Examination Board, to establish and strengthen the shared knowledge base on assessment.
- Because students have very different backgrounds and their creative development varies, the panel recommends monitoring students' achievements more closely and to support them in reaching the same baseline at the end of the first two years, enabling them to specialize and develop their professional identity in years 3 and 4.

The panel has two other recommendations, not related to standards 10 and 11:

- Design a visual overview of the complete 4-year programme, to enhance insight of how modules are integrated and compounded and how they are related to the final intended learning outcomes.
- Address the development of the students' professional identities earlier and more explicitly in the programme. This will help students define their own learning goals and work towards these goals during the Integration phase.

ANNEX I   Agenda of the site-visit

Creative Media
The site-visit took place on 2 July 2024

Time	Activity
08.30 - 09.00	Arrival and welcome of audit panel
09.00 – 09.30	Meeting with the Institutional Board
09.30 – 10.30	Meeting with teaching staff
10.30 – 10.45	Break
10.45 – 11.45	Meeting with students
11.45 – 12.30	Meeting with the Examination Board
12.30 – 12.45	Consultation panel
12.45 – 13.00	Feedback from panel
13.00 – 13.30	Lunch

The names of auditees are not included in this report due to privacy concerns. The names of auditees are known to the secretary of the panel.

Working methods
This is an assessment after three years. The focus of this assessment is on the progress made after the initial accreditation, more specifically on the way of examining and on the final level achieved, i.e. standards 10 'Testing and assessment' and 11 'Achieved learning outcomes'.

Selection of the auditees and open consultation opportunity
In compliance with the NVAO regulations, the audit panel prior to the audit decided on the composition of the auditees' delegations in consultation with the programme management and on the basis of the points of attention that arose from the panel's analysis of the provided documentation.

Auditing process
The following procedure was adopted. The panel studied the documents regarding the programme (see Annex Documents reviewed), as well as midterm assessments and project results. The panel secretary organized input from all auditors and distributed the preliminary findings among the panel members before the audit. An online preparatory meeting with three panel members took place before the site visit. The secretary received a document with preliminary findings of the fourth panel member and discussed this with this member over the telephone. This way, the secretary could share the first findings with the other panel members in the preliminary meeting. The audit took place on 2 July 2024.

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 programme documents.

The first version of the assessment report was drafted by the secretary and circulated among all members of the panel. They all reviewed the draft report and gave their comments. The final draft was subsequently forwarded to the institute to correct factual inaccuracies. The panel finalized the report on 7 October 2024.

Assessment rules

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

ANNEX II   List of documents examined

Appendix A - Educational Profile and Objectives
Appendix B - Mapping of Learning Outcomes
Appendix C - Syllabus Artificial Intelligence, Ethics & Communication
Appendix D - Assessment Policy
Appendix E - Introduction to CORE
Appendix F - Lecturer Workshops 2023-2024
Appendix G - Module Handbook
Appendix H - Exam Board Report 2022-2023
Appendix I - Grading Sheet Template
Appendix J - Exam Board Report 2021-2022
Appendix K - Draft graduation protocol
Appendix L - Teaching staff onboarding document
Appendix M - Slidedeck Exam Board Training
Appendix N - Education and Examination Regulations 2023-2024
Appendix O - Reflection Summary - Assessments & realizing intended learning outcomes

- Quick Reference Card on rubrics
- Table of assessment forms, competencies, formative and summative assessment methods
- Education introduction, video to support onboarding faculty staff
- Recording Faculty meeting on rubrics
- Samples of student work, course rubric, and grading forms of the following modules:

The panel reviewed assessments or projects from five modules:

i. Finance & Accounting for business:
ii. Global Challenges:
iii. The Broadcasting company:
iv. The Newsroom:
v. Publisher 2

For privacy reasons, the names of these students and their student numbers are not included in this report. The names of the students, and their student numbers, are known to the secretary of the audit panel.

ANNEX III   Composition of the panel

On June 17 2024 the NVAO endorsed the composition of the panel to assess the bachelor Creative Media of Stichting Global School for Entrepreneurship UAS (case number: PA-1961).

Name visitation group	Not applicable

Bachelor programme Creative Media

Name	Role	Succinct CV's
S. (Sandra) Oom	Chair	Chair of the National Consultation of bachelor programmes in Communication & Multimedia Design, Vereniging Hogescholen.
Dr. G. (Guido) Stompff	Member	Lector Design Thinking at Inholland UAS, domain Creative Business
J. (John) Ford, BSc	Member	Head of Creative Studio - International, Netflix
E. (Eva) Hoogland	Student member	Student bachelor programme Journalism at Windesheim UAS

Drs. P. (Pien) Gertenaar	Secretary	Independent NVAO registered secretary

Prior to the audit all panel members signed a declaration of independence and confidentiality which are in possession of the NVAO. This declaration certifies, among other things, that panel members do not currently maintain or have not maintained for the last five years any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the institution in question, which could affect a fully independent judgement regarding the quality of the programme in either a positive or negative sense.

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