



**B Media and Culture | B Media and Information**  
**University of Amsterdam**

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[www.academion.nl](http://www.academion.nl)  
[info@academion.nl](mailto:info@academion.nl)

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## Summary

### Standard 1. Intended learning outcomes

The panel is enthusiastic about the profiles of the BA programmes Media and Culture and Media and Information at the UvA. It praises their dynamic connection to the professional field, achieved through strong ties with alumni and responsiveness to developments in the media landscape. Media and Culture distinguishes itself with a global outlook and a broad focus on film, television, cross-media, and social media. Its bilingual structure prepares students for both Dutch and international careers. Media and Information stands out for its emphasis on digital culture, coding skills, and digital methods, with a close link to the renowned Digital Methods Initiative. The panel found the intended learning outcomes of both programmes ambitious and clearly formulated. They meet the standard of bachelor programmes in the Netherlands and align with international benchmarks. The programmes are academically oriented yet integrate practical skills, striking a balance between theory and application. Both programmes are leading in their field.

### Standard 2. Teaching-learning environment

The panel issues a positive assessment of the BA programmes Media and Culture and Media and Information at the UvA. It praises the engaging, research-driven curriculum, which is flexible enough to be constantly updated and reflect current developments while still ensuring that students achieve the intended learning outcomes. The freedom students have to choose their own focus in the programmes is another strength of the programme. The panel was pleased that both programmes actively address the implications of generative AI, and recommends continuing to foster AI literacy—not only in terms of practical use, but also regarding ethical and societal dimensions. In response to earlier recommendations, the BA Media and Culture recently restructured its curriculum by clearly defining five learning trajectories. This has significantly improved coherence: students and staff now better understand how courses relate to each other and build on one another. Despite a surge in enrolment, the programme has managed to retain small-scale, interactive teaching formats. Students in the BA Media and Information reported being content with the programme's blend of media theory and technical skills. However, the panel found that this curriculum could be more clearly structured. The sequencing of courses and progression towards learning goals would benefit from further clarification. The panel therefore recommends prioritizing the ongoing restructuring project. It notes that Media and Information students feel their field is underrepresented in the courses they share with students in the BA Media and Culture in the first year, and encourages the programme either to adjust the content or justify its current design more explicitly.

The panel supports the rationale for offering both programmes primarily in English. Both programmes benefit from an international student body and staff. Students highly appreciate the intercultural exchanges this enables. Admission policies are appropriate, and students consider the programmes feasible. Student support is adequate overall, though the Media and Information programme should strengthen its second- and third-year tutoring system. Finally, the panel applauds the high quality and commitment of the teaching staff.

### Standard 3. Student assessment

The panel finds that assessment in both BA programmes is well-organized, diverse, and sometimes innovative. Criteria are clearly communicated, and students receive detailed feedback. Thesis evaluation is rigorous, with transparent procedures and thorough feedback. High thesis grades in the BA Media and Culture are plausibly linked to the influx of motivated international students; grade patterns are closely monitored. The division of responsibilities between the Examinations Board, the clusters that support it, and Assessment Committee is clear and effective. The Examinations Board fulfils its statutory duty. The panel

asks the Faculty of Humanities at the UvA to consider more proactive monitoring of course assessments by the Assessment Committee and closer scrutiny of internship assessment, given its important role in the programmes.

#### Standard 4. Achieved learning outcomes

Based on the performance of alumni and the level of the final projects, the panel concludes that graduates of the bachelor's programmes achieve the intended learning outcomes. The panel found the theses in-depth and of high level, and alumni do well in related master's programmes and eventually in the professional field.

#### Score table

The panel assesses the programmes as follows:

##### *Bachelor's programme Media and Culture*

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

General conclusion positive

##### *Bachelor's programme Media and Information*

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

General conclusion positive

Em. prof. dr. Anneke Smelik (panel chair)  
Date: 9 July 2025

Drs. Mariette Huisjes (panel secretary)

# Introduction

## Procedure

### Assessment

On 10, 11 and 12 March 2025, the bachelor's programmes Media and Culture and Media and Information, along with the master's programmes Communication and Information Studies, Media Studies (60 EC) and Media Studies (90 EC) of the University of Amsterdam (UvA), were assessed by an independent peer review panel as part of the cluster assessment 'WO CIW and Media'. The assessment cluster consisted of 23 programmes, offered by the Erasmus University Rotterdam, Radboud University, University of Amsterdam, Utrecht University, Leiden University, Tilburg University, University of Groningen, Maastricht University and Vrije Universiteit Amsterdam. The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (April 2024).

Quality assurance agency Academion coordinated the assessment upon request of the cluster. Fiona Schouten acted as coordinator and Mariette Huisjes acted as panel secretary for the assessment at the University of Amsterdam. They have been certified and registered by the NVAO.

### Preparation

Academion composed the peer review panel in cooperation with the institutions and taking into account the expertise and independence of the members as well as consistency within the cluster. On 22 January 2025, the NVAO approved the composition of the panel. The coordinator instructed the panel chair on her role in the site visit according to the Panel chair profile (NVAO 2016).

The UvA staff members responsible for organizing the peer review composed a site visit schedule in consultation with the coordinator and secretary (see appendix 3). They selected representative partners for the various interviews. They also determined that the development dialogue would be part of the site visit. A separate development report was made based on this dialogue.

The programmes provided the coordinator with a list of graduates of the bachelor's programmes Media and Culture and Media and Information from the academic year 2023-2024. In consultation with the coordinator, the panel chair selected 15 theses of each of the programmes. They took the diversity of final grades and examiners into account. Prior to the site visit, the programmes provided the panel with the theses and the accompanying assessment forms. It also provided the panel with the self-evaluation reports and additional materials (see appendix 4).

The panel members studied the information and sent their findings to the secretary. The secretary collected the panel's questions and remarks in a document and shared this with the panel members. In a preliminary meeting, the panel discussed the initial findings on the self-evaluation reports and the theses, as well as the division of tasks during the site visit. The panel was also informed on the assessment framework, the working method and the planning of the site visit and report.

A few days before the site visit, em. prof. Wilbert Spooren had to report health issues which prevented him from taking part in the site visit either physically or virtually. The secretary raised this matter with the other panel members and the UvA representative, and the project coordinator raised it with the NVAO. A joint decision was made to go ahead with the site visit in spite of Wilbert Spooren's absence. Afterwards, he was involved in composing the assessment report.

## Site visit

During the site visit, the panel interviewed various programme representatives (see appendix 3). The panel also offered students and staff members an opportunity for confidential discussion during a consultation hour. One staff member requested a consultation, which was held online before the site visit. The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the preliminary findings.

## Report

The secretary wrote a draft report based on the panel's findings and submitted it to the coordinator for peer assessment. Subsequently, the secretary sent the report to the panel for feedback. After processing this feedback, the secretary sent the draft report to the University of Amsterdam in order to have it checked for factual irregularities. The secretary discussed the ensuing comments with the panel chair and changes were implemented accordingly. The panel then finalized the report, and the coordinator sent it to the University of Amsterdam.

## Panel

The following panel members were involved in the assessment of the bachelor's programmes Media and Culture, and Media and Information at the University of Amsterdam:

- Em. prof. dr. A.M. (Anneke) Smelik, professor emeritus in Visual Culture at the Department of Modern Languages and Cultures of Radboud University (panel chair);
- Em. prof. dr. T. (Ton) van Haaften, professor emeritus in Discourse Studies at the Leiden University Centre for Linguistics of Leiden University;
- Dr. P. (Pieter) Verdegem, associate professor in Technology and Society at the Communication and Media Research Institute of the University of Westminster (United Kingdom);
- Em. prof. dr. W.P.M.S. (Wilbert) Spooren, professor emeritus in Discourse Studies of Dutch at Radboud University;
- Dr. D.J.A.M. (Danielle) Arets, professor Designing Journalism at Fontys University of Applied Sciences in Tilburg;
- A. (Anne) van Dijken BA, master's student Media, Culture & Society at the Erasmus University Rotterdam (student member).

Each panel member and the panel secretary has filled out the Statement of Impartiality and non disclosure agreement, as required by the NVAO.

## Information on the programmes

Name of the institution:	University of Amsterdam
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	B Media and Culture
CROHO number:	50906
Level:	Bachelor (NLQF 6)
Orientation:	Academic
Number of credits:	180 EC

Specializations or tracks:	-
Location:	Amsterdam
Mode(s) of study:	Fulltime
Language of instruction:	English, Dutch
Awarded degree:	BA
Submission date NVAO:	1 November 2025
Programme name:	B Media and Information
CROHO number:	50010
Level:	Bachelor (NLQF 6)
Orientation:	Academic
Number of credits:	180 EC
Specializations or tracks:	Cultural Information New Media & Digital Culture
Location:	Amsterdam
Mode(s) of study:	Fulltime, parttime
Language of instruction:	English
Awarded degree:	BA
Submission date NVAO:	1 November 2025

## Description of the assessment

### Organization

The bachelor's programmes Media and Culture and Media and Information at the University of Amsterdam (UvA) together form the BA Media Studies cluster. The cluster is headed by a programme director who ensures the quality of the programmes, supported by a coordinator for each programme. The BA programmes are part of the College of Humanities at the UvA, which sets the strategic educational policy for these programmes. It does so in close consultation with the College of Humanities Council, the joint representative body of faculty members, students and support staff.

### Recommendations previous panel

#### *Both BA programmes*

The assessment of theses was subject to re-assessment in 2022, after the 2019 panel judged it did not meet standard 3. The 2022 panel found the assessment methods had improved, with the involvement of a second examiner, regular calibration meetings, new assessment forms and an assessment matrix. The present panel confirms that assessment of final projects has been brought up to standard.

#### *BA Media and Culture*

The previous panel advised to strengthen the coherence of the curriculum by revising the second and third year, incorporating the development of learning trajectories with care, and paying particular attention to improving the teaching of research methods. The present panel is happy to conclude that the previous panel's recommendations have been taken into account. The programme underwent an intensive project to strengthen its 'visible learning trajectories', which resulted in much more coherent programme. The panel is satisfied with the way research skills are taught throughout the programme.

#### *BA Media and Information*

The previous panel observed that the numerous adjustments to the curriculum in recent years still required some refinement to make the coherence more visible. The programme reacted by regularly discussing, course manuals during team meetings and making them available for all lecturers, to prevent overlap between courses. Secondly, a clear 'methods' learning trajectory was designed in the programme, and some courses were redesigned where methods are concerned. The programme intends to go through the same 'visible learning trajectories' project as the BA Media and Culture to improve this. The present panel recommends to act swiftly on this resolution.

### Standard 1. Intended learning outcomes

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

#### *BA Media and Culture/Media en Cultuur*

The bilingual BA programme Media and Culture aims to offer students a comprehensive understanding of contemporary media, their history and cultural impact from a global perspective. Students explore how media shape perceptions, knowledge dissemination, and power dynamics in both national and international contexts. With an enrolment of 369 students in 2024-2025 (and over 500 in 2022), this programme is the largest of its kind in the Netherlands. Some distinguishing characteristics are its broad

focus on film, television, cross-media culture, and social media, and its global outlook. The programme offers both an English-language and a Dutch-language track. The Dutch track maintains strong ties to the Dutch-speaking professional field and focuses on local media developments. The English track caters to a growing demand for media experts who possess a global perspective, along with proficiency in both Dutch and English. The English track is by far the most popular, with 379 students in 2023-2024, against 90 in the Dutch track. The two tracks are independent but share most of their courses. Students in the Dutch track are gradually introduced to the international field of Media Studies, with English as lingua franca, so that following their graduation they are prepared for an English-language MA.

The panel found that the BA Media and Culture provides a thorough understanding of contemporary media, their historical development and cultural impact. Its intended learning outcomes ensure that students develop a broad yet in-depth knowledge of media phenomena from multiple perspectives, as well as analytical skills that allow them to assess technological, aesthetic, and industry-related developments in media. The programme encourages critical engagement with contemporary debates, media ethics, and the role of media in shaping public discourse. In these respects - and in its dynamic connection to the professional field by the flexibility of its courses - the BA Media Studies at the UvA sets the standard for the field in the Netherlands and beyond.

#### *BA Media and Information*

In the BA programme Media and Information, digital culture and cultural information are studied in all their contexts of production, processing, distribution and use. The programme investigates emerging media and their effects on society, as well as how computational methods can be applied in the study of cultural artifacts and archives. The programme has two tracks:

- Cultural Information Studies, which focuses on the digitization and archiving of data, and on digital research methods for the humanities;
- New Media and Digital Culture, which provides students with the conceptual and practical, hands-on tools to study new media and their social and cultural significance.

Graduates of the programme can contribute to such domains as online research, business intelligence, digital marketing, emerging forms of (data) journalism and communication, creative industry production, the digitization of cultural heritage, as well as critically reflective and research-based work, or creative and organizational work for media and cultural institutions. With around 200 students, the programme is one of the largest of its kind. The Cultural Information Studies track stands out by teaching basic coding skills, enabling students to understand when and how to automate tasks or analyze data programmatically. The track New Media and Digital Culture is unique in its strong connection to The Digital Methods Initiative, one of Europe's leading research groups for internet studies, hosted by the Department of Media Studies at the UvA.

The panel is very positive the programme's academic and rigorous approach to media and information, and its innovative and research-driven character. Through these characteristics, the BA Media and Information at the UvA is trend-setting world-wide. The programme's intended learning outcomes reflect the expectations of the media industry while maintaining a strong foundation in research, ensuring graduates are prepared for both career paths.

#### *Both BA programmes*

The panel is enthusiastic about the profiles of both BA programmes in Media Studies at the UvA. They resonate strongly with questions and concerns in today's society. Both programmes have an excellent and dynamic connection to the professional field, through informal faculty connections and the sounding board

composed of alumni, that meets with the programme directors every year. The intended learning outcomes of both programmes are formulated broadly. They allow courses to remain responsive to rapid changes in the media landscape and to incorporate new developments, ensuring graduates are well-prepared for evolving industry demands. For an overview of intended learning outcomes, see Appendix 1.

Both programmes have translated their profiles into a set of intended learning outcomes. The panel found the intended learning outcomes clearly phrased and ambitious, aligning with the level 6 of the Dutch qualification frame NLQF (the bachelor level), as well as with the Dublin descriptors. Both sets of intended learning outcomes provide a concrete interpretation of the distinctive characters of the programmes. Both programmes stand out for their strong focus on theory and research. They effectively combine theoretical insights with practical skill development. The panel recognizes and acknowledges the inherent tensions that are typical for the field of media studies, where students often ask for more hands-on skills training, and faculty want to guard the academic level. The panel found that both bachelor programmes strike the right balance in this respect. The programmes are primarily academically oriented, embedding practical skills without placing them at the forefront.

As the programmes are no doubt aware, possibly forthcoming legislation about internationalization in higher education in the Netherlands entails the risk that the number of international students will decrease dramatically in the coming years, and with it the income that the programmes generate. The panel's advice to the programme director is to have contingency plans in place that safeguard the future of these successful programmes.

#### Considerations

The panel is enthusiastic about the profiles of the BA programmes Media and Culture and Media and Information at the UvA. It praises their dynamic connection to the professional field, achieved through strong ties with alumni and responsiveness to developments in the media landscape. Media and Culture distinguishes itself with a global outlook and a broad focus on film, television, cross-media, and social media. Its bilingual structure prepares students for both Dutch and international careers. Media and Information stands out for its emphasis on digital culture, coding skills, and digital methods, with a close link to the renowned Digital Methods Initiative. The panel found the intended learning outcomes of both programmes ambitious and clearly formulated. They meet the standard of bachelor programmes in the Netherlands and align with international benchmarks. The programmes are academically oriented yet integrate practical skills, striking a balance between theory and application. Both programmes are leading in their field.

#### Conclusion

The panel concludes that the bachelor's programmes Media and Culture and Media and Information meet standard 1.

## Standard 2. Teaching-learning environment

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

### Findings

#### *Shared characteristics in the curricula of both BA programmes*

For the full-time BA programmes Media and Culture and Media and Information (both 180 EC) each year has two semesters, and each semester three blocks. The programmes share their first year, differing only in that Media and Culture students follow Media Aesthetics (12 EC), while Media and Information students follow Analysing Digital Culture (12 EC). The curricula are structured through five learning trajectories: history, media theory, practices/media production skills, academic skills, and methods.

In the first year, students gain a broad understanding of media history, theories, and analysis methods, focusing on film, TV, digital media, the internet, archives, and information infrastructures. They do so through an introductory lecture course that links everyday media experiences with academic enquiry. Students also participate in small-group (25 students) courses, where they cover the basics of media analysis. Academic writing and research skills are taught throughout the year.

Second-year courses challenge students to broaden and deepen their understanding of first-year concepts and objects. Students are encouraged to explore their own research interests and academic skills are further developed across all courses. A more detailed description of the second year for each programme is provided below.

In the third year, students have more freedom to choose courses based on their interests and prior knowledge. To allow study abroad or minors, most electives are scheduled in the third year. The Media Studies cluster offers 14 elective courses, rotating every three years, and often introduces new ones. Students may also take electives from other departments or universities if they meet the entry requirements. The programmes culminate in the BA research seminar and final thesis (18 EC in total), where students refine academic skills, develop a research question, and write their final thesis with the guidance of lecturers and support from peer review. For a full overview of the curricula for both programmes, see Appendix 2.

#### *Curriculum BA Media and Culture*

In the second year of the BA Media and Culture, students choose to focus either on film, or on television and cross-media culture. Both focus areas have a mandatory set of courses, such as Film Analysis or Television Analysis, and Advanced Topics, where students may follow their own interest by choosing the themes they wish to reflect on. Students may also take more practice-based courses (e.g., Film Practices or Television Practices, each 12 EC) where they translate academic skills to a more applied context, such as editorial work. The two focus areas share the courses Media, Time and Space (6 EC), and Global Media Culture (6 EC), where they explore global media distribution, examining themes like globalisation, AI, identity, migration, and postcolonial studies. Courses in the philosophy of the humanities (two 6 EC courses) add critical reflection on how knowledge is historically constructed in media studies.

The BA Media and Culture has an English and a Dutch track. The two groups of students follow the same route. For the students in the Dutch track, their lectures are in English, but seminars and assignments are in Dutch. Due to their smaller number, students in the Dutch track have fewer choices in some courses, where

groups explore different research areas and topics. However, the panel found that students in the Dutch track are nevertheless happy with their options.

The learning trajectories in this programme were redefined in 2023-2024 to improve the curriculum's coherence in response to the previous panel's recommendations. The panel found that the intensive project of aligning all courses around the five learning trajectories has brought a great improvement. It is now much clearer what is learned in each course, its level, and how it links to previous and subsequent courses. In addition to this increased clarity, the panel finds it commendable that during a spike in student numbers, the programme nevertheless managed to keep some small-scale didactic forms in place.

#### *Curriculum BA Media and Information*

In the second year of the BA Media and Information, the curriculum splits into two separate tracks. Students specializing in Cultural Information Studies expand their theoretical knowledge of the field in courses like Introduction to Digital Humanities and Archives, and Information and Society (both 6 EC). They learn to use computational tools for studying and analyzing data and digital media in quantitative and qualitative research. Students specializing in New Media and Digital Culture expand their knowledge in year 2 with courses like New Media Theory and Histories of Digital Culture. In terms of methods and skills, students learn conventional humanities methods such as textual analysis of primary sources, methods derived from the social sciences and techniques specific to digital media analysis. Whereas the BA Media and Culture has restructured its curriculum according to learning trajectories to improve coherence, the BA Media and Information is currently in the process of doing so. Provisionally, the programme is using the same five learning trajectories as the BA Media and Culture to align course objectives and exit qualifications.

The panel heard from students that they are happy with the content of the BA programme Media and Information and that it offers them many opportunities. Students are exposed to a mix of humanities-based media studies and technical subjects that prepare them for diverse career paths. Although the panel found the programme sufficiently coherent as it is, it is also clear to the panel that this BA programme has not yet completed the restructuring of its curriculum around learning trajectories. Compared to the BA Media and Culture it is less obvious how one course builds onto another, gradually working towards the intended learning outcomes. The panel recommends that the programme move full steam ahead with the 'visible learning trajectories' project. While doing so, it should pay attention to the balance in the first year, which the BA students Media and Information largely share with the BA students Media and Culture. The feeling amongst Media and Information students is that the shared courses tend to gravitate towards topics like film and television, and that typical information topics get less attention. The panel's advice is to revisit this balance, or at least explain clearly why it is important that Media and Information students learn about culture.

Students can study Media and Information part-time, typically taking 4.5 to 6 years to complete a three-year degree. Only a few opt for this: at the time of the self-evaluation six students. The study adviser designs a personalized programme for each parttime student, adjusting the credit load per year to fit their needs. The panel is satisfied with this working method.

#### *Findings on both BA programmes*

The panel studied the curricula for both BA programmes and discussed them with students, alumni, lecturers and the programme management. It concludes that in both programmes the curriculum enables students to reach the intended learning outcomes. Teaching methods are varied, from large-group lectures to interactive learning communities. Students use digital tools such as Canvas, WooClap (interactive quizzes), FeedbackFruits, and Pitch2Peer to express and structure their ideas in various ways. Students are

encouraged to understand their own learning process, and can experiment with different learning styles by choosing different types of assignments. Students are treated as independent researchers-in-training. From the start they can follow their interest by choosing their own topics within the mandatory courses. Over time, students are given more autonomy to define their individual academic focus. In their second year they choose their focus area or track, and in their third year they have 42 EC for free choice electives, an internship or a minor, after which they choose the topic for their bachelor research project and thesis. The programmes encourage debate, knowledge application, and independent learning. The curriculum is flexible and research-led, allowing lecturers to incorporate their own research into seminars. This ensures the programme remains continuously up to date.

The panel is very positive about the content of the courses in both programmes, which it finds interesting and topical, not in the least as a consequence of their flexibility and research-driven character. The panel also appreciates that students have considerable freedom to tailor their own learning pathway, while still being assured of achieving the intended learning outcomes. In the interviews with the panel, students were on the whole very enthusiastic about the programmes. The panel heard that efforts are being made throughout the courses to actively engage with the role and impact of generative AI, which it finds laudable. The panel encourages the programme to continue on this path, and stimulate AI-literacy, not only paying attention to the usability of AI, but also to its impact and ethical aspects of its use.

The panel is satisfied with the way students are equipped for the labour market through various initiatives designed to bridge the gap between academic learning and professional practice, such as the practice oriented trajectory that runs through the curriculum - with mandatory courses emphasizing practical and creative skills, often integrated with academic skills - , the optional internships, the annual BA Career Day hosted by each of the programmes and events organized by the Media Studies student association. In 2024, a total of approximately 150 students over both programmes took an internship as an elective. Since it is not a mandatory element, students need to arrange such internships themselves. They told the panel that they felt somewhat left to their own devices in this respect. The panel discussed this with the programme management, who argued that finding an internship and applying for it is part of the learning experience. The panel grants this, but it nevertheless advises to lower the bar somewhat and offer more information and helpful pointers on internship opportunities for Dutch and non-Dutch speaking students early in the programmes. This should help students navigate the internship process with more confidence and enable them to benefit more fully from the learning opportunities it provides.

The panel welcomes the programmes steps taken by both programmes to integrate AI into the curriculum. Given the rapid developments and wide-ranging implications of AI, the panel encourages the team to take an active role in shaping its educational use. This includes not only exploring practical applications, but also embedding critical reflection on ethical, societal, and disciplinary consequences, exactly as the programmes have already stipulated. Such an approach will help students engage with AI in a responsible and informed way, and prepare them for the challenges the technology poses within and beyond their field.

#### *Language of instruction*

Both programmes are internationally oriented and have English titles, with the Dutch and English track in the BA Media and Culture interacting and the Dutch-track students gaining insight into global media besides acquiring academic skills in Dutch. The reasoning behind this is that a global perspective is essential to the programmes, since all media including Dutch media are deeply embedded in an international context. The Netherlands is home to innovative media companies that are actively contributing to the global media landscape. This results in a growing demand for media experts who possess a global perspective and have proficiency in both Dutch and English. The BA programmes prepare their students for such careers, as well as

for internationally-oriented English-language MA programmes. The option in the BA Media and Culture to study partly in Dutch is suitable for students aiming for careers in journalism or editing in the Netherlands. This track emphasizes students developing academic-level Dutch language skills, while still being introduced to the international academic field of Media Studies.

The panel agrees with language choices made for the programmes (and their titles) and the arguments behind them. The UvA has ranked first in Communication and Media Studies in the QS World University Ranking for eight years in a row. Due to this excellent reputation, the two BA programmes Media Studies at the UvA attract students from around the world. The international classroom that evolves from this – enabled by the choice of English as main language of instruction – is greatly appreciated by students and staff alike. The panel found no problems with the level of English among both students and lecturers. On the contrary, students were enthusiastic about the way intercultural communication enriched discussions during the seminars. The panel confirms that this global aspect is a strong asset of the programmes, that enhances students' ability to work in multicultural environments and prepares them for global careers.

#### *Admission*

Students from the Netherlands are admitted with a Dutch pre-university (vwo) diploma, a (propeadeutic) diploma from a university of applied sciences, or a colloquium doctum. International students must present a diploma equivalent to a Dutch pre-university diploma. No requirements apply for the profile the students have chosen in high school. There is a matching system, where prospective students work with actual first-year course material. Students found this very helpful for making informed decisions, particularly on which of the two BA programmes to choose. The panel reviewed the admission requirements and procedures for both programmes and heard that students find the programmes feasible. The panel concludes that the admission criteria and procedures are appropriate.

#### *Student support and information services*

The programme starts with a 'welcome and kick-off event', followed by an introduction period. Students consider this a highlight. It is particularly useful for international students, who are familiarized not only with their peer group but also with the city of Amsterdam. The study association 'OffScreen' supports students academically and socially, fostering community and cohesion by organizing events and activities for all students in the Media Studies cluster. In addition to the career days organized by each of the programmes, OffScreen holds general career orientation events, including the annual 'career exploration event', featuring an internship fair.

Four study advisers are active in the Media Studies cluster (which consists of two BA and two MA programmes). They help students manage their study plans and assist those whose study progress is impacted by personal circumstances. Students mentioned that the study advisers are very responsive. In addition, each first-year student is assigned a lecturer who acts as tutor, setting students on their way in the programmes. The tutor promotes social cohesion during seminars and organizes one-on-one meetings with each student twice a year to discuss how things are going. Students told the panel this works very well in the first year. In the second and third year, tutor support is scaled down. In the BA Media and Information, there is one tutor for each track, who offers continued support and guidance. In this phase, the support is given only to those students who reach out to the tutors themselves.

Thesis support is given in the BA research seminar, where students concentrate in mutually supportive groups of around 8 students, where both students and lecturers provide feedback. In the first block of the seminar (4 to 6 seminar sessions), students develop a research question and write a research plan, which are discussed and need to be approved before students can continue to block 2 of the seminar. Here, they write

their thesis. During the process, students have several one-on-one meetings with their lecturer to discuss thesis drafts and to resolve any issues that may have come up.

The panel concludes that student support meets the standard for both programmes. For the BA Media and Culture, it is a commendable achievement that in spite of large student numbers, all students feel sufficiently supported. The panel found that in this programme the tutor system is more solidified than in the BA Media and Information. Some second- and third-year students of the BA Media and Information feel that they lack guidance, particularly in an offline person-to-person form. They find the choices they face overwhelming. When the panel discussed this with the programme management, they said that the intensive tutor system the students have gotten used to in the first year simply cannot be upheld. The panel acknowledges this, but be that as it may, it signals that some students may lack the initiative to reach out to tutors who have only briefly introduced themselves at the start of the second year. The panel therefore recommends strengthening the tutoring system in the second and third year of the BA Media and Information.

The panel studied the online learning platform Canvas and found that the programmes make good use of it, offering all course materials, assignments, and resources conveniently in one place. Both students and lecturers can manage their work easily and efficiently through Canvas.

The programmes actively support diversity in the classroom, which the panel finds praiseworthy. For students with special needs various facilities are on offer, such as support for dyslexia, AD(H)D, digital and physical accessibility, and examination facilities. Since 2024, every faculty at the UvA has a Testing and Education Facilities officer, who supports the study advisers to better assist students with special support needs. The programme management of the BA programmes would like all activities to be accessible for students with physical challenges. Understandably, providing such accessibility is challenging for the faculty, since it is housed in old buildings, that cannot be easily adapted. However, the panel found that although the programme management repeatedly requested relatively simple measures such as wheelchair ramps, these requests have not yet been addressed. The panel flags this as an issue that should be resolved at the faculty level as far as possible within the physical constraints of the housing situation. The panel was happy to hear that the programmes are striving to create a Virtual Reality film lab. It encourages the programme director to continue with this development and asks the faculty to support it. Such a lab would enrich the curriculum by offering further opportunities for practical skills development, which would help prepare students to thrive in the digital media landscape of the future. The same applies to licences for innovative video editing programmes.

#### *Teaching staff*

The core Media Studies staff on permanent contracts consists of 74 people: 9 professors, 10 UHDs, 35 UDs, and 20 permanent lecturers (in 2023-2024). Of these, 80% have a University Teaching Qualification. Additionally, there are 42 temporary staff members, mostly teaching in the first year of the BA programmes. The Media Studies staff is a diverse community: 52% are foreign nationals, and 76% are under 50, with 29% under 35. Many staff members are internationally renowned researchers and (co-)founders of influential networks. Teaching in Media Studies is highly collaborative. Course coordinators lead teaching teams and ensure consistency in class content, assessment, and grading. Regular meetings of these teams provide a platform for input and feedback, fostering quality improvement and supporting new lecturers. Short-term staff can follow the first part of the trajectory for a University Teaching Qualification, which offers training in teaching methods. The university offers an educational leadership programme, aimed at enhancing professional development for lecturers in leadership roles. The Teaching & Learning Centre at the UvA supports educational innovation and knowledge-sharing among lecturers.

The panel is impressed by the quality of the lecturers in the BA programmes, in particular by their strong commitment, reflexive attitude and team spirit. Particularly in the BA Media and Culture, it is obvious that the learning trajectory project that the lecturers have gone through forged them into a close-knit team. It is clear to the panel that the strong international reputation of the programmes attracts talent from far and wide, which in turn creates a flywheel effect and attracts even more highly reputed researchers. It is therefore no surprise that in both programmes the students hold their lecturers in high regard. The lecturers each have a strong and autonomous research profile, which inspires the students. The panel is satisfied with the level of professionalization of the lecturers and the chances they have for further development.

### Considerations

The panel issues a positive assessment of the BA programmes Media and Culture and Media and Information at the UvA. It praises the engaging, research-driven curriculum, which is flexible enough to be constantly updated and reflect current developments while still ensuring that students achieve the intended learning outcomes. The freedom students have to choose their own focus in the programmes is another strength of the programme. The panel was pleased that both programmes actively address the implications of generative AI, and recommends continuing to foster AI literacy—not only in terms of practical use, but also regarding ethical and societal dimensions. In response to earlier recommendations, the BA Media and Culture recently restructured its curriculum by clearly defining five learning trajectories. This has significantly improved coherence: students and staff now better understand how courses relate to each other and build on one another. Despite a surge in enrolment, the programme has managed to retain small-scale, interactive teaching formats. Students in the BA Media and Information reported being content with the programme’s blend of media theory and technical skills. However, the panel found that this curriculum could be more clearly structured. The sequencing of courses and progression towards learning goals would benefit from further clarification. The panel therefore recommends prioritizing the ongoing restructuring project. It notes that Media and Information students feel their field is underrepresented in the courses they share with students in the BA Media and Culture in the first year, and encourages the programme either to adjust the content or justify its current design more explicitly.

The panel supports the rationale for offering both programmes primarily in English. Both programmes benefit from an international student body and staff. Students highly appreciate the intercultural exchanges this enables. Admission policies are appropriate, and students consider the programmes feasible. Student support is adequate overall, though the Media and Information programme should strengthen its second- and third-year tutoring system. Finally, the panel applauds the high quality and commitment of the teaching staff.

### Conclusion

The panel concludes that the bachelor’s programmes Media and Culture and Media and Information meet standard 2.

## Standard 3. Student assessment

The programme has an adequate system of student assessment in place.

### *Assessment policy and practice*

The assessment in both programmes follows the assessment policy framework of the University of Amsterdam. The programme assessment plan links the assessment methods, course learning objectives, learning trajectories, learning trajectory aims, and programme exit qualifications. Each course has a syllabus outlining learning objectives and assessments, guaranteeing transparency and alignment. The Media Studies

programmes use a wide variety of assessment forms. Most courses end with a written assignment, such as a final paper or research report. First-year courses feature more knowledge-testing exams, but application of knowledge, reflection, writing, and argumentation skills are tested as well. The programmes explore innovative assessment forms, pioneering digital exams and integrating video essays into the thesis process. The 'Practices' learning trajectory, introduced in both programmes in 2023-2024, encourages practical skills and creativity through podcasts, blogs, exhibitions, and video essays. The assessment plan contains both summative and formative assessments. Formative assessments are often weekly pass/fail tasks that help students engage with content on a regular basis. These assessments allow students to better retain and apply knowledge, while reducing the tendency to focus solely on high-stakes, summative assessments at the end of the course. Students in the Dutch track in the Ba Media and Culture may do most of their assessments in Dutch.

Assessment moments are evenly distributed throughout the year to promote manageability and prevent clustering. Students receive feedback through multiple channels, such as written feedback via SpeedGrader on Canvas. Review sessions allow further discussion of results and clarification. The course coordinator ensures that course manuals clarify in which instances the use of AI in the course is permitted (for instance in assignments about AI), while the Teaching & Learning Centre offers lecturers workshops and instructions on how to make course assessment AI proof.

Clear assessment criteria, answer models, and the four-eyes principle ensure reliable assessments in both programmes. Summative assessments are never designed or reviewed individually; multiple assessors contribute to the evaluation process. For quality assurance, assessment records are compiled after completion of the course, consisting of at least the syllabus, the assessments, answer keys and grading forms. The assessment records are stored in a central archive and can be consulted by the Examinations Board and the Assessment Committee. Lecturers consult colleagues during the preparation of assessments when necessary. Internships are assessed with pass or fail, on the basis of the internship plan and subsequent reports such as the midterm report and the final report.

The panel studied the assessment plan and the way it is applied in the courses. It concludes that assessment methods and practices are up to standard. The assessment methods are diverse, well-structured and in some instances innovative. The assessment criteria for each course are clearly communicated via the study guide and Canvas. Students receive detailed feedback through written comments, helping them improve their academic performance. The panel appreciates that final grades are monitored for trends and irregularities, and encourages the programmes to continue this practice. Regarding generative AI and large language models, the panel considers it a positive development that policies are already in place to address the challenges these technologies pose for assessment. It encourages the programmes to continue engaging with these issues proactively, especially given their strong relevance to the content of both Media Studies programmes.

#### *Assessment of BA theses*

The graduation handbook describes the requirements for the final project and agreements concerning the supervision, assessment, deadline and resit. It also includes a reference to the assessment forms. The quality of theses assessment is ensured in three ways. First, the four-eyes principle is applied. Each thesis is assessed by the supervisor and a second examiner from the staff. The second examiner leads the grading process. If there is disagreement between the first and second examiner, the course coordinator assigns a third reader who considers the thesis and both examiners' arguments before finalizing the assessment and assigning a grade. Second, all final projects are evaluated using an assessment form prepared by the course coordinator and Examinations Board. This form includes compulsory criteria such as research question, scientific

framework, argument construction, and conclusion, while leaving space for individual feedback. A grading matrix supports examiners in their assessment of the thesis. Calibration sessions among faculty members are another instrument that helps maintain uniform grading standards. Finally, the Examinations Board conducts annual thesis reviews using a sample of theses and assessment forms. This review ensures that assessments are justified and judgments are well-explained.

The panel concludes that the thesis evaluation process is structured and rigorous. It studied samples of theses in both programmes, together with their assessment forms. It found that the feedback on the assessment forms is detailed, ensuring that students understand their strengths and areas for improvement. Supervisors provide students with clear guidelines on research methodology, argumentation, and academic writing. The panel found that grades for theses in the BA Media and Culture are relatively high, and discussed this with the staff. The panel heard that there is indeed a peak in the grading, which coincides with an influx of international students. Not only are they highly motivated and therefore perform well, they also come from (and return to) a different grading culture, where high grades such as A and A+ are not uncommon. Therefore, one explanation for the high grades is the influx of well-motivated international students, a second explanation is that with both the staff and student population becoming increasingly international, the grading culture changes as well, with the full spectrum being used, including the highest marks. The panel is satisfied with this explanation of the high grades in the BA Media and Culture. It is also reassured by the fact that the programmes systematically monitor and analyze the grades.

At around 10,000 words, the required length of the theses in both BA programmes is substantial compared to similar BA programmes in the Netherlands, as is the number of 18 EC spent on them. The panel discussed this with the students and found that they appreciate the thesis project forming a considerable part of their BA programme. They value the opportunity to explore a topic in depth and showcase their research skills. The current set-up of the bachelor research seminar seems a good choice for now. Should feasibility become a concern at any point, then adjusting the scope of the thesis trajectory is a valid option.

#### *Examinations Board*

As of September 2022, there is one Examinations Board for the Faculty of Humanities at the UvA. It consists of a chair, eight members and one external member. Each of the internal members chairs a cluster, which holds a number of related programmes. The BA and MA programmes in Media Studies form a cluster, and are represented in the Examinations Board by one of its eight internal members, who also chairs the cluster. The BA Media and Culture has four delegates in the cluster, the BA Media and Information has two; there is one delegate for each track. Whereas the Examinations Board has a wide span of control, the delegates in the clusters operate at a local level and support the cluster chair by checking the assessment programmes and their execution in specific tracks; they also advise on programme-specific issues and deal with complaints or reports of alleged plagiarism. The Examinations Board is convened every six weeks. Its members (the cluster chairs) then compare experiences, challenges and practices. This promotes consistency and continuous improvement of assessment throughout the faculty.

The Examinations Board is responsible for appointing examiners in the programmes. It contributes to the professionalisation of lecturers and programme directors by organizing training courses and knowledge-sharing meetings. The Examinations Board checks the quality of thesis assessment by drawing a sample of five to ten percent of theses from each programme each year. The safeguarding of other types of assessment in the programmes is delegated to the Assessment Committee. This faculty-wide committee was established alongside the new setup of the faculty-wide Examinations Board in September 2022, to support the Examinations Board. It consists of three assessment specialists and performs extra quality checks in addition

to the checks done by the clusters. The Assessment Committee meets every month. It selects certain topics to investigate, based on the issues at play within the faculty as reflected in for instance complaints.

The panel considers the division of responsibilities between the Examinations Board, clusters, and Assessment Committee to be clear and justifiable. It talked to the chair of the Examinations Board, the chair of the Media Studies cluster within the Board and a member of the Assessment Committee. It found these representatives capable and clearly aware of their responsibilities. The panel heard that the Examinations Board approaches the programme director whenever it finds any irregularities and that its advice is taken seriously. The panel therefore concludes that the Examinations Board (with the help of cluster delegates and Assessment Committee) safeguards the quality of assessment within the programmes in an appropriate manner. In doing so, it fulfils its statutory duty.

The panel flags two issues that are beyond the remit of the Media Studies programme management, but could be taken up by the Faculty of Humanities. First, the faculty could consider tasking the Assessment Committee with systematically reviewing course assessments through periodic sample checks—similar to the way thesis assessments are routinely monitored by the Examinations Board. It is the panel’s conviction that such proactive checks (at the cluster level) reduce the risk of flawed assessments, complaints, or appeals later in the process, and are therefore more effective than reactive investigations as are currently undertaken by the Assessment Committee. Secondly, the panel suggests a new topic for the Assessment Committee to investigate: the assessment of internships. In the panel’s view, given the importance of internships within the programmes, their assessment methods, criteria, and the roles of internal and external examiners warrant closer scrutiny.

#### Considerations

The panel finds that assessment in both BA programmes is well-organized, diverse, and sometimes innovative. Criteria are clearly communicated, and students receive detailed feedback. Thesis evaluation is rigorous, with transparent procedures and thorough feedback. High thesis grades in the BA Media and Culture are plausibly linked to the influx of motivated international students; grade patterns are closely monitored. The division of responsibilities between the Examinations Board, the clusters that support it, and Assessment Committee is clear and effective. The Examinations Board fulfils its statutory duty. The panel advises the Faculty of Humanities at the UvA to consider more proactive monitoring of course assessments by the Assessment Committee and closer scrutiny of internship assessment, given its important role in the programmes.

#### Conclusion

The panel concludes that the bachelor’s programmes Media and Culture and Media and Information meet standard 3.

### Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

#### Findings

##### *Theses*

The panel studied samples of the BA theses in both programmes. For the BA Media and Culture, it found the level high, demonstrating that that students successfully meet the intended learning outcomes. The theses are well-structured and show evidence of independent research, critical analysis, and engagement with

contemporary media debates. Many BA theses in this programme incorporate interdisciplinary methods, drawing from media studies, sociology, history, and cultural analysis. It struck the panel that whatever the topic, most theses place it in a well-grounded historical perspective. This demonstrates not only historical insight but also intellectual command and critical distance. For the BA Media and Information as well, the panel found the quality of BA theses consistently high, demonstrating that students successfully achieve the programme's ambitious learning outcomes. The theses in this programme are methodologically robust, show academic depth and focus on topics that are relevant to current societal issues.

### *Careers*

From both BA programmes in Media Studies, about half of the graduates continue their studies at the UvA. Others pursue education at other Dutch universities or abroad, while some graduates enter the professional field directly. From the documentation and its discussion with MA students, the panel has the impression that graduates of the BA programmes in Media Studies at the UvA smoothly transition into relevant master's programmes. Informal monitoring shows that Media and Culture graduates eventually find opportunities in film, cross-media productions, cultural institutions, and commercial media research. Graduates from the Media and Information programme enter into cultural institutions, and commercial media research as well; besides having strong job prospects in the media and in the IT sector. The panel concludes that both programmes provide a strong foundation for both professional work and further study at the master's level.

### Considerations

Based on the performance of alumni and the level of the final projects, the panel concludes that graduates of the bachelor's programmes achieve the intended learning outcomes. The panel found the theses in-depth and of high level, and alumni do well in related master's programmes and eventually in the professional field.

### Conclusion

The panel concludes that the bachelor's programmes Media and Culture and Media and Information meet standard 4.

### General conclusion

The panel's assessment of both programmes is positive.

### Recommendations for the BA Media and Information

1. Proceed decisively with the 'visible learning trajectories' project, make the coherence in the curriculum more explicit.
2. Strengthen second- and third-year tutoring to ensure all students feel supported in their decision-making.

## Appendix 1. Intended learning outcomes

### **Bachelor's programme Media and Culture**

#### *Knowledge and understanding*

K1. The student has demonstrably acquired knowledge of and insight into the field of study of the degree programme. Insofar as this discipline was also taught during the student's secondary education, this acquired knowledge must build on and supplement the level achieved during secondary education. In particular, the student has acquired the knowledge and insights set out below.

K2. The student has demonstrable knowledge of and insight into the philosophical backgrounds and the academic history of the humanities in general and of their own discipline in particular. The philosophical backgrounds and the academic history of the humanities in one's own discipline concern: relevant classic and contemporary theories, research topics and research methods for the study of media and culture, including film studies, television studies, cross media culture studies, and global media studies.

K3. The student has demonstrable knowledge of and insight into the core principles of the main subject areas/disciplines of the degree programme and into some specialised components of the field of study of the degree programme and/or components of other fields of study.

The core principles and specialised components of the main subject areas/disciplines concern: the core principles of film studies, television studies, cross media culture studies, and global media studies.

K4. The student has demonstrably acquired knowledge of and insight into important themes in the scientific practice and/or scientific debate within the fields of study/disciplines of the degree programme.

These themes concern:

media and culture in relation to questions of globalisation, digitisation, aesthetics, industries and infrastructures, technologies, political economy, cultural identity, representation, cultural politics, circulation and transmission, media audiences, media production and the historical development of media and culture, amongst others.

K5. The student has demonstrably acquired knowledge of the body of concepts and the most important research methods and techniques within the fields of study/disciplines of the degree programme. The body of concepts and research methods and techniques concern:

important classic and contemporary theories and methods of the fields and disciplines of the Media and Culture programme, namely film studies, television studies, cross-media culture studies, and global media studies. These include methods (such as textual analysis and audience research) and concepts related to structuralism, poststructuralism, culturalism, and new materialism, amongst others.

#### *Applying knowledge and understanding*

A1. The student has demonstrable skills that are essential to practising the subject areas/disciplines of the Media and Culture degree programme. These skills concern:

research skills, writing skills, argumentation skills, analysis skills, presentation skills, planning skills, being able to adopt an academic stance and follow academic conventions, being able to adopt a professional attitude, being able to position oneself in an academic debate, critical thinking, close reading, collaboration, creative and media production skills, reflection skills, such as being able to reflect on one's own position, being able to reflect on the ethical implications of a research project, being able to reflect on the form and content of media texts, and being able to reflect on the social and cultural impact of media and their various applications.

A2. The student is able to apply knowledge and understanding of the philosophical background and the academic history of the humanities into research.

The ability to apply this knowledge and understanding is demonstrated by:

having students apply knowledge and understanding of the philosophical background and the academic history of the humanities across various assignments and forms of assessments (written assignments, creative assignments, presentations, examinations, etc.) to study issues related to media and culture. Students learn to select and apply the appropriate methods and theories they need to conduct research on media texts, media histories, audience and production practices, programme formats, genres and other cultural forms, in order to form argumentations about, for instance, the representation of cultural identity, media aesthetics, or the production and the use of media in crossmedia and international contexts.

A3. The student is capable of applying their knowledge and understanding to subject-specific questions in a manner that indicates a professional approach to fields of work/professions related to the discipline, and has competences typically demonstrated through devising and sustaining arguments and solving problems within the field of study.

The ability is demonstrated by:

the capability of the student to independently take on new theories, knowledge and applications within the subject area and to integrate these into their professional practice to analyse and solve problems; the ability of the student to give and receive feedback.

A4. The student is capable of linking relevant developments in the field of study to their own research plan and can apply a number of analysis techniques and research methods.

These analysis techniques and research methods concern:

analysis techniques and methods of the fields and disciplines of the Media and Culture programme (film studies, television studies, cross-media culture studies, and global media studies). Methods include textual analysis (e.g., formal analysis, discourse analysis, close reading, genre analysis), and production and audience research (e.g. interviewing), amongst others.

A5. The student is capable of applying knowledge acquired during the degree programme in both theoretical and practical contexts that are typical of the fields of study/disciplines of the degree programme.

These context and application concern:

applying theories and methods in the field of media studies to both abstract, theoretical, and more practical and concrete problems and questions related to media and culture.

### *Judgement*

J1. The student is capable (in the field of study of the degree programme) of gathering relevant information and/or data in accordance with academic standards, and can analyse and interpret this information in order to form judgements that are partially based on an analysis of relevant academic and – insofar as applicable – societal and/or ethical aspects.

These judgements are evident from:

the student's ability to gather, analyse, and interpret relevant information and/or data in accordance with academic standards, in order to critically assess developments in the fields of the Media and Culture programme and in the current media landscape. These judgements are also evidenced by the ability of the student to assess the societal, cultural, social, and political consequences of these developments.

J2. The student is able to interpret and form judgements based on publications in the field of study of the degree programme which are written in English or the language of instruction of the degree programme.

These judgements are evident from:

the student's ability to interpret and close-read English-language literature published within the fields/disciplines of the Media and Culture programme, and use insights from these publications to form their own judgements and arguments.

J3. The student is able to judge the position of their own field relative to other disciplines within the humanities and related disciplines outside of the humanities.

These judgements are evident from:

the student's ability to position the fields/disciplines of the Media and Culture programme within the humanities more broadly, and to distinguish the discipline from related disciplines outside the humanities (such as Communication Science); the student's ability to judge this position.

#### *Communication*

C1. The student is capable of conveying information, considerations and analyses in written and oral form in accordance with academic standards to an audience of future specialists in the field of study of the degree programme.

The academic level is evident from:

the student's ability to clearly communicate ideas, knowledge, research results, and project proposals in both written and oral form, to scholars, peers and general audiences, using a variety of different media forms in support of that communication.

C2. The student demonstrates the ability to report in correct written and spoken English the skills essential to practising the subject areas/disciplines of the 24-25 OER Part B BA Media and Culture degree programme.

The level is evidenced by:

the student's ability to communicate ideas, insights, research results or project proposals in correct English (both spoken and written) to scholars, peers, and laypersons.

#### *Learning skills*

L1. The student has the necessary learning skills to pursue an advanced programme that presupposes a higher level of autonomy.

These learning skills concern:

critical thinking, critical reflection and evaluation, self-direction and self-motivation, close reading, problem solving, good planning and time management, structuring, concretisation, receiving feedback, handling criticism, communication skills, collaboration skills, being able to adopt an independent and professional attitude, the ability to contextualise media forms and theories historically, the ability to independently take on new theories, knowledge, and applications, within the subject area.

L2. The student has gained experience with group work and is based on that capable of reflecting on their own functioning in a group.

This group work involves:

collaborating with peers on written assignments, presentations, creative assignments, and media productions (for the modules Film and Television Practices only).

L3. The student has demonstrated that they possess the learning and planning skills that are necessary to complete the units of study and the associated assignments within the time set for this purpose.

These skills are evidenced by:

the student's ability to complete assignments and tests / examinations to a satisfactory level within a set time period (meeting a deadline).

### ***Bachelor's programme Media and Information***

#### *Knowledge and understanding*

K1. The student has demonstrably acquired knowledge of and insight into the field of study of the degree programme. Insofar as this discipline was also taught during the student's secondary education, this acquired knowledge must build on and supplement the level achieved during secondary education. In particular, the student has acquired the knowledge and insights set out below.

K2. The student has demonstrable knowledge of and insight into the philosophical backgrounds and the academic history of the humanities in general and of their own discipline in particular.

The philosophical backgrounds and the academic history of the humanities in one's own discipline concern:

for the track **Cultural Information Studies**: the concepts, theories, historical lineages, and research methods of archival and information studies and digital humanities.

for the track **New Media and Digital Culture**: the concepts, theories, historical lineages, and research methods of new media and digital culture.

K3. The student has demonstrable knowledge of and insight into the core principles of the main subject areas/disciplines of the degree programme and into some specialised components of the field of study of the degree programme and/or components of other fields of study.

The core principles and specialised components of the main subject areas/disciplines concern:

for the track **Cultural Information Studies**: the core principles of archival and information studies and digital humanities.

for the track **New Media and Digital Culture**: the core principles of the study of new media and digital culture.

K4. The student has demonstrably acquired knowledge of and insight into important themes in the scientific practice and/or scientific debate within the fields of study/disciplines of the degree programme. These themes concern:

for the track **Cultural Information Studies**: the use and reuse of information genres such as print and audio-visual media, archives, libraries, digital media and others by diverse groups of users, and the broader impact thereof; cultural information genres from oral and print culture to present day media; archives and archival practices; library and information management practices; programming concepts and basic programming and data analysis techniques relevant to humanities research; and associated academic and theoretical debates around these topics, amongst others.

for the track **New Media and Digital Culture**: historical development of new media technologies; critical approaches to digital technologies in relation to issues of political economy, infrastructures, materiality, surveillance, and user practices; digital cultures and algorithmic imaginaries; theoretical and philosophical debates on media and technology, amongst others.

K5. The student has demonstrably acquired knowledge of the body of concepts and the most important research methods and techniques within the fields of study/disciplines of the degree programme. The body of concepts and research methods and techniques concern:

for the track **Cultural Information Studies**: concept and theories of the fields and disciplines of archival and information studies and digital humanities. Regarding methods, cultural Information Studies is centred on the application of scientific research methods to the digital, using data-driven research tools and methods. It embraces computational tools, not only as objects of study, but also as a tool for research and analysis. The programme introduces a wide range of empirical research methods and digital research techniques that students use to measure and study key aspects of media, data and information use, its users and the impact on them. Digital tools are also used to extract meaningful patterns and insights from massive datasets ranging from the digitally native, to digitized collections and online archives.

for the track **New Media and Digital Culture**: concept and theories of the fields and disciplines of new media and digital culture. Regarding methods, students learn to use both conventional humanities methods, but also methods specific to the analysis of new media and digital culture, such as digital methods (i.e., methods may be said to have been born digital), platform studies approaches, walkthrough method, amongst others, to study online objects and subject matters, such as Internet censorship, apps, archived websites, search engines, Wikipedia, and platforms such as YouTube and X.

#### *Applying knowledge and understanding*

A1. The student has demonstrable skills that are essential to practising the subject areas/disciplines of the Media and Information degree programme. These skills concern: research skills, writing skills; argumentation skills; analysis skills; presentation skills; planning skills; being able to adopt an academic stance and follow academic conventions; critical thinking, being able to adopt a professional attitude; being

able to work in multidisciplinary teams and environments; being able to position oneself in an academic debate; critical thinking; collaboration; creative and media production skills; reflection skills, such as being able to reflect on one's own position, being able to reflect on the ethical implications of a research project. Additionally, for the track **Cultural Information Studies**: being able to reflect on the consequences of diverse genres of information; digital media skills, such as coding skills, developing custom applications, data analysis and visualization skills. For the track **New Media and Digital Culture**: being able to reflect on the societal and cultural impact of new media and their diverse applications, digital media skills such as collecting and managing digital data, interpreting and analyzing new media data, visualizing research output, building an online following, data security skills, multimedia skills, digital storytelling skills.

A2. The student is able to apply knowledge and understanding of the philosophical background and the academic history of the humanities into research. The ability to apply this knowledge and understanding is demonstrated by: having students apply knowledge and understanding of the philosophical background and the academic history of the humanities in various assignments and assessments (written assignments, creative assignments, presentations) to study issues related to cultural information studies (track CIS) or new media and digital culture (track NMDC) and to translate concrete and abstract questions on new media and digital culture into specific historical, empirical or theoretical research questions. Students specifically learn to apply their knowledge and understanding in a manner that indicates a professional approach to their work. Their competences are demonstrated through devising and sustaining arguments and addressing problems within their field of study in order to conduct research into the historical development, production, content, use, and consequences of information (track CIS) or new media (track NMDC).

A3. The student is capable of applying their knowledge and understanding to subject-specific questions in a manner that indicates a professional approach to fields of work/professions related to the discipline, and has competences typically demonstrated through devising and sustaining arguments and solving problems within the field of study. The ability is demonstrated by: The ability is demonstrated by: the capability of the student to independently take on new theories, knowledge and applications within the subject area and integrating these into their professional practice to analyse and solve problems; the ability of the student to give and receive feedback.

A4. The student is capable of linking relevant developments in the field of study to their own research plan and can apply a number of analysis techniques and research methods. These analysis techniques and research methods concern:

For the track **Cultural Information Studies**: methods and analysis techniques of the fields and disciplines of archival and information studies and digital humanities. Cultural Information Studies is centred on the application of scientific research methods to the digital, using data-driven research tools and methods. It embraces computational tools, not only as objects of study, but also a tool for research and analysis and a wide range of empirical research methods and digital research techniques that students to measure and study key aspects of media, information use, its users and the impact on them. Digital tools are also used to extract meaningful patterns and insights from massive datasets.

For the track **New Media and Digital Culture**: methods and analysis techniques of the fields and disciplines of new media and digital culture. Students learn to use both conventional humanities methods, but also methods specific to the analysis of new media and digital culture, such as digital methods (i.e., methods may be said to have been born digital), platform studies approaches, walkthrough method, amongst others, to study online objects and subject matters, such as Internet censorship, apps, archived websites, search engines, Wikipedia, and platforms such as YouTube and X.

A5. The student is capable of applying knowledge acquired during the degree programme in both theoretical and practical contexts that are typical of the fields of study/disciplines of the degree programme. These context and application concern:

For the track **Cultural Information Studies**: Applying theories and methods in the field of archival and information studies and digital humanities, not only to conduct academic research, but also to solve

problems that can be encountered in practical contexts like public institutions (on municipal and national level), archives, and third-sector organizations.

For the track **New Media and Digital Culture**: Applying theories and methods from new media and digital culture, not only to conduct academic research, but also to solve problems that can be encountered in practical contexts like media businesses and civil society organizations.

### *Judgement*

J1. The student is capable (in the field of study of the degree programme) of gathering relevant information and/or data in accordance with academic standards, and can analyse and interpret this information in order to form judgements that are partially based on an analysis of relevant academic and – insofar as applicable – societal and/or ethical aspects. These judgements are evident from: the student's ability to gather, analyse and interpret relevant information and/or data to inform judgements that include reflection on relevant social, scientific or ethical issues, in order to (a.) critically interpret research results and outcomes, (b.) draw conclusions in contemporary academic and societal discussions on information and the computational study of culture (track CIS) or new media and digital culture (track NMDC) on the basis of substantiated argumentation, and (c.) critically reflect on the societal and cultural impact of information and the computational study of culture (track CIS) or new media (track NMDC) and their diverse applications.

J2. The student is able to interpret and form judgements based on publications in the field of study of the degree programme which are written in English or the language of instruction of the degree programme. These judgements are evident from: the student's ability to interpret and closely-read English-language literature published within the fields/disciplines of the Media & Information programme and use insights from these publications to form own judgements.

J3. The student is able to judge the position of their own field relative to other disciplines within the humanities and related disciplines outside of the humanities. These judgements are evident from: the capability to differentiate between their own field and programme (new media and digital culture or cultural information studies) and fields such as computer science or communication science. At the same time, the student is able to recognize the interdisciplinary nature of their field and identify the points of intersection and overlap with related fields.

### *Communication*

C1. The student is capable of conveying information, considerations and analyses in written and oral form in accordance with academic standards to an audience of future specialists in the field of study of the degree programme. The academic level is evident from: the student's ability to clearly communicate ideas, knowledge, research results, and project proposals in both written and oral form, to scholars, peers and general audiences, using a variety of different media forms in support of that communication.

C2. The student demonstrates the ability to report in correct written and spoken English the skills essential to practising the subject areas/disciplines of the 24-25 OER Part B BA Media and Information degree programme. The level is evidenced by: the student's ability to communicate ideas, insights, research results or project proposals in correct written and spoken English to scholars, peers and lay people.

### *Learning skills*

L1. The student has the necessary learning skills to pursue an advanced programme that presupposes a higher level of autonomy. These learning skills concern:

For the track **Cultural Information Studies**: an awareness of professional and research ethics in media and information; critical thinking, reflection, close reading, evaluation, self-direction and self-motivation, problem-solving, planning and time management, structuring, concretisation, receiving feedback, handling criticism, the ability to contextualise media forms, theories, and genres of information, historically,

communication skills, collaboration skills, being able to adopt an independent and professional attitude, the ability to independently take on new theories, knowledge and applications within the subject area.

For the track **New Media and Digital Culture**: critical thinking, critical reflection and evaluation, self-direction and self-motivation, close reading, problem solving, good planning and time management, structuring, concretisation, receiving feedback, handling criticism, awareness of research ethics, communication skills, collaboration skills, being able to adopt an independent and professional attitude, the ability to contextualise media forms and theories historically, the ability to independently take on new theories, knowledge, and applications, within the subject area.

L2. The student has gained experience with group work and is based on that capable of reflecting on their own functioning in a group. This group work involves: collaborating with peers on written assignments, presentations, and creative assignments (i.e., assignments that encourage students to demonstrate their learning and/or synthesize information or course materials in creative ways, for instance through making a podcast, writing a blog, or creating a virtual museum exhibit).

L3. The student has demonstrated that they possess the learning and planning skills that are necessary to complete the units of study and the associated assignments within the time set for this purpose. These skills are evidenced by: the student's ability to satisfactorily complete assignments and tests within the set deadline.

## Appendix 2. Programme curriculum

### Bachelor's programme Media and Culture

Year 1		
Semester 1		
Block 1	Block 2	Block 3
Living Information (6 EC)	Media Culture in Transformation (6 EC)	Doing Media Studies 1 (6 EC)
Media Aesthetics (12 EC)		

Year 1		
Semester 2		
Block 1	Block 2	Block 3
Media Theory (6 EC)	Current Themes in Media Studies (6 EC)	Doing Media Studies 2 (6 EC)
Media Research (12 EC)		

Table 2: Programme Media and Culture, first year

Year 2: Television and Cross-Media Culture focus area		
Semester 1		
Block 1	Block 2	Block 3
Global Media Culture (6 EC)	Restricted choice electives: Advanced Topics in Media and Culture - Television (12 EC)	
Restricted choice electives: Television Analysis (12 EC)		

Year 2: Television and Cross-Media Culture focus area		
Semester 2		
Block 1	Block 2	Block 3
Philosophy of the Humanities 1: Media Studies (6 EC)	Philosophy of the Humanities 2: Media and Culture (6 EC)	
Media, Time, and Space (6 EC)	Restricted choice electives: Television Practices (12 EC)	

Table 3: Programme Media and Culture, TVCM stream, year 2

Year 2: Film focus area		
Semester 1		
Block 1	Block 2	Block 3
Global Media Culture (6 EC)	Restricted choice electives: Film Analysis (12 EC)	
Restricted choice electives: Film Practices (12 EC)		

Year 2: Film focus area		
Semester 2		
Block 1	Block 2	Block 3
Philosophy of the Humanities 1: Media Studies (6 EC)	Philosophy of the Humanities 2: Media and Culture (6 EC)	
Media, Time, and Space (6 EC)	Restricted choice electives: Advanced Topics in Media and Culture - Film (12 EC)	

Table 4: Programme Media and Culture, Film stream, year 2

Year 3		
Semester 1		
Block 1	Block 2	Block 3
Free choice electives (incl. internship/minor/study abroad opportunity)		
Research Seminar and Bachelor's Thesis Media and Culture (18 EC), students can enroll in semester 1 OR 2		

Year 3		
Semester 2		
Block 1	Block 2	Block 3
Free choice electives (incl. internship/minor/study abroad opportunity)		
Research Seminar and Bachelor's Thesis Media and Culture (18 EC), students can enroll in semester 1 OR 2		

Table 5: Programme Media and Culture, year 3

## Bachelor's programme Media and Information

Year 1		
Semester 1		
Block 1	Block 2	Block 3
Living Information (6 EC)	Media Culture in Transformation (6 EC)	Doing Media Studies 1 (6 EC)
Analysing Digital Culture (12 EC)		

Year 1		
Semester 2		
Block 1	Block 2	Block 3
Media Theory (6 EC)	Current Themes in Media Studies (6 EC)	Doing Media Studies 2 (6 EC)
Media Research (12 EC)		

Table 1: Programme Media and Information, year 1

Year 2: Cultural Information Studies		
Semester 1		
Block 1	Block 2	Block 3
Introduction to Digital Humanities (6 EC)	Digital Methods and Information Analytics (12 EC)	
Archives, Information and Society (12 EC)		

Year 2: Cultural Information Studies		
Semester 2		
Block 1	Block 2	Block 3
Philosophy of the Humanities 1: Media Studies (6 EC)	Philosophy of the Humanities 2: Media and Information (6 EC)	
Coding the Humanities (6 EC)	Data-Driven Research & Digital Humanities Lab (12 EC)	

Table 2: Programme Media and Information: Cultural Information Studies, year 2

Year 2: New Media and Digital Culture		
Semester 1		
Block 1	Block 2	Block 3
New Media Theory (6 EC)	Digital Methods and Information Analytics (12 EC)	
Digital Practices (12 EC)		

Year 2: New Media and Digital Culture		
Semester 2		
Block 1	Block 2	Block 3
Philosophy of the Humanities 1: Media Studies (6 EC)	Philosophy of the Humanities 2: Media and Information (6 EC)	
Data Journalism (6 EC)	Histories of Digital Culture (12 EC)	

Table 3: Programme Media and Information: New Media and Digital Culture, year 2

Year 3		
Semester 1		
Block 1	Block 2	Block 3
Free choice electives (incl. internship/minor/study abroad opportunity)		
Research Seminar and Bachelor's Thesis Media and Information (18 EC), students can enroll in semester 1 OR 2		

Year 3		
Semester 2		
Block 1	Block 2	Block 3
Free choice electives (incl. internship/minor/study abroad opportunity)		
Research Seminar and Bachelor's Thesis Media and Culture (18 EC), students can enrol in semester 1 OR 2		

Table 4: Programme Media and Information, year 3

## Appendix 3. Programme of the site visit

### Monday 10 March 2025

<i>Time</i>	<i>Interview</i>
10:00 10:45	Panel arrival / welcome with <i>informatiemarkt</i>
10:45 11:00	Closed panel meeting
11:00 11:30	Faculty management
11:30 12:15	Management Bachelor Programmes
12:15 13:30	Closed panel meeting and lunch
13:30 14:15	Students B Media and Culture (incl. Programme Committee & alumni)
14:15 15:00	Students B Media and Information (incl. Programme Committee & alumni)
15:00 15:30	Closed panel meeting
15:30 16:15	Teaching staff B Media and Culture (incl. Programme Committee)
16:15 17:00	Teaching staff B Media and Information (incl. Programme Committee)
17:00 17:30	Closed panel meeting

### Tuesday 11 March 2025

<i>Time</i>	<i>Interview</i>
08:45 10:45	Closed panel meeting
10:45 11:30	Programme management M Media Studies (60 EC)
11:30 12:15	Students M Media Studies (60 EC, incl. Programme Committee & Alumni)
12:15 12:30	Break
12:30 13:15	Teaching staff MA Media Studies (60 EC, incl. Programme Committee)
13:15 14:15	Closed panel meeting and lunch
14:15 15:00	Programme management M Media Studies (90 EC)
15:00 15:45	Students M Media Studies (90 EC, incl. Programme Committee & Alumni)
15:45 16:00	Break
16:00 16:45	Teaching staff MA Media Studies (90 EC, incl. Programme Committee)
16:45 18:00	Closed panel meeting

**Wednesday 12 March 2025**

<i>Time</i>	<i>Interview</i>
09:00 09:45	Programme management M Communication and Information Studies
09:45 10:30	Students M Communication and Information Studies (incl. Programme Committee & Alumni)
10:30 10:45	Break
10:45 11:30	Teaching staff M Communication and Information Studies (Incl. Programme Committee)
11:30 12:15	Examinations Board
12:15 15:00	Closed panel meeting and lunch
15:00 15:45	Final interview management <u>all</u> Programmes
15:45 16:15	Closed panel meeting
16:15 17:15	Development dialogue
17:15 17:30	Main findings presented by panel chair
17:30	<i>Drinks</i>

## Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses of the bachelor's programme Media and Culture. Information on the theses is available from Academion upon request.

The panel also studied other materials, which included:

- Self-evaluation Report
- Faculty wide Teaching and Examination Regulations document
- A programme specific Teaching and Examination Regulations document
- Programme Assessment Plan BA Mediastudies 2024
- Learning trajectories and demonstration of the Media and Culture Visible Learning Trajectories tool
- Manual Visible Learning Trajectories tool
- Learning Trajectories swot and action plan
- Thesis assessment form
- Key figures B Media en cultuur 2024-2025
- Report of the previous accreditation
- Thesis Assessment Rubric
- Annual reports Examination Board
- Documentation from several courses, including course guides
- Faculty wide assessment policy
- Faculty wide strategic plan 2021 – 2026
- Policy plans on support for students with an impairment