



Communication and Information Studies
Vrije Universiteit Amsterdam

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Summary

Standard 1. Intended learning outcomes

The bachelor's and master's CIW programmes at the VU focus on discourse and conversation analysis and the linguistic domain within communication and information studies. They aim to provide students with the skills and knowledge to analyse and design communication processes in both interpersonal and media-driven contexts. Students are being educated to work in a variety of professional fields, such as journalism, content creation or language and communication consultation. After studying the profiles of the programmes and conversing with students and staff, the panel concluded that the profiles are distinct and clearly formulated, with a strong emphasis on language and conversation analysis. The panel also concludes to its satisfaction that the intended learning outcomes of both programmes are of appropriate academic level, corresponding to their respective NLQF levels, and that they are aligned to the expectations of the professional field. The panel noted that although the common focus on language is clear in the profiles of all tracks, it is not translated into a clear mission or vision that underpins the profile of the programme as a whole or the separate specializations. The panel therefore recommends the programme to formulate such a mission and vision, especially in relation to society at large.

Standard 2. Teaching-learning environment

The panel finds the curriculum of the BA programme in CIW and its tracks to be coherent and well-structured. Shared foundational courses ensure a common knowledge and skills base, while varied didactic methods and practical components – such as the research assignment in M&J – enhance student learning. The panel values the flexibility offered in the third-year elective space, allowing students to tailor their studies to their interests. It commends the Orientation Module as a helpful tool for career guidance and study support, and advises expanding similar support into later years. Learning pathways are a promising tool for coherence, and the panel encourages their active use in curriculum design. On the topic of generative AI (GenAI), the panel notes a forward-thinking approach by staff and management, including integrated AI-focused assignments and information sessions. Students, however, appear less engaged with the topic. The panel attributes this to the evolving nature of AI and suggests the programme develop a shared vision on GenAI, drawing on existing expertise within the staff and embedding it more structurally in the curriculum to foster student engagement.

The panel also reviewed the CIW master's tracks and found similar curricular coherence. Opportunities to take electives across tracks enhance integration of the curriculum. The panel appreciates the alignment between final learning outcomes and curriculum content, as well as the emphasis on practical application. It praises the DHS specialization's thesis-internship combination for preparing students for the job market and understands that, due to its academic and investigative focus, the JOU track benefits more from a research-oriented curriculum without an internship. After talking to the students of the track, the panel was happy to conclude that the MuMo specialization is able to maintain their unique profile while offering a wide range of topics and elective courses. The panel concludes that the SenV track also offers these options for specialization in a certain direction, but differs from the MuMo track in the aspect that all options for specialization are focused on a direction within the area of SenV. The panel concludes that all curricula are coherent and well structured, offering enough space for students' preferences while maintaining their focus.

The panel finds the admissions process and student guidance in both the BA and the MA programme to be effective and well-received by students. It praises the Orientation Module and its mentorship system for providing meaningful first-year support, noting students' appreciation for the small-scale mentor groups. While students generally find the workload manageable, the panel advises the programme to assess the

study load more systematically, both in terms of contact hours and perceived pressure. There is a possibility that there is space for more material within the curriculum. In reviewing thesis supervision, the panel observed variation in practices across tracks in the MA programme. It advises aligning supervision approaches to ensure consistent and high-quality support for all students. The panel supports the programme's use of English, especially in tracks focused on conversation analysis, and views it as a logical and strategic choice given the subject matter. Finally, the panel commends the teaching staff for their expertise and dedication. It notes improvements in workload distribution and staffing, particularly through the hiring of more staff and the implementation of the duo-teaching model.

Standard 3. Student assessment

The assessment system that is in place at the BA and MA CIW programmes is described in their respective assessment plans. In these plans, the Dublin descriptors are aligned with the programme's intended learning outcomes, and the different assessment methods are aligned with the courses and learning pathways throughout the programme. The panel is happy to conclude that the assessment plans give clear direction and instruction to the assessment system. It appreciates the variety of assessment methods that is used throughout the programmes, both summative and formative. The panel advises to more explicitly align the intended learning outcomes of the programmes with the objectives per course in their assessment plans. The procedures in place for thesis assessment, including recently updated assessment forms, ensure transparency and validity according to the panel. It noted small differences in grading between theses, and advises both programmes to formalize periodic calibration sessions between chair groups and specializations to prevent this in the future. The panel is impressed with the level of organisation and professionalization of the Examination Board and the Assessment Chamber and is happy to conclude that they perform their legal duties excellently.

Standard 4. Achieved learning outcomes

The panel is happy to conclude that alumni of both programmes achieve the intended learning outcomes, based on the theses and the information on careers of alumni. Theses are of good quality, and alumni find jobs or master's programmes that are in line with the aims and profile of the CIW programmes.

Score table

The panel assesses the programmes as follows:

Bachelor's programme Communication and Information Studies

| | |
|---|--------------------|
| 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

Master's programme Communication and Information Studies

| | |
|---|--------------------|
| 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. A.M. (Anneke) Smelik (panel chair)

Sarah Boer (panel secretary)

Date: 02-01-2025

Introduction

Procedure

Assessment

On 16 and 17 June 2025, the bachelor's and master's programmes Communication and Information Studies of the Vrije Universiteit Amsterdam 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 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 WO CIW and Media. Fiona Schouten and Yannick Slagter acted as coordinators. Sarah Boer acted as panel secretary for the assessment of the programmes of the Vrije Universiteit Amsterdam. They have all 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 programmes composed a site visit schedule in consultation with the coordinator (see appendix 3). They selected representative partners for the various interviews. They also determined that the development dialogue would be made part of the site visit. A separate development report was made based on this dialogue.

The bachelor's and master's programmes Communication and Information Studies provided the coordinator with a list of graduates from the academic years 2022-2023, 2023-2024 and 2024-2025. In consultation with the coordinator, the panel chair selected 15 theses of the bachelor's programme Communication and Information Studies. From the track Media en Journalistiek 6 theses were selected, from the track Language and Media 6 theses were selected, from the track English Language and Communication Studies 1 thesis was selected, and from the track Language Learning and Language teaching 2 theses were selected. For the master's programme Communication and Information Studies, 15 theses were selected. From the track Dialogue, Health and Society 2 theses were selected, from the track Journalistiek 5 theses were selected, from the track Multimodal Communication 4 theses were selected, and from the track Schrijven en Vertalen 4 theses were selected. This selection reflected the number of graduates in each particular track proportionally. The chair and coordinator took the diversity of final grades and examiners into account. Prior to the site visit, the programme 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.

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. No consultation was requested. 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 coordinators 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 Vrije Universiteit 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 Vrije Universiteit Amsterdam.

Panel

The panel assessing the bachelor's and master's programmes Communication and Information Studies at the Vrije Universiteit Amsterdam consisted of the following members:

- Prof. dr. G. (Geert) Jacobs, professor in English Business Communication at the Faculty of Arts and Philosophy of Ghent University (Belgium) (panel chair);
- Dr. M. (Martina) Temmerman, professor in Journalism and Dutch at the Department Linguistics and Literary Studies at the Faculty Languages and Humanities at the Vrije Universiteit Brussel (Belgium);
- Dr. J. (Joyce) Karreman, assistant professor in Communication Science at the Faculty of Behavioural, Management and Social Sciences of the University of Twente;
- Prof. Dr. M. (Mariëlle) Leijten, associate professor in Communication at the Department of Management of the University of Antwerp (Belgium);
- I.R. (Imre) van Gent BA, master's student Communication and Information Studies at Tilburg University. (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. They can confirm that the assessment was carried out in complete independence.

Information on the programmes

| | |
|--|---|
| Name of the institution: | Vrije Universiteit Amsterdam |
| BRIN-number: | 21PL |
| Status of the institution: | Publicly funded institution |
| Result institutional quality assurance assessment: | Positive |
| Programme name: | B Communication and Information Studies |
| CROHO number: | 56826 |
| Orientation of the programme: | Academic |

| | |
|-------------------------------|---|
| Level of the programme: | Bachelor (NLQF 6) |
| Number of credits: | 180 EC |
| Language of instruction: | Dutch, English |
| Specializations or tracks: | Media en Journalistiek Language and Media English Language and Communication Studies Language and Mind |
| Location: | Amsterdam |
| Mode(s) of study: | Fulltime |
| Awarded degree: | BA |
| Submission date NVAO: | 1 November 2025 |
| Programme name: | M Communication and Information Studies |
| CROHO number: | 66826 |
| Orientation of the programme: | Academic |
| Level of the programme: | Master (NLQF 7) |
| Number of credits: | 60 EC |
| Language of instruction: | Dutch, English |
| Specializations or tracks: | Dialogue, Health and Society Journalistiek Multimodal Communication Schrijven en Vertalen |
| Location: | Amsterdam |
| Mode(s) of study: | Fulltime |
| Awarded degree: | MA |
| Submission date NVAO: | 1 November 2025 |

Description of the assessment

Organization

The bachelor's and master's programmes Communication and Information Studies (CIW) are part of the Humanities Faculty of the Vrije Universiteit Amsterdam, which merged with the Faculty of Social Sciences in April 2025. At present, a transition period is taken into account, in which the Departments will remain as they are. The Humanities Faculty (FGW) consists of three departments: Department of Language, Literature and Communication (TLC); Art & Culture, History and Antiquity; and Philosophy. TLC is responsible for two bachelor's and three master's programmes, including the CIW programmes. Both the BA CIW and the MA CIW are governed by one programme director, who is responsible for daily management of the programmes. Academic staff is organized in chair groups, led by full professors. Most of the teaching in the CIW programmes is covered by the chair groups Language and Communication; Journalism Studies; English Linguistics; Applied Linguistics; and Computational Linguistics.

Recommendations previous panel

The previous panel suggested several improvements to the BA and MA CIW programmes. It recommended reducing the number of specializations, which the programme has done by merging two specializations (Taal, media en Samenleving and Journalistiek) into one (Media en Journalistiek). It also recommended improving coherence in the curricula by defining different learning pathways, and formulating some of the Final Attainment Levels (FLOs) more clearly. The programme has since then mapped out the different pathways and reformulated the discussed FLOs. A third recommendation, to pay more attention to the professional field and career orientation, was followed up by implementing an Orientation Module in the first year. For master students, extracurricular (and in one case, curricular) internship possibilities allow for a better preparation to the professional field. Other measures such as the practicum in the Journalistiek track also improve the teaching of career skills. The previous panel also recommended improving the transparency of thesis assessment, which the programme has done by developing a more uniform description of assessment categories and through the implementation of OnStage, a digital assessment tool in use from September 2024. Teaching staff has been hired, among whom a full professor, in accordance with the recommendation of the previous assessment panel to alleviate staff workload. A specific recommendation for the master's programme was to state the admission requirements more clearly, since not all specializations require skills in statistics for example. The programme clarified these requirements for all separate curricula per specialization. Changes in formulations have been made in the OER. The panel concludes that the programmes clearly addressed the previous recommendations.

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.

Findings

Profile

The BA and MA programmes in Communication and Information Studies (CIW) at Vrije Universiteit Amsterdam are rooted in the university's educational vision, which is defined by the core values of being personal, open, and responsible. These values inform the CIW programmes and shape their design. The programmes train students to become professionals and researchers who can analyse and design communication processes in both interpersonal and media-driven contexts. With a strong foundation in

linguistics, discourse analysis, and communication design, the programmes offer an empirically grounded alternative to more interpretive media studies. VU CIW's approach is qualitative and linguistically oriented, using ethnographic and discourse-analytic methods. This empirical-analytical perspective enables students to engage critically with rapidly evolving media environments and prepares them to understand — and shape — communication in a complex, multilingual world.

The panel studied the shared profile of the bachelor's and master's CIW programmes, and concludes that the programmes have a clear profile, focussing on discourse and conversation analysis and the linguistic domain within communication and information studies. It appreciates that the aspect of language is the common denominator between all specializations, both within the master's and the bachelor's programme.

The bachelor's programme distinguishes three English specializations or tracks: Language and Media (L&M); English Language and Communication Studies (EL&CS); and Language Learning and Language Teaching (LL<); and one Dutch specialization: Media en Journalistiek (M&J). The English Language and Communication Studies specialization is being discontinued in the coming year, and Language learning and Language Teaching is continuing under the name of Language and Mind, which is how it will be called in this report. This name better fits the theoretical field that the specialization covers, that of psycholinguistics specifically. The BA programme CIW aims to educate its students in linguistic, textual and visual analysis, and teaches them to apply these analytic skills to communicative message and interactions. Students are also educated in ethics, since communications have a certain purpose, and always happen within a certain context within which the communicators have their own interests. Another aspect that is central to the bachelor's programme is research. The media landscape is changing quickly, with ever-evolving social media shaping new ways of communication. In order to keep up with these developments in the professional field, students need to be adept in researching how language and communications are affected and impacted by these developments. Students are equipped with the skills and knowledge to become journalists, content creators, communication consultants or language (education) consultants.

The panel studied the documentation provided by the bachelor's programme CIW, and spoke to students and teachers of the programme during the site visit. It concludes that the programme offers interesting and distinctive specializations, each with a strong linguistic focus. The panel was happy to conclude that the profiles of Language and Media and Media en Journalistiek were clearly defined. It noted that the profile of Language and Mind, the specialization that was renamed, was not as clear by comparison. The panel understands that this might have to do with the reorganization of this specialization that comes with the re-naming. It advises the programme to pay extra attention to refining the profile of this specialization and make explicit what defines it.

The MA CIW consists of four specializations or tracks, each with their own focus and academic orientation. Two are taught in Dutch: the specialization Journalistiek (JOU) and Schrijven en Vertalen (SenV). The SenV specialization will be discontinued in the coming year. The other two are taught in English: Multimodal Communication (MuMo) and Dialogue, Health and Society (DHS). The MA CIW aims at preparing students to become professionals and researchers of communication processes and of communication design, both in professional interaction and in the formulation of messages. Within the context of their respective field of study, all specializations have a strong linguistic focus. Depending on the specialization, different aspects of language in communication processes are emphasized. DHS focuses on conversation analysis in the health domain, MuMo on the cognitive processing and effects of language with different modes of communication. JOU studies different styles of journalism and their impact on innovative genres of media, SenV focuses on all language characteristics that determine stylistic variation. Students are equipped with analytical skills to

unravel linguistic, textual, conversational or visual aspects of communication. The MA programme educates students who become journalists, content creators or communication consultants.

The panel studied the profile of the master's programme CIW and had conversations with students and teachers of the programme during the site visit. From conversations with the students, the panel concluded that the profile of their programme is clear to them. They were able to explain clearly the characteristics of the different specializations. The panel appreciates the profiles of the different specializations, and recognizes that they have the linguistic focus and conversation analysis in common. It also notes that although this common focus on language is visible within the specializations, it is not translated into a clear mission or vision that underpins the profile of the programme as a whole or the separate specializations. It therefore recommends the programme to formulate such a mission and vision, especially in relation to society at large.

During conversations at the site visit, the panel concluded that the DHS specialization has many partners within society, some of which also host the students of the programme as interns. The panel is enthusiastic about this connection of the DHS specialization to society at large and the professional field specifically. It appreciates that this connection also makes for a very clear and coherent profile of the specialization. The panel was happy to note that the profile of the MuMo specialization was clearly formulated and offers a unique perspective on communication. Based on its conversations with students and teachers of the programme, the panel concludes that the Journalistiek specialization has a distinct theoretical and academic approach, which it deems an asset to the programme. It advises the programme to make this theoretical approach to journalism explicit by profiling it as a investigative-oriented journalism master track. The panel regrets the decision to discontinue the Schrijven en Vertalen specialization, although it understands the reasoning behind it, namely that there were not enough students to make the track feasible. The panel is happy to read that courses of the track will continue to be offered in different programmes within the faculty.

Intended Learning Outcomes

The intended learning outcomes, or Final Attainment Levels (FALs) of both programmes are described in the Teaching and Examination Regulations and related to the Dublin descriptors, individual courses and their methods of assessment (see appendix 1). The FALs are regularly assessed in several different staff meetings when discussing the quality and coherence of the programme, such as chair group meetings, departmental meetings and dedicated teacher meetings for specializations. The connection between the FALs and the expectations of the professional field is discussed in the work-field advisory board, which consists of CIW alumni and meets once per semester.

The panel studied the Final Attainment Levels, and concludes that they meet the expectations for both programmes. The bachelor's FALs are clearly distinguishable as NLQF level 6 (Netherlands Qualification Framework, corresponding to the Dublin descriptors) and those of the master's programme as NLQF level 7. The panel appreciates the differentiation in learning goals for the specializations, while the programmes maintain coherence by implementing shared learning goals as well. The panel was happy to conclude that the specific learning goals for each specialization clearly relate to the profile of the specialization in question, and reflect the ambitions of the programme. When reading the specific FALs of the MuMo specialization of the master's programme, the panel noticed that although distinctive, the learning goals could be better oriented towards the professional field. The panel advises the programme to involve its work-field advisory board in reviewing how these specific learning goals could better connect to the professional field.

Considerations

The bachelor's and master's CIW programmes at the VU focus on discourse and conversation analysis and the linguistic domain within communication and information studies. They aim to provide students with the skills and knowledge to analyse and design communication processes in both interpersonal and media-driven contexts. Students are being educated to work in a variety of professional fields, such as journalism, content creation or language and communication consultation. After studying the profiles of the programmes and conversing with students and staff, the panel concluded that the profiles are distinct and clearly formulated, with a strong emphasis on language and conversation analysis. The panel also concludes to its satisfaction that the intended learning outcomes of both programmes are of appropriate academic level, corresponding to their respective NLQF levels, and that they are aligned to the expectations of the professional field. The panel noted that although the common focus on language is clear in the profiles of all tracks, it is not translated into a clear mission or vision that underpins the profile of the programme as a whole or the separate specializations. The panel therefore recommends the programme to formulate such a mission and vision, especially in relation to society at large.

Conclusion

The panel concludes that the programmes meets 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

Curriculum bachelor

Each academic year of the bachelor CIW programme is divided into six periods, of which the first two are programmed in the first semester, both seven weeks long. The second semester starts with period 3, which is three weeks long, and continues with periods 4 and 5 (both seven weeks) and period 6 (three weeks). The sixth and last period of the year is often left free for any resits or delays students might have. Each period is followed by an exam week. Courses in the programme are 6 EC, unless otherwise specified.

The first year consists largely of common courses such as an introductory course on Communication Studies, Introduction to Linguistics, Academic Skills, Academic English (two 3 EC courses) and Language, Media and Communication. The English specializations have a mandatory English Language Test at the start of the first semester, and Media en Journalistiek has a Dutch language test at that moment (0 EC). In the second semester of the first year, all students start with a Methods course and a course on Discourse Analysis (all English tracks) or Formuleren (the Dutch track). Parallel to the other first year courses runs the Orientation Module (0 EC), a shared course in which students are offered career orientation, study choice options and study advice. This course is facilitated by the faculty's mentorship programme, and consists of workshops given by the mentor of the group and guest lectures taught by alumni. It is a weekly course which runs throughout the first year, and was implemented to improve the preparation of students to the professional field or an academic career.

The second year contains some courses that are shared between specializations, such as Global English for all English specializations, and a Philosophy course for all specializations. Other common courses between various specializations are Globalisation and Localisation (Language and Mind, and ELCS), Discourse and Social Interaction (Media en Journalistiek and Language and Media) and Communication Cultures (Language

and Media, and ELCS). Track-specific courses include Document Design for Language and Media (L&Ma), Morphology and Semantics for Language and Mind (L&Md), and Text Production and Translation for ELCS. M&J shares Discourse and Social Interaction with L&Ma, and offers a large number of specific courses, including Journalistieke Vaardigheden Tekst en Beeld, Communicatie en Cognitie, Communicatie en Effectonderzoek, Datajournalistiek, Media-ethiek, and Interactie in Organisaties.

All specializations have a similar third year curriculum, with 30 EC elective space for studying abroad or doing a minor, or for combining a 12 EC internship with 18 EC of electives. The last semester is spent on the thesis colloquium (3 EC), the writing of the thesis (9 EC) and three specialization courses. The Media en Journalistiek specialization also includes 6 EC for a research assignment 'Onderzoek in Opdracht'. In this assignment, M&J students practice research for their thesis, while at the same time offering professional advice to the organization that commissioned their research. Likewise, Social Media Analytics provides data analytic skills for L&Ma students, Language Testing generates experimental skills for L&Md students, and Advanced English Language Skills enhances language proficiency for ELCS students. Throughout the curricula, a variety of teaching methods is used. Ethnographic research, interview and focus groups, experiments, content and corpus analysis, digital data collection and analysis, usability, or language testing are applied across specializations, although some methods are specific to one. There are relatively many group assignments throughout the programme. Students appreciate the different methods that are applied, and find it an asset to the programme. The bachelor's thesis is the capstone for the bachelor's degree. In groups of ten (with two supervisors) or five (with one supervisor), students develop their research, and gradually the research designs are individualized, so that each student delivers their own individual bachelor's thesis reporting original research. All students collectively organize a symposium with an individual presentation of each thesis. For a complete overview of the curriculum, see appendix 2.

Throughout the curriculum, the programme identifies several learning pathways. Within each track, there is a theoretical pathway, which focuses on track specific theories, and a skills learning pathway which can be divided into research skills, practical skills and track specific skills. Lastly, there is an academic pathway which teaches students academic skills and theory, methodology, applied statistics and philosophy, which are needed or helpful for the type of academic research students are trained to do. The learning pathways are a descriptive tool to distinguish different skill and knowledge sets that students are taught, and to map how each course aligns with other courses and with learning goals.

The panel studied the curriculum and the content of the courses of the BA programme and its different tracks, and considers it to be coherent and well structured. Courses that are shared maintain the coherence of the programme, and the common courses at the start of the first year ensure that students are all provided with the same knowledge and skill base that are relevant to all CIW areas. The focus on skills as well as knowledge and the different didactic methods used to teach these skills is appreciated by the panel. Courses such as the research assignment in M&J, the Methods course in all specializations and the possibility to intern at an organisation add to the learning process of the students in terms of applying their knowledge and learning relevant practical skills. The panel notes that the elective space in year three allows the students to shape the curriculum to their own interests and personalise their learning paths, which it appreciates. The panel studied documents on the learning pathways and talked with the programme about them. It understands that right now, the learning pathways are not necessarily used to inform the coherence and content of the curriculum, but rather to show already existing pathways and to check them with the intended learning outcomes. It appreciates the efforts of the programme to map out these learning pathways to give insight into the different ways in which skill development and knowledge levels build on each other. It advises the programme to use this document and the learning pathways to actively shape the curriculum as well.

The panel is happy to see the implementation of the Orientation Module, and thinks it a valuable addition to the curriculum in the first year. Students respond positively to it, and name it as an important aspect in their career orientation and study advice. The panel wonders if a similar course could be implemented in the second and third years. It advises the programme to expand the learning goals of the orientation module to the second and third year, and find a suitable way to help students reach those goals. This would give students further guidance on study related matters and career orientation.

When talking to the programme, the panel noticed a difference in views on the topic of GenAI. The programme management and teaching staff are implementing GenAI into their courses and curriculum, and consider what the conception of GenAI means for their field. Teachers are integrating AI assignments to teach students what the benefits and challenges of it are, and the programme is organizing information sessions about how GenAI such as ChatGPT works. The students are aware of GenAI guidelines for assessment, but seem otherwise less preoccupied with it than the teaching staff and management. The panel recognizes this discrepancy between students and staff as the result of AI still being a moving target. It believes that the programme has a lot of expertise on the topic of GenAI in relation to language, which it feels could be grounds for a more explicit and structured approach of the topic, as the current approach appears more ad hoc. The panel advises the programme to formulate a shared vision on GenAI using the already existing expertise, and implement this more systematically into the curriculum to engage students on the topic.

Curriculum master

The four different tracks of the CIW master's programme are all built up around 6 periods, like the bachelor's programme. All tracks, apart from Journalistiek, start with the course Communication Design in Society, which runs throughout period 1 alongside a track specific course. All tracks, apart from Journalistiek, have a differing amount of elective space. The DHS track has 6 EC of elective space to spend on one course in periods 2 and 3, alongside the Medical and Healthcare Interactions course. The Schrijven en Vertalen track (which will be discontinued) has 24 EC elective space, of which 12 EC is restricted to one of the following courses: Effective Genre Design, Web Usability or Text and Image in News and Advertising. The 24 EC elective space of this track is spread across the entire academic year, alongside track specific or shared courses including Narrativiteit or Formuleren plus. The elective space in the MuMo track is scheduled in periods 4 and 5, and restricted to six courses. In period 5 of the MuMo track, students can elect the course Gothic Spaces (6 EC), in period 4 they can choose between a course on Health Communication and Social media, English text editing, Knowing by Sensing, Brand Management or Design, Criticism, Writing and Theory, all of which are 6 EC courses. The Journalistiek track includes a practical in Research Journalism which is scheduled in period 3. The elective space can in some cases be used to take courses from other tracks. All tracks start their thesis in period 4. The DHS track combines the thesis with an internship, that starts in period 3 and ends in period 5. In this set-up, students perform interaction research for a health organization, together with follow-up seminars. Before the internship starts, methodological skills are trained in various courses as these are needed in the thesis trajectory.

In the first semester, and in the master's thesis, students are familiarized with the prominent theories and approaches in the specialization of their choice. These approaches include, per specialization:

- JOU: Journalism studies, discourse studies, and communication science
- SenV: Translation studies and stylistics, and discourse studies
- DHS: Conversation analysis and discourse studies
- MuMo: Cognitive linguistics, information processing, and discourse studies

In all four specializations, teaching methods and assignments are aligned with professional practice in several tangible ways. In JOU, for instance, the assignment and research topic in *Onderzoek naar de journalistieke praktijk* is often suggested by a media organization, and master thesis' research questions are often aimed at solving real-world problems in news organizations. In SenV, assignments on writing skills are based on professional cases as well, and in their internships, students practise their writing skills in a professional setting. In the MuMo thesis, research questions are often based on professional problems within communications of organisations (e.g., representation of image or brands in social media). Throughout all specializations, a variety of teaching methods is used, based on and aligned with the learning goals of the course. Apart from seminars, explanatory lectures and practicums, students are asked to give micro-lectures or group presentations, or assigned to a group to create a virtually present a poster like in the *The Power of Metaphor* course in the MuMo track. Many assignments are practical group assignments with a presentation, sometimes with an individual component like a report as well.

The panel studied the curricula of the different tracks that the master's programme CIW offers. It is happy to see a coherent structure similar to the BA programme. It feels that the opportunity for students to take elective courses from other tracks adds to the programme's internal coherence. The panel is of the opinion that the FLOs are clearly translated into the curriculum, and appreciates the attention paid to professional application visible in all curricula. The panel appreciates the amount of elective space in the MuMo track, allowing for students to specialize even further in a topic of their interest, outside or within the area of multimodal communication. The SenV track also offers a large variety of elective courses, however these are all focused on a certain topic within the area of SenV such as *Materialities of Media*, *Introduction to Translation Studies* or *Web Usability*. The panel appreciates the coherence within this curriculum. The combination of the thesis and internship in the DHS specialization is a good way to prepare students for the professional field and deepen their understanding of the theories they are taught. The panel wondered if such an arrangement was also desirable for the JOU specialization, since it increases the chance of alumni finding a job quickly in a competitive field. After talking to the programme, however, the panel concluded that because of the highly academic and research-minded profile of the track, an internship would take away space that is needed for knowledge and skill development.

Admission, guidance and feasibility

Prospective students for the bachelor's programme are admissible if they have done VWO or if they have finished the first year of an applied sciences programme (HBO). In cases of deficiencies, the programme tests the student at the level of VWO-examination. For international students, the International Office checks whether diplomas are equivalent to VWO, and whether the level of English proficiency is sufficient. Here too, deficiencies may be compensated with tests at the level of VWO-examination. The bachelor's programme admits approximately 70 students per year.

Apart from general admission requirements, the master programme has different additional requirements per specialization. Prospective students submit an admissions request, information on their previous education and other achievements stated in a CV. An admission committee with one admission advisor per track decides whether the student is either unconditionally or conditionally admissible, or not at all. In some cases, the admission committee proposes a premaster programme which amounts to 30 EC. Students who have an applied sciences bachelor's degree (HBO) need to write a premaster thesis which is equivalent to a bachelor's thesis as part of their premaster programme. For JOU, journalism skills are necessary for admission. Since these skills are mostly acquired at Schools for Journalism (HBO-level), these students will be admitted, but they need to acquire CIW-analytic skills, knowledge of media and political communication as well as methodological/statistical skills through following premaster courses. They are exempted from the

premaster thesis. Students with research university bachelor degrees need to have or acquire journalism skills and theories, statistics, CIW-analytic skills, and/or media and political communication knowledge. For SenV, a background in linguistics and in discourse studies is required, especially concerning written discourse. Knowledge of social-scientific methodology is also asked. For DHS, knowledge of discourse studies is required, especially skills in interaction analysis. For MuMo, a background in linguistics and in discourse studies is required, as well as statistics skills.

The study advisor is the main point of support for both bachelor and master students in the CIW programmes. Since group sizes are relatively small, students can also approach their teachers quite easily with questions. The Faculty has a policy in place for students with impairments who are in need of facilities to accommodate their needs. Students can contact the study advisor and discuss their support request with them. The study advisor helps them with this request and makes sure the right facilities are in place for the student to proceed.

In the first bachelor year, students follow the mandatory Orientation Module (see 'Curriculum'). As a part of this module, they are signed up to a mentor group. Students from years 2 and 3 function as mentors, and support the first year groups in adjusting to their new studies and environment. Students who have questions relating to studying (in general or their programme in specific) can ask their mentors. For other questions, their mentors can point students in the direction of the study advisor, who is available for questions that the mentors have no answer to, and personal matters. During the second semester of the third year, students are divided into groups of ten (two supervisors) or five (one supervisor) to work on their bachelor's thesis. They start off with a shared theme or method, and end up with an individual thesis based on independent research, guided by one supervisor.

In the master's programme, the thesis coordinator allocates an individual supervisor for each student. Together, the supervisor and student draw up a contract in which they formally agree on the language, number of EC, planned submission date, number and frequency of supervision meetings, the assessment timescale for the supervisor and the student's responsibilities during the process. The thesis coordinator is in charge of organizing the thesis process: enrollment, allocation of students to thesis groups/supervisors, the thesis colloquium, and the like. During the thesis trajectory, the thesis coordinator is the point of contact for all procedural issues students might have. Issues that are related to thesis research, writing, and feedback are discussed with the thesis supervisor.

The panel studied the documentation on admissions and student guidance, and spoke to bachelor and master students during the site visit. It was happy to hear that students find the programmes feasible, and know where to go for guidance and support. The panel appreciates the orientation module as educational tool in the bachelor's programme, and as an instrument to offer regular support to first year students via the mentorship programme. Information provision happens via this module, study-guides, mentor groups and teachers. The panel concludes that the information provided allows students to understand where to turn for support and what is expected of them within the university and the programme. Students are happy with the guidance as well, and spoke positively about the orientation module during the site visit. They appreciate the small scale of the mentor groups, which allows for qualitative sessions with the mentor and workshops. In conversation with the bachelor students, the panel found that most of them experience their programme as quite doable. Although it is a good thing that students are not experiencing a heavy study load, the panel got the impression that there might be room for covering more material. It advises the programme to investigate whether this is the case by mapping out the study load, both in terms of the ratio hours to credits, and in terms of experienced study load by the students. The panel concludes that admission criteria are appropriately adjusted to the level and orientation of the programmes, and appreciates the

different criteria for the masters' specializations. It also finds the guidance systems that the programmes have in place to be adequate.

The panel read documentation on the guidance system of the programmes, and found that there was a difference between tracks in how they guide their students throughout the thesis trajectory. Especially within the master's programme, the panel concluded that some supervisors organise meetings with all students they are supervising, while others are providing individual guidance. The panel advises the programme to align the thesis guidance between chair groups, tracks and supervisors, in order to offer all students the same support.

Language of instruction

In 2018, the bachelor programme was changed into an international programme Communication and Information Studies, with two Dutch- and three English-language specializations and an English programme name. Lectures of general courses are taught in English, and their seminars are divided into Dutch and international groups, to cater to the needs of both international and Dutch students. The main reason to choose for internationalization of the three specializations was that especially ELCS was not just a study taught in English, but about English, examining language variation based on English varieties in many countries and organisations. L&Md studies foreign language learning and well as issues in (a)typical language development from a comparative perspective, profiting from the input from international students. L&Ma focuses on the use of language in social media, where communication has become increasingly international. The reason to keep M&J in Dutch was the specialization's connection to the Dutch newsrooms. Students perform research assignments for news organizations, attend guest lectures and may do internships at news organizations.

The master's programme currently has two Dutch and two English-language specializations as well as an English programme name. JOU has a separate, all-Dutch programme while SenV shares some courses with English-language specializations (MuMo and Literary Studies), but is mainly in Dutch. MuMo is aimed at students who are interested in the analysis of talk and gestures, or other combined modes of communication, and thereby touches on international academic and professional fields. DHS has been designed as an international specialization because conversation analysis is mainly taught outside of the Netherlands, especially at Anglo-saxon universities. Half the class of 2024 are international students. At the same time, Dutch students of health sciences and conversation analysis (in BA CIW) are part of the target group as well.

The panel considers the choice for languages to be a logical decisions, in line with their subject matter. The reasoning for the English language in part of the tracks, both in the BA as in the MA, is sufficient grounds for this choice, according to the panel. Since the study of language and conversation analysis is a large part of the profile of the programmes, and conversation analysis is not a widely studied topic in the Netherlands, the panel considers it to be a good decision to have the specializations that are centered around this topic be taught in English. After talking to the programmes, the panel concluded that within the changing landscape of de-internationalization and the merging of two faculties, programme management are in a strategically crucial phase, and are discussing the language of instruction in the process. The panel attributes this re-evaluation to the organisational transitional phase, and appreciates the re-evaluation of the teaching language.

Teaching staff

Almost all of the teaching staff of the programmes hold a doctorate degree, and those who don't are usually hired to offer skills training. Most staff members have obtained a University Teaching Qualification (UTQ),

and many of the senior staff have a Senior Teaching Qualification (STQ). Staff with a role in teaching management have done the Educational Leadership course at strategic level (LOL), or are planning to do this. Most teaching staff are researchers at a variety of departments such as Computational Lexicology, Culture history, Journalism, English linguistics, Language And Communication or Organizational Ethnography. The teachers are mostly tenured: the temporary lecturers are replacing staff who are conducting awarded research projects (or are on maternity or sick leave). The programmes worked hard to better the situation after the previous assessment, where it was noted that teaching load was too high for the number of staff that the programme had. They hired a full professor in Language and Communication and several assistant professor (UDs), and implemented 'duo-teaching', meaning courses are taught by two teachers instead of one. This also alleviates workload and creates a more collaborative environment. Although the increase in teaching staff has solved the issue of high work load, possible budget cuts in the coming year might endanger this newly found balance again.

Teachers in the international tracks all have at least a C1 proficiency level in English. Many are near-native because of longer stays in English-speaking countries and their studies in English linguistics. Some are native speakers. Teachers from abroad are mostly able to speak Dutch, but not all of them feel comfortable teaching in Dutch. The Dutch courses are taught by native Dutch speakers.

The panel had conversations with teachers from both programmes during the site visit, and was happy to meet enthusiastic and committed people. The panel appreciates the amount of expertise clearly present within the teaching staff, and the high quality of the staff altogether. Teachers seemed to be more satisfied about the teaching load than before, which reflects the strategic improvement the programmes have made to increase the teaching staff and implementing the duo-system. The panel feels that clear progress has been made in this area since the previous assessment.

Considerations

The panel finds the curriculum of the BA programme in CIW and its tracks to be coherent and well-structured. Shared foundational courses ensure a common knowledge and skills base, while varied didactic methods and practical components — such as the research assignment in M&J — enhance student learning. The panel values the flexibility offered in the third-year elective space, allowing students to tailor their studies to their interests. It commends the Orientation Module as a helpful tool for career guidance and study support, and advises expanding similar support into later years. Learning pathways are a promising tool for coherence, and the panel encourages their active use in curriculum design. On the topic of generative AI (GenAI), the panel notes a forward-thinking approach by staff and management, including integrated AI-focused assignments and information sessions. Students, however, appear less engaged with the topic. The panel attributes this to the evolving nature of AI and suggests the programme develop a shared vision on GenAI, drawing on existing expertise within the staff and embedding it more structurally in the curriculum to foster student engagement.

The panel also reviewed the CIW master's tracks and found similar curricular coherence. Opportunities to take electives across tracks enhance integration of the curriculum. The panel appreciates the alignment between final learning outcomes and curriculum content, as well as the emphasis on practical application. It praises the DHS specialization's thesis-internship combination for preparing students for the job market and understands that, due to its academic and investigative focus, the JOU track benefits more from a research-oriented curriculum without an internship. After talking to the students of the track, the panel was happy to conclude that the MuMo specialization is able to maintain their unique profile while offering a wide range of topics and elective courses. The panel concludes that the SenV track also offers these options for specialization in a certain direction, but differs from the MuMo track in the aspect that all options for

specialization are focused on a direction within the area of SenV. The panel concludes that all curricula are coherent and well structured, offering enough space for students' preferences while maintaining their focus.

The panel finds the admissions process and student guidance in both the BA and the MA programme to be effective and well-received by students. It praises the Orientation Module and its mentorship system for providing meaningful first-year support, noting students' appreciation for the small-scale mentor groups. While students generally find the workload manageable, the panel advises the programme to assess the study load more systematically, both in terms of contact hours and perceived pressure. There is a possibility that there is space for more material within the curriculum. In reviewing thesis supervision, the panel observed variation in practices across tracks in the MA programme. It advises aligning supervision approaches to ensure consistent and high-quality support for all students. The panel supports the programme's use of English, especially in tracks focused on conversation analysis, and views it as a logical and strategic choice given the subject matter. Finally, the panel commends the teaching staff for their expertise and dedication. It notes improvements in workload distribution and staffing, particularly through the hiring of more staff and the implementation of the duo-teaching model.

Conclusion

The panel concludes that the programmes meets standard 2.

Standard 3. Student assessment

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

Findings

System of Assessment

The bachelor's and master's programme CIW both comply with the faculty's assessment policy from March 2025. The assessment vision in this policy provides the programmes with several guidelines:

- Assessment aligns with intended learning outcomes (constructive alignment) and meets the standards of being representative, valid, reliable, transparent, practical, and comparable. It reflects the taught content, measures intended knowledge and skills, and ensures consistent and fair results.
- Students are informed in advance about learning goals, assessment forms, and key deadlines.
- Practicality is considered in the choice of assessment methods.
- Parallel tests and resits are of equal level and difficulty.
- Assessment is integrated into the learning process, supports ownership, fosters a safe and open learning environment, and prepares students for professional and societal engagement through authentic, skills- and theory-based tasks.

Both programmes have their own assessment plan, in which the intended learning outcomes are aligned with the Dublin descriptors. The plan also contains the alignment between learning objectives per course, learning pathways and the programmes' intended learning outcomes. Within the assessment plan, there is an emphasis on both summative and formative assessment methods. Formative assessment is being done, for instance, by providing students with feedback on their assignments throughout the semester. Students can find rules and guidelines for examinations and assessment guidelines for AI on the VU website.

Both programmes use a variety of assessment methods, including written examinations such as multiple choice exams, open question exams or open book exams. Apart from written exams, the programmes use individual and group assignments, oral presentations, data collections, research reports and a thesis. Active participation in seminars and group assignments is assessed in almost all programme components. In ELCS, oral examination is used to test English proficiency. Feedback as formative assessment is widely applied, also between students.

Students are informed about the learning objectives and types of assessment for each course through the study guide and the course guidelines on Canvas. Written examinations include information about the composition of the grade. During a course, a mock exam is offered and discussed with the students. Examiners use answer keys to validate their grading. After grading, students will have the opportunity to inspect their exam and the grading. Re-sit exams are comparable in content and difficulty to the original exam. For papers and other assignments clear instructions are provided, including criteria that determine grading. For internships, a placement contract describes activities and assessment as well as commitment of external mentor and examiner. The examiner is responsible for the assessment of the internship. The assessment is based on three things: the internship report, the final product and the assessment of the external mentor. The examiner fills out an assessment form based on these three aspects, grading it either insufficient, sufficient or good. If the internship is assessed insufficient, the internship examiner and the student discuss what the student needs to do in order to receive the ECs. This could be an extra assignment or a retake of the report for example.

The panel studied the assessment plans of both programmes as well as other documentation on assessment, such as the faculty-wide assessment policy. It considers the assessment system in place to be of good quality, and appreciates the way it is structured. Students and teachers are sufficiently informed on the rules and regulations, as well as the guidelines for assessment in general and on the use of GenAI. The panel appreciates the different methods of assessment, and feels that this helps students engage with the material. The panel was happy to find that the assessment plans are clear and well written. It appreciates the matrices that show which assessment methods are applied in the courses, and considers this a good way to ensure that a variety of teaching methods is applied. The panel does note that within the assessment plans, the alignment between the course objectives and the intended learning outcomes of the programmes as a whole could be made more explicit. During conversations with the management of the programmes, it was told that this is currently being worked on. The panel encourages the programmes to continue improving upon the alignment and make it more explicit in the assessment plan.

Thesis assessment

Theses are assessed by two assessors, a supervisor and a second reader, who fill out the assessment forms independently in order to come to a collective assessment. When there is a disagreement between the assessors about the grade, and it differs more than 1 point or one is a pass and one is a fail, the Examination Board appoints a third examiner. At the start of the thesis trajectory, the student and the assessors sign the thesis contract in which the research question and methodology are established. In this contract, the student and the assessors also include the arrangements concerning the thesis trajectory and supervision. The assessment forms for the MA thesis were adapted recently to make them more transparent, as this was a recommendation of the previous panel.

Examiners need to hold a doctorate to supervise theses and assign grades. According to the Faculty's assessment policy, examiners are required to ensure quality by always having a colleague review the assessments in relation to learning objectives (preferably by presenting an assessment matrix). The programme director maintains and improves grading forms and rubrics, in collaboration with examiners.

The programme director is also responsible for aligning the forms between CIW specializations. The thesis coordinator is the author of the thesis guidelines, and updates them regularly. These guidelines are available to students and teachers.

In September 2025, the digital assessment system OnStage will be introduced. This application documents the different stages in the thesis project: the assignment of a supervisor to a student; writing of a research proposal and agreement between supervisor, student and a second assessor in a thesis contract; feedback on draft chapters and a concept thesis; and the delivery of the final version for assessment. All thesis assessors grade by using the digital assessment forms.

The panel read a selection of theses and their assessment forms of both programmes. It is happy to note that the newly updated assessment forms are more transparent in their realization of the final grade. The panel concludes that the thesis assessment of both programmes happens in a structured and transparent way, even more so with the assessment system OnStage. The panel notes that there is still some difference in the way theses are graded. Although it does not find this difference to be very big and problematic, it advises both programmes to organise periodic calibration sessions to align thesis assessment between teachers of different chair groups and tracks. These calibration sessions should be formalized, according to the panel.

Examination Board

Within the Humanities Faculty (FGW) before, and the Faculty of Social Sciences and Humanities since the merger, the Examination Board (EB) exists of a daily board, an EB for bachelor's programmes, one for master's programmes and an assessment chamber (AC). The EB advises the programmes on all assessment matters, and is responsible for the quality of assessment methods, policies and regulations. The EB assigns examiners for courses and theses. It is possible for more than one teacher to be an examiner of a course. There are always two examiners present at an oral examination. Examiners need to be in possession of a teaching qualification (UTQ), and a doctorate. The EB checks whether procedures and policies that are established in the OER are followed. The assessment chamber secures the quality of assessment by performing checks of assessment documents, exams and theses periodically. The assessment chamber also evaluates the assessment plan of both programmes, in particular the constructive alignment of the assessment methods that are used and the intended learning outcomes they are meant to test. The AC also evaluates theses and the assessment of those theses yearly.

The panel interviewed the Examination Board and the assessment chamber, and studied the structure of the EB. It was impressed with the level of professionalism, and how well-organised the EB and the AC are. The AC seemed experienced to the panel, and it appreciated the coherent and clear way in which the EB and the AC explained their tasks with regard to checks and balances, and giving advice. The panel concluded that the AC reports to the programmes on their findings in the previously described random checks of exams and theses assessments. The panel commends the programmes on an active and involved EB and AC and encourages the programmes to fully make use of their expertise to advise them on assessment practices.

Considerations

The assessment system that is in place at the BA and MA CIW programmes is described in their respective assessment plans. In these plans, the Dublin descriptors are aligned with the programme's intended learning outcomes, and the different assessment methods are aligned with the courses and learning pathways throughout the programme. The panel is happy to conclude that the assessment plans give clear direction and instruction to the assessment system. It appreciates the variety of assessment methods that is used throughout the programmes, both summative and formative. The panel advises to more explicitly align the intended learning outcomes of the programmes with the objectives per course in their assessment plans.

The procedures in place for thesis assessment, including recently updated assessment forms, ensure transparency and validity according to the panel. It noted small differences in grading between theses, and advises both programmes to formalize periodic calibration sessions between chair groups and specializations to prevent this in the future. The panel is impressed with the level of organisation and professionalization of the Examination Board and the Assessment Chamber and is happy to conclude that they perform their legal duties excellently.

Conclusion

The panel concludes that the programmes meet standard 3.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

Theses

The panel studied 15 theses per programme and considered them to be of good quality. It was especially content with the levels of the master theses, which showed that the students are well prepared for their thesis and choose relevant thesis topics. The panel was also happy to note that the bachelor theses are of the level to be expected of a bachelor student, and was impressed with the amount of work that the students clearly put into their theses. Both the BA and the MA theses show that the students have met the intended learning outcomes of their programme, according to the panel.

Alumni

A majority of the CIW bachelor students continue with a master's programme after obtaining their degree. Their choice of master's programme varies greatly, from Artificial Intelligence, Business Administration, Marketing, and Environmental Sciences to International Crimes, Conflict and Criminology, Journalistiek en Nieuwe Media, and Communication science. Each year, about ten students continue their studies with a Master's specialization within CIW at VU, equally divided over Journalistiek; Dialogue, Health and Society; Multimodal Communication; and to a lesser extent Schrijven en Vertalen.

The panel was happy to note that alumni of the bachelor's programme have no difficulty in finding a suitable master to enrol in. Of the CIW master's programme's alumni, many find jobs as communication manager, content editor or journalist. They end up in different types of organizations within industry, government, education, publicity and service. Translators are working directly in the profession that they were educated for.

The panel spoke to the alumni of the master's programme, and was happy to note that they were satisfied with how the programme prepared them for their current job. It concludes that alumni find relevant jobs within a short period of time, that connect well to the profile and aims of the programme.

Considerations

The panel is happy to conclude that alumni of both programmes achieve the intended learning outcomes, based on the theses and the information on careers of alumni. Theses are of good quality, and alumni find jobs or master's programmes that are in line with the aims and profile of the CIW programmes.

Conclusion

The panel concludes that the programmes meets standard 4.

General conclusion

The panel's assessment of the programmes is positive

Recommendations

1. Formulate a mission or vision that informs the foundation of the programmes, especially relating to the embeddedness within larger society.

Appendix 1. Intended learning outcomes

Bachelor's programme Communication and Information Studies

The Bachelor's student in Communication and Information Studies:

- 1.1 has sufficient knowledge, skills and attitude to enable him or her to acquire further skills for a position in society and/or to continue their education by pursuing a Master's programme; [LEARNING SKILLS; APPLICATION OF KNOWLEDGE/UNDERSTANDING]
- 1.2 has the capacity to adopt a fully substantiated point of view in a society characterized by communicative pluralism; [MAKING JUDGMENTS]
- 1.3 has sufficient insight into research techniques that are relevant to the domain of language, media and communication; is able, on the basis of that insight, to develop a fully substantiated evaluation of the quality of research literature in the field of language, media and communication and to analyse simple relevant data sets independently; [LEARNING SKILLS, MAKING JUDGMENTS]
- 1.4 is able to apply those research techniques to simple research in the field of language, media and communication, including with regard to data sets that he or she has collected independently; [LEARNING SKILLS, APPLICATION OF KNOWLEDGE/UNDERSTANDING]
- 1.5 is able to reflect on the nature and development of national and international communication processes and the role of language in these, and to communicate about these in a clear, accessible style; [APPLICATION OF KNOWLEDGE/UNDERSTANDING; COMMUNICATION]
- 1.6 has knowledge of and insight into the organizational, theoretical, sociological and cultural factors that influence the spoken and written communication process; [KNOWLEDGE/UNDERSTANDING]
- 1.7 is able to communicate orally and in writing about knowledge and insight acquired in the field of language, media and communication in a clear and widely accessible register, both for academic and non-academic audiences; [COMMUNICATION]
- 1.8 has knowledge of and insight into the various forms of communication and information, both in writing and orally. [KNOWLEDGE/UNDERSTANDING]

Programme-specific theoretical and practical skills (per specialization)

De bachelorstudent CIW van de afstudeerrichting Media en Journalistiek

- 2.1 heeft kennis van en inzicht in de verschillende vormen van communicatie en informatie, met een bijzondere aandacht voor de rol van journalistieke media; [KENNIS/INZICHT]
- 2.2 heeft kennis van en inzicht in de communicatieve rol die digitale, analoge, schriftelijke en visuele media spelen in de samenleving; Heeft inzicht in de rol die traditionele en nieuwe media spelen bij de effectiviteit van het communicatieproces; [KENNIS/INZICHT]
- 2.3 is in staat de rol van digitale, analoge, schriftelijke en visuele media in onze samenleving te analyseren; [TOEPASSING KENNIS/INZICHT]
- 2.4 heeft kennis van en inzicht in de structuur en functie van journalistieke teksten en beelden in hun historische/culturele context en kan een beredeneerd antwoord geven op belangrijke ethische en normatieve vraagstukken binnen media en journalistiek (KENNIS/INZICHT; TOEPASSING KENNIS/INZICHT)]
- 2.5 heeft kennis van en inzicht in journalistiekwetenschappelijke kernkwesties en is in staat dergelijke kernkwesties systematisch te analyseren; [KENNIS/INZICHT; TOEPASSING KENNIS/INZICHT]
- 2.6 heeft een goede mondelinge en schriftelijke beheersing van het Nederlands; [COMMUNICATIE]
- 2.7 Beschikt over journalistieke vaardigheden in zowel tekst als beeld en kan deze toepassen binnen het juiste journalistieke genre en register. Kan verschillende methoden toepassen om data te vinden, te onderzoeken, te bewerken, te analyseren en te visualiseren en op basis van grote hoeveelheden numerieke en tekstuele data een journalistiek verhaal te maken; [COMMUNICATIE; TOEPASSEN]

KENNIS/INZICHT]]

2.8 kan een uit de journalistieke praktijk voortkomende onderzoeksvraag uitvoeren volgens de empirische cyclus en kan de resultaten van onderzoek vertalen naar aanbevelingen voor de praktijk.

[TOEPASSING KENNIS/INZICHT]

*The Bachelor's student in Communication and Information Studies in the specialization **Language and Media:***

2.1 has knowledge of and insight into the various forms of communication in a range of media;

[KNOWLEDGE/UNDERSTANDING]

2.2 has knowledge of and insight into the structure of these various media in an international context, and insight into the historical/cultural background of those media. Is able to analyse the structure and function of written, spoken and digital texts in a systematic manner; [KNOWLEDGE/INSIGHT; APPLICATION OF

KNOWLEDGE/UNDERSTANDING]

2.3 has knowledge of and insight into the role of (new) media in today's society;

[KNOWLEDGE/UNDERSTANDING]

2.4 is able to analyse the role of (new) media in our society; [APPLICATION OF

KNOWLEDGE/UNDERSTANDING]

2.5 is able to assess the quality and effectiveness of institutional communication in an international context;

[APPLICATION OF KNOWLEDGE/UNDERSTANDING]

2.6 has a good spoken and written command of the English language, both active and passive;

{COMMUNICATION]

2.7 is able to reflect on and provide advice on international institutional communication processes and the

role of language in these; [APPLICATION OF KNOWLEDGE/UNDERSTANDING; COMMUNICATION]

2.8 has knowledge of and insight into the societal, sociological and cultural factors that influence the communication process in various media. [KNOWLEDGE/UNDERSTANDING]

*The Bachelor's student in Communication and Information Studies in the specialization **Language and Mind:***

2.1 has knowledge of and insight into the main fields within linguistics, including applied linguistics;

[KNOWLEDGE/UNDERSTANDING]

2.2 has knowledge of and insight into the essence of language as a product of the human brain from an integrated perspective; [KNOWLEDGE/UNDERSTANDING]

2.3 has knowledge of and insight into theories in the field of phonetics and phonology, morphology, syntax, semantics and pragmatics of language and their application within the study of language development and language teaching; [KNOWLEDGE/UNDERSTANDING]

2.4 has insight into the importance of the way in which different types of language data (language acquisition data, text and spoken language corpora, experimental data, pathological data) are collected, and is able to carry out simple operations and analyses on these; [APPLICATION OF KNOWLEDGE/UNDERSTANDING]

2.5 is able to set up simple linguistic research, critically evaluate its results and report on this orally or in writing; [APPLICATION OF KNOWLEDGE/UNDERSTANDING; COMMUNICATION]

2.6 has knowledge of and insight into the linguistic issues that play a role in education, with respect to both typical and atypical language learners; is able to analyse these issues and reflect on them; is able to report on this analysis in a clearly written and accessible report; [KNOWLEDGE/UNDERSTANDING; APPLICATION OF

KNOWLEDGE/UNDERSTANDING; COMMUNICATION]

2.7 has knowledge of and insight into language-learning difficulties; is able to analyse language learning methods; is able to report on this analysis in a clearly written and accessible report;

[KNOWLEDGE/UNDERSTANDING; APPLICATION OF KNOWLEDGE/UNDERSTANDING; COMMUNICATION]

2.8 has a good spoken and written command of the English language. [COMMUNICATION]

*The Bachelor's student in Communication and Information Studies in the specialization **English Language and Communication Studies:***

- 2.1 has a good spoken and written command of the English language; [COMMUNICATION]
- 2.2 has knowledge of and insight into the structure and function of written and spoken texts (in English) and some insight into their historical/cultural background. Is able to analyse the structure and function of written and spoken texts in a systematic manner, including by contrasting these with other languages; [KNOWLEDGE/UNDERSTANDING; APPLICATION OF KNOWLEDGE/UNDERSTANDING]
- 2.3 has knowledge of and insight into varieties of English worldwide, the ways in which language changes and the role of English in society and in various social situations; [KNOWLEDGE/UNDERSTANDING]
- 2.4 has knowledge of and insight into the function of various forms of multimodal communication (speech and gesture, text and image); [KNOWLEDGE/UNDERSTANDING]
- 2.5 has knowledge of and insight into the organizational, theoretical, sociological and cultural factors that influence spoken and written communication processes; [KNOWLEDGE/UNDERSTANDING]
- 2.6 is able to analyse various forms (literal and figurative) and various contexts (in websites and intercultural communication) of language use in English; [APPLICATION OF KNOWLEDGE/UNDERSTANDING]
- 2.7 is able to analyse how communication in English occurs in range of contexts, including face-to-face and using various media; [APPLICATION OF KNOWLEDGE/UNDERSTANDING]
- 2.8 is able to reflect on the nature and development of the communication processes mentioned above and on the role of language in these, and to communicate about these in a clear, accessible style; [APPLICATION OF KNOWLEDGE/UNDERSTANDING; COMMUNICATION]
- 2.9 has the capacity to adopt a fully substantiated point of view in a society characterized by increasing use of the English language; [MAKING JUDGMENTS]

*Exit qualifications for the track **Media & Journalistiek***

Na afronding van de CIW-afstudeerrichting Media & Journalistiek

- 2.1 heeft de student kennis van en inzicht in de verschillende vormen van communicatie en informatie, met een bijzondere aandacht voor de rol van zowel media als journalistiek; kennis van en inzicht in de communicatieve rol die digitale, analoge, schriftelijke en visuele media spelen in de samenleving; [KENNIS/INZICHT]
- 2.2 heeft de student inzicht in de rol die traditionele en nieuwe media spelen bij de effectiviteit van het communicatieproces; [KENNIS/INZICHT]
- 2.3 is de student in staat de rol van digitale, analoge, schriftelijke en visuele media in onze samenleving te analyseren; [TOEPASSING KENNIS/INZICHT]
- 2.4 heeft de student kennis van en inzicht in de structuur en functie van journalistieke teksten en beelden in hun historische/culturele context en kan een beredeneerd antwoord geven op belangrijke ethische en normatieve vraagstukken die spelen binnen media en journalistiek (KENNIS/INZICHT; OORDEELSVORMING)
- 2.5 heeft de student kennis van en inzicht in media- en journalistiekwetenschappelijke kernkwesties en is in staat dergelijke kernkwesties systematisch te analyseren; [KENNIS/INZICHT; TOEPASSING KENNIS/INZICHT]
- 2.6 beschikt de student over journalistieke vaardigheden in zowel tekst als beeld en kan deze toepassen binnen het juiste journalistieke genre en register. Kan de student verschillende methoden toepassen om data te vinden, te onderzoeken, te bewerken, te analyseren en te visualiseren en op basis van grote hoeveelheden numerieke en tekstuele data een nieuwswaardig verhaal te maken; [COMMUNICATIE; TOEPASSEN KENNIS/INZICHT]
- 2.7 kan de student een uit de media- en journalistieke praktijk voortkomende onderzoeksvraag uitvoeren volgens de empirische cyclus en kan de resultaten van onderzoek vertalen naar aanbevelingen voor de praktijk. [TOEPASSING KENNIS/INZICHT; OORDEELSVORMING]
- 2.8 is de student in staat institutionele communicatie te beoordelen op kwaliteit en effectiviteit. Is in staat op het verloop van institutionele communicatieprocessen en de rol van taal daarin te reflecteren en er een

advies ter verbetering over uit te brengen in een heldere, toegankelijke stijl; [TOEPASSING KENNIS/INZICHT; COMMUNICATIE; OORDEELSVORMING]

2.9 heeft de student kennis en inzicht in maatschappelijke, sociologische en culturele factoren die de communicatieprocessen in verschillende media beïnvloeden en de verantwoordelijkheid die producenten van journalistieke producten en media-uitingen hierbij dragen; [KENNIS/INZICHT; OORDEELSVORMING]

2.10 heeft de student een uitstekende mondelinge en schriftelijke beheersing van het Nederlands en een voldoende kennis van academisch Engels [COMMUNICATIE]

Master's programme Communication and Information Studies

General exit qualifications for the Master's programme in Communication and Information Studies

Knowledge and understanding

- The student has knowledge of the complexity and diversity of the field of language and communication and is able to apply that knowledge when evaluating their own research and that of others.

Application of knowledge and understanding

- The student is able to make an independent contribution to the academic debate with respect to his or her own field of research.

- The student is able to carry out research independently.

Making judgements

- The student is able to reflect on language use in institutional settings at an academic level;

- The student is willing and able to take account of social, academic and ethical aspects when evaluating and analysing complex issues in the field of language and communication;

- The student is willing and able to reflect on methodical, historical and ethical-social aspects of research into language behaviour.

Communication

- The student is able to report on research according to the conventions of the discipline;

- The student has good oral and written fluency in Dutch or English (Multimodal Communication; Writing and Translation: Translation; Dialogue, Health and Society); the student is able to report on his or her own academic research and that of others in a way that appeals to a wide audience.

Learning skills

- The student is able to operate in a societal role that is consistent with the degree programme or to proceed to a PhD programme in the field of language and communication.

Eindtermen Schrijven en vertalen (in Dutch)

Kennis en inzicht

- De student heeft diepgaande kennis van vertaalprocessen in zowel theoretisch als praktisch opzicht, en heeft inzicht in het soort problemen dat zich voordoet bij het vertalen en lokaliseren van verschillende soorten teksten en documenten. [V]

- De student heeft een uitstekende vaardigheid in het vertalen van teksten van verschillende soorten van het Engels naar het Nederlands, en weet daarbij goed gebruik te maken van elektronische vertaalhulpmiddelen. [V]

- De student heeft een uitstekende productieve beheersing van de Nederlandse en/of Engelse taal. [S&V]

- De student heeft diepgaande kennis van de aard van vaktaal en terminologie, en de rol die deze spelen in het vertaalproces. [V]

- De student heeft diepgaande kennis van de kenmerken van diverse tekstsoorten, waaronder die in een elektronische omgeving, en weet de kwaliteit ervan zorgvuldig te beoordelen. [S&V]
- De student heeft uitstekend inzicht in de stilistische effecten van zinsbouwkeuzes in het Nederlands, mede in relatie tot het tekstgenre (zowel fictie als non-fictie), en kan die keuzes zelf maken en motiveren in eigen teksten (zowel fictie als non-fictie). [S]
- De student heeft diepgaande kennis van de wetenschappelijke discussie over tekstkwaliteit. [S]

Toepassen kennis en inzicht

- De student beschikt over uitstekende vaardigheden in de toepassing van professioneel elektronisch gereedschap bij de verwerving, weergave en toepassing van terminologische kennis. [V]
- De student heeft een uitstekende vaardigheid in het beoordelen en optimaliseren van de kwaliteit van (bron)teksten van diverse genres. [S&V]

Oordeelsvorming

- De student is in staat, blijkens een afstudeeropdracht, een complexe problematiek op het gebied van vertalen, tekstkwaliteit of tekstopimalisering, te analyseren en daarvoor oplossingen te bieden, eventueel deels op basis van tijdens een bedrijfsstage uitgevoerde werkzaamheden. [S&V]

*Eindtermen **Journalistiek** (in Dutch)*

Kennis en inzicht

- De student heeft kennis van de complexiteit en diversiteit van het vakgebied Journalistiek en is in staat die kennis toe te passen bij de beoordeling van eigen en andermans onderzoek.
- De student is op de hoogte van de vraagstukken die spelen omtrent de productie, de receptie, het gebruik, het effect en de inhoud van journalistieke teksten en kan deze analyseren in termen van genre, narrativiteit en burgerschap.
- De student heeft inzicht in de tekstwetenschappelijke en communicatiewetenschappelijke aspecten van journalistieke en journalistiekwetenschappelijke vraagstukken
- De student heeft een goed overzicht van de journalistiekwetenschappelijke discussies omtrent de productie, de receptie, het gebruik, het effect en de inhoud van journalistieke teksten

Toepassen kennis en inzicht

- De student is in staat een onafhankelijke bijdrage te leveren aan het wetenschappelijk debat over Journalistiek.
- De student is in staat zelfstandig een journalistiekwetenschappelijk onderzoek uit te voeren.
- De student kan de effecten van taalgebruik, (incl. genre, narrativiteit) bij journalistieke praktijken analyseren, rekening houdend met de maatschappelijke taak van de journalistiek, waardoor de student in staat is om die praktijken te becommentariëren en waar nodig te verbeteren.
- De student is in staat om onderzoek en inzichten uit de tekstwetenschap en de communicatiewetenschap te integreren in de journalistiekwetenschap in termen van genre, narrativiteit en burgerschap en deze toe te passen bij het bestuderen, analyseren en oplossen van journalistieke (innovatie)vraagstukken.
- De student is in staat om inzichten uit de journalistiekwetenschappen toe te passen op journalistieke (innovatie)vraagstukken en over de effectiviteit ervan gefundeerde adviezen uit te brengen.

Oordeelsvorming

- De student is in staat om op wetenschappelijk niveau te reflecteren op de productie, de receptie, het gebruik, het effect en de inhoud van journalistieke teksten.
- De student is bereid en in staat tot rekening houden met sociaal-maatschappelijke, wetenschappelijke

en ethische aspecten bij de oordeelsvorming over en analyse van complexe vraagstukken op het gebied van de journalistiek;

- De student is bereid en in staat tot reflectie op methodische, historische en ethisch-maatschappelijke aspecten van journalistiekwetenschappelijk onderzoek en onderzoeksjournalistiek;

Communicatie

- De student is in staat over een onderzoek te rapporteren volgens de conventies van het vakgebied.

- De student heeft een uitstekende mondelinge en schriftelijke uitdrukingsvaardigheid van het Nederlands; de student is in staat over het eigen en andermans wetenschappelijk onderzoek op een aantrekkelijke manier te rapporteren aan een breed publiek.

Leervaardigheden

- De student is in staat te functioneren in een maatschappelijke functie die aansluit bij de opleiding dan wel door te stromen naar een promotietraject op het terrein van Journalistiek.

Exit qualifications **Multimodal Communication**

Knowledge and understanding

- The student is conversant in different approaches to the question of what constitutes multimodality.

- The student is familiar with the complexity and diversity of the forms of multimodal communication, and in particular, with the place that linguistic forms can play in them.

- The student knows about differences between multimodality in more spontaneous communication (e.g., in face-to-face contexts) and in more prepared communication (as in contexts of edited media).

- The student knows the potential cognitive and communicative effects of different forms of multimodal communication.

Applying one's knowledge and understanding

- The student can apply appropriate theories and methods to analyze various forms of multimodal media in different domains of communication.

- The student can analyze how different modes/semiotic codes and different audio-visual means of communication are combined in different contexts and in specific instantiations.

Making judgments

- The student is able to critically reflect on and evaluate the relative value of different theoretical and methodological approaches with respect to the analysis of different forms of multimodal communication.

- The student is capable of reflecting on the distinction between scholarly, social/ethical, and commercial interests in the study of forms of multimodal communication.

Exit qualifications **Health, Dialogue and Society**

Knowledge and understanding

- The student has scientific knowledge of and insights in the field of dialogue about health, within a national and international context;

- The student knows how the specific concept called 'dialogue' relates to the general concept called 'genre', and knows how genre-specific frameworks such as dialogue and debate are related;

- The student is familiar with the scientific debates with regard to conversation and dialogue;

- The student knows how to place insights from the field of conversation analysis within a broader context (historical, ethical and cultural), for example in relation to different definitions of "good" dialogue.

Applying one's knowledge and understanding

- The student is able to assess the effects of text use and language use in the health domain and knows how to critically reflect on this;
- The student knows how to integrate insights from different disciplines, such as conversation analysis, text analysis, ethics and health humanities;
- The student is able to translate these theoretical and methodological insights to the practical domain of conversation, where possible together with societal partners.

ANNUAL PLAN BACHELOR COMMUNICATION AND INFORMATION STUDIES, TRACK LANGUAGE AND MEDIA 2024-2025

| WEEK | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
|---|--|----|----|----|----|----|----|----|----|----|----|----|---|---|----|----|----|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| YEAR 1 | Period 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | L_AABACIW102 [6 EC] Introduction to Communication Studies | | | | | | | | | | | | | L_AABACIW103 [6 EC] Introduction to Linguistics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | L_AABACIW102 [6 EC] Persuasive Communication | | | | | | | | | | | | | L_AABACIW103 [6 EC] English: International Communication | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | L_AABACIW105 [0 EC] Orientation Module CIS 1 | | | | | | | | | | | | | L_AABACIW105 [0 EC] Orientation Module CIS 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Period 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L_AABAALG103 [3 EC] Academic English CIS-L&S Grammar | | | | | | | | | | | | | L_AABAALG104 [6 EC] Language, Media and Communication | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Period 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L_AABAALG109 [6 EC] Academic Skills CIS | | | | | | | | | | | | | L_EABAALG104 [3 EC] Academic English CIS-L&S Writing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Period 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L_AABACIW108 [6 EC] Methods | | | | | | | | | | | | | L_AABACIW107 [6 EC] Discourse Analysis | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Period 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L_AABACIW110 [6 EC] Persuasive Communication | | | | | | | | | | | | | L_AABACIW113 [6 EC] Media Use in Organisational Contexts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Period 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| VU_ELT [0 EC] English Language Test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| WEEK | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
|---|---|----|----|----|----|----|----|----|----|----|----|----|---|---|----|----|----|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| YEAR 2 | Period 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | L_NCBACIW216 [6 EC] Language in Social Media | | | | | | | | | | | | | L_ETBAETK209 [6 EC] Global English | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | L_CABAALG205 [6 EC] Applied Statistics | | | | | | | | | | | | | L_AABACIW203 [6 EC] Multilingual Communication in the EU | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | L_NCBACIW215 [6 EC] Discourse and Social Interaction | | | | | | | | | | | | | L_AABACIW206 [6 EC] Globalisation and Localisation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Period 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L_YABAALG201 [6 EC] Philosophy CIS L&S MKDA | | | | | | | | | | | | | L_AABACIW202 [6 EC] Communication Cultures | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Period 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L_YABAALG201 [6 EC] Philosophy CIS L&S MKDA | | | | | | | | | | | | | L_AABACIW207 [6 EC] Document Design | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Period 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L_NCBACIW215 [6 EC] Discourse and Social Interaction | | | | | | | | | | | | | L_AABACIW206 [6 EC] Globalisation and Localisation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Period 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L_NCBACIW215 [6 EC] Discourse and Social Interaction | | | | | | | | | | | | | L_AABACIW206 [6 EC] Globalisation and Localisation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Period 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L_ETBAETK209 [6 EC] Global English | | | | | | | | | | | | | L_ETBAETK209 [6 EC] Global English | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| WEEK | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
|---|---|----|----|----|----|----|----|----|----|----|----|----|---|---|----|----|----|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| YEAR 3 | Period 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Elective Space [30 EC], for example: Minor/Electives [30 EC] or Study Abroad [30 EC] or Internship [12 EC] + Electives [18 EC] | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Period 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | L_AABACIW309 [6 EC] Narrativity in the Media | | | | | | | | | | | | | L_AABACIW307 [6 EC] Social Media Analytics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Period 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L_AABACIW309 [6 EC] Narrativity in the Media | | | | | | | | | | | | | L_AABACIW307 [6 EC] Social Media Analytics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Period 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L_AABACIW309 [6 EC] Narrativity in the Media | | | | | | | | | | | | | L_AABACIW307 [6 EC] Social Media Analytics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Period 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L_NCBACIW311 [6 EC] Visual Rhetoric | | | | | | | | | | | | | L_AABACISCOL [3 EC] Thesis colloquium | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Period 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L_NCBACIW311 [6 EC] Visual Rhetoric | | | | | | | | | | | | | L_AABACISCR [9 EC] Thesis | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

COURSE
 MINOR
 EXAMINATION WEEK
 VACATION
 Additional: no education in week 18

ANNUAL PLAN BACHELOR COMMUNICATION AND INFORMATION STUDIES, TRACK ENGLISH LANGUAGE AND CS 2024-2025

| WEEK | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
|---------------|---|----|----|----|---|----|----|----|--|----|----|----|---|----|----|----|--|---|---|---|--|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | Period 1 | | | | Period 2 | | | | Period 3 | | | | Period 4 | | | | Period 5 | | | | Period 6 | | | | | | | | | | | | | | | | | | | | | | |
| YEAR 1 | L_AABACW102 [6 EC] Introduction to Communication Studies | | | | L_AABAALG09 [6 EC] Academic Skills OS | | | | L_AABACW103 [6 EC] Introduction to Linguistics | | | | L_AABAALG10 [6 EC] Academic English CIS L&S Grammar | | | | L_AABAALG10 [6 EC] Methods | | | | L_AABACW110 [6 EC] Persuasive Communication | | | | | | | | | | | | | | | | | | | | | | |
| | L_AABACW103 [6 EC] Introduction to Linguistics | | | | L_EABAALG103 [3 EC] Academic English CIS L&S Grammar | | | | L_AABAALG104 [6 EC] Language, Media and Communication | | | | L_AABAALG104 [6 EC] Academic English CIS L&S Writing | | | | L_AABACW107 [6 EC] Discourse Analysis | | | | L_ETBACW102 [6 EC] English: International Communication | | | | | | | | | | | | | | | | | | | | | | |
| | L_AABACW105 [0 EC] Orientation Module CIS 1 | | | | | | | | | | | | | | | | L_AABACW105 [0 EC] Orientation Module CIS 2 | | | | L_AABACW112 [6 EC] The Structures of English | | | | | | | | | | | | | | | | | | | | | | |
| | VU_ELT [0 EC] English Language Test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| WEEK | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
|---------------|--|----|----|----|---|----|----|----|---|----|----|----|---|----|----|----|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | Period 1 | | | | Period 2 | | | | Period 3 | | | | Period 4 | | | | Period 5 | | | | Period 6 | | | | | | | | | | | | | | | | | | | | | | |
| YEAR 2 | L_NCBACW216 [6 EC] Language in Social Media | | | | L_ETBACW202 [6 EC] Analysing Text & Talk | | | | L_YABAALG201 [6 EC] Philosophy CIS L&S-INKDA | | | | L_AABACW202 [6 EC] Communication Cultures | | | | L_ETBACW203 [6 EC] Text Production and Translation | | | | L_AABACW205 [6 EC] Language, Culture and Variation | | | | | | | | | | | | | | | | | | | | | | |
| | L_ETBACW209 [6 EC] Global English | | | | L_CABAALG205 [6 EC] Applied Statistics | | | | | | | | L_ETBACW204 [6 EC] Spoken Language and Gesture | | | | L_AABACW206 [6 EC] Globalisation and Localisation | | | | | | | | | | | | | | | | | | | | | | | | | | |

| WEEK | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
|---------------|---|----|----|----|----------|----|----|----|----------|----|----|----|----------|----|----|----|---|---|---|--|--|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | Period 1 | | | | Period 2 | | | | Period 3 | | | | Period 4 | | | | Period 5 | | | | Period 6 | | | | | | | | | | | | | | | | | | | | | | |
| YEAR 3 | Elective Space [30 EC], for example: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Minor/Electives [30 EC] or Study Abroad [30 EC] or Internship [12 EC] + Electives [18 EC] | | | | | | | | | | | | | | | | L_ETBACW302 [6 EC] Metaphor in Professional Settings | | | | L_ETBACW301 [6 EC] Advanced English Language Skills | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | L_ETBACW303 [6 EC] Language Change | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | L_AABACISCOL [3 EC] Thesis colloquium + L_AABACISSCR [9 EC] Thesis | | | | | | | | | | | | | | | | | | | | | | | |

■ COURSE
 ■ MINOR
 EXAMINATION WEEK
 VACATION
 Additional: no education in week 18

JAARSCHHEMA BACHELOR COMMUNICATIE- EN INFORMATIEWETENSCHAPPEN, TRAJECT MEDIA EN JOURNALISTIEK 2024-2025

| WEEK | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | | | | | | | | | | | | |
|-------------------------------------|--|----|----|----|----|----|----|----|----|----|----|----|--|----|----|----|----|---|---|---|---|---|---|---|---|---|-----------|----|----|----|-----------------------------------|----|-----------|----|----|----|---|----|-----------|----|----|----|--|--|-----------|--|--|--|--|--|-----------|--|--|--|--|--|
| JAAR 1 | Periode 1 | | | | | | | | | | | | | | | | | | | | | | | | | | Periode 2 | | | | | | Periode 3 | | | | | | Periode 4 | | | | | | Periode 5 | | | | | | Periode 6 | | | | | |
| | L_AABACIW102 [6 EC] Introduction to Communication Studies | | | | | | | | | | | | L_AABACIW105 [0 EC] Orientation Module CIS 1 | | | | | | | | | | | | L_AABACIW103 [6 EC] Academische Vaardigheden CIW | | | | | | L_AABACIW108 [6 EC] Methods | | | | | | L_AABACIW110 [6 EC] Persuasive Communication | | | | | | L_AABACIW111 [6 EC] Journalistiek van Theorie naar Praktijk | | | | | | | | | | | | | |
| | L_AABACIW115 [6 EC] Inleiding Media en Journalistiek | | | | | | | | | | | | L_AABACIW104 [6 EC] Language, Media and Communication | | | | | | | | | | | | L_AABACIW106 [6 EC] Orientation Module CIS 2 | | | | | | L_AABACIW117 [6 EC] Formuleren | | | | | | L_AABACIW116 [6 EC] Media en Democratie | | | | | | | | | | | | | | | | | | | |
| | L_EABAALG103 [3 EC] Academic English CIW/L&S Grammar | | | | | | | | | | | | L_EABAALG104 [3 EC] L&S Writing | | | | | | | | | | | | L_EABAALG100 [4] [3 EC] Academic English CIW/L&S Writing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| VU_TAALTOETS [0 EC] Taaltoets NL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

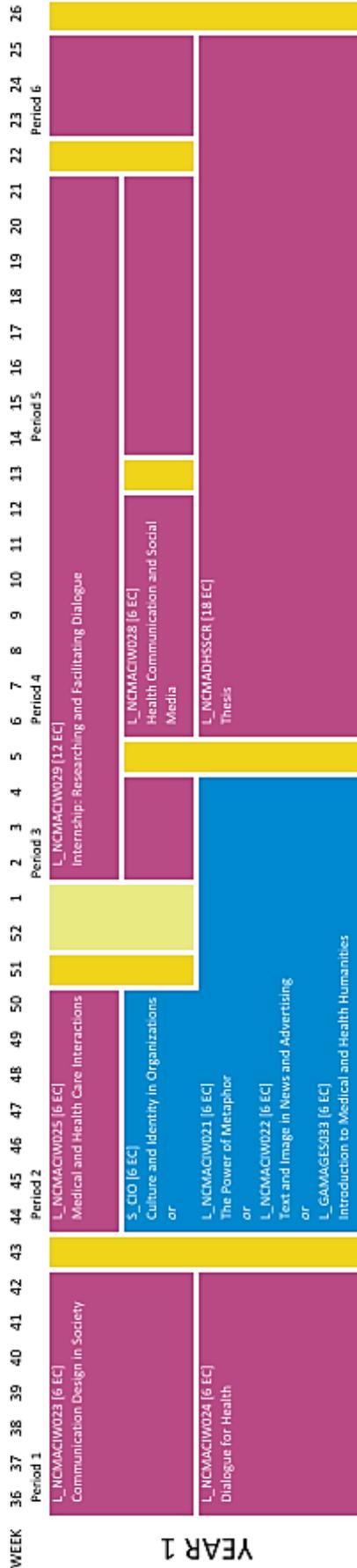
| WEEK | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | | | | | | | | | | | | |
|--|---|----|----|----|----|----|----|----|----|----|----|--|---|----|----|----|----|---|---|---|---|---|---|---|---|---|-----------|----|----|--|---|----|-----------|----|----|--|---|----|-----------|----|----|----|-------------------------------------|--|-----------|--|--|--|--|--|-----------|--|--|--|--|--|
| JAAR 2 | Periode 1 | | | | | | | | | | | | | | | | | | | | | | | | | | Periode 2 | | | | | | Periode 3 | | | | | | Periode 4 | | | | | | Periode 5 | | | | | | Periode 6 | | | | | |
| | L_NCBACIW210 [6 EC] Communicatie en cognitie | | | | | | | | | | | | L_CABAALG205 [6 EC] Applied Statistics | | | | | | | | | | | | L_YABAALG201 [6 EC] Philosophy CIE L&S-MEDIA | | | | | | L_NCBACIW213 [6 EC] Interactie in organisaties | | | | | | L_NCBACIW215 [6 EC] Discourse and Social Interaction | | | | | | L_AABAALG205 [6 EC] Media ethiek | | | | | | | | | | | | | |
| L_AABAALG044 [6 EC] Journalistische vaardigheden voor academici tekst | | | | | | | | | | | | L_AABAALG045 [6 EC] Journalistische vaardigheden voor academici beeld | | | | | | | | | | | | | | | | | | L_PABAALG205 [6 EC] Datajournalistiek | | | | | | L_NCBACIW211 [6 EC] Communicatie en effectonderzoek | | | | | | | | | | | | | | | | | | | | |

| WEEK | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | | | | | | | | | | | | |
|---|--|----|----|----|----|----|----|----|----|----|----|--|----|----|----|----|----|---|---|---|---|---|---|--|---|---|-----------|----|----|----|----|----|-----------|----|----|----|----|----|-----------|----|----|----|----|--|-----------|--|--|--|--|--|-----------|--|--|--|--|--|
| JAAR 3 | Periode 1 | | | | | | | | | | | | | | | | | | | | | | | | | | Periode 2 | | | | | | Periode 3 | | | | | | Periode 4 | | | | | | Periode 5 | | | | | | Periode 6 | | | | | |
| | Keuzeruimte [30 EC], bijvoorbeeld: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Minor of Keuzevakken of Studeren in het buitenland | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L_AABACIW309 [6 EC] Narrativity in the Media | | | | | | | | | | | | L_AABACIW308 [6 EC] Onderzoek in opdracht | | | | | | | | | | | | L_AABACIW311 [6 EC] Visual Rhetoric | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L_AABACIW301 [3 EC] Scriptie colloquium + | | | | | | | | | | | | L_AABACIW302 [9 EC] Scriptie CIW | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

■ VAK
 ■ MINOR
 ■ TENTAMENWEEK
 ■ VAKANTIE Aanvullend: Week 18 onderwijsvrij

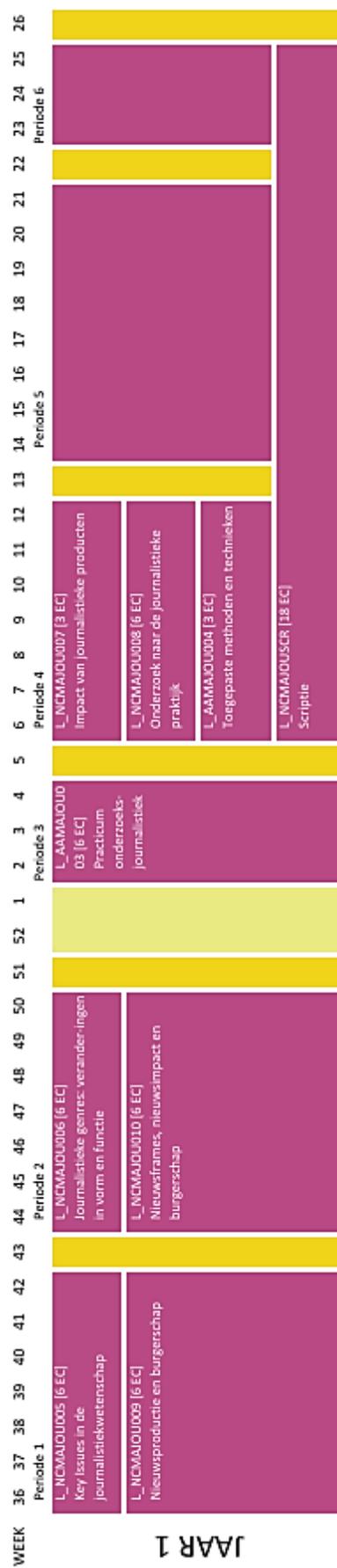
Master's programme Communication and Information Studies

ANNUAL PLAN CIS, TRACK DIALOGUE, HEALTH AND SOCIETY 2024-2025



■ GENERAL REQUIRED MODULE ■ ELECTIVE ■ EXAM WEEK ■ HOLIDAYS ■ Additional: No education in week 18

JAARSHEMA MASTER CIW, TRAJECT JOURNALISTIEK 2024-2025



■ VAK ■ TENTAMENWEEK ■ VAKANTIE ■ Aanvullend: Week 18 onderwijs vrij

ANNUAL PLAN CIS, TRACK MULTIMODAL COMMUNICATION 2024-2025

| WEEK | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | | | | | | | |
|------|--|----|----|---|----|----|---|----|----|--|----|----|---|----|----|-------------------------------------|----|---|---|---|---|---------------------------------------|---|---|--|---|----|--------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|--|--|--|--|
| | Period 1 | | | Period 2 | | | Period 3 | | | Period 4 | | | Period 5 | | | Period 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | L_ETMCIW003 (6 EC) Talk is Multimodal | | | L_AAMATEC005 (6 EC) Effective Genre Design | | | L_NCMACIW022 (6 EC) Text and Image in News and Advertising | | | L_NCMACIW028 (6 EC) Health Communication and Social Media | | | L_ETMCIW004 (6 EC) English Text Editing MA | | | L_EIMALT004 (6 EC) Gothic Spaces | | | L_GAMAGES034 (6 EC) Knowing by Sensing | | | L_MKT_BMAN (6 EC) Brand Management | | | L_ZAMAACW020 (6 EC) Design, Criticism, Writing and Theory | | | L_EAMAMUCSCR (18 EC) Thesis | | | | | | | | | | | | | | | | | | | | | | | |
| | L_NCMACIW023 (6 EC) Communication Design in Society | | | L_NCMACIW021 (6 EC) The Power of Metaphor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

YEAR 1

■ GENERAL REQUIRED MODULE
 ■ ELECTIVE
 ■ EXAM WEEK
 ■ HOLIDAYS
 Additional: No education in week 18

JAARSHEMA MASTER CIW, TRAJECT SCHRIJVEN EN VERTALEN - SCHRIJVEN 2024-2025

| WEEK | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
|------|--|----|----|---|----|----|----|---|----|----|----|--|----|----|----|--|----|---|---|-----------|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | Periode 1 | | | Periode 2 | | | | Periode 3 | | | | Periode 4 | | | | Periode 5 | | | | Periode 6 | | | | | | | | | | | | | | | | | | | | | | | |
| | L_NCMACIW023 [6 EC] Communication Design in Society | | | L_AAMACIW001 [6 EC] Formuleren plus | | | | L_NCMACIW001 [6 EC] Stage | | | | L_NCMASCH51A [6 of 12 EC] * | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | L_NCMACIW018 [6 EC] Narrativiteit | | | L_NAMAAALG001 [6 EC] * De Column | | | | L_NAMAAALG001 [6 EC] * Creative Writing MA | | | | L_NCMACIW028 [6 EC] * Health Communication and Social Media | | | | L_NCMACIW028 [6 EC] * Health Communication and Social Media | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | L_TAMATWS012 [3 EC] * Introduction to Translation Studies | | | L_NCMADJ006 [6 EC] * Journalistieke genres: verandering in vorm en functie | | | | L_NCMADJ006 [6 EC] * Journalistieke genres: verandering in vorm en functie | | | | L_NCMALG002 [6 EC] * Tekstschaven | | | | L_NCMALG002 [6 EC] * Tekstschaven | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | L_ZAMAAACW021 [6 EC] * Materialities of Media | | | L_AAMATEC005 [6 EC] * Effective Genre Design | | | | L_AAMATEC005 [6 EC] * Effective Genre Design | | | | L_NCMASEVSCR [18 EC] Scriptie | | | | L_NCMASEVSCR [18 EC] Scriptie | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | L_ETMATEC001 [3 EC] ** Vertalen Engels-Nederlands 1 | | | L_ETMATEC008 [6 EC] * Web Usability | | | | L_ETMATEC008 [6 EC] * Web Usability | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | L_NCMACIW022 [6 EC] * Text and Image in News and Advertising * | | | | L_NCMACIW022 [6 EC] * Text and Image in News and Advertising * | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | L_ELMALT007 [6 EC] * Adaptation Studies | | | | L_ELMALT007 [6 EC] * Adaptation Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | L_ETMATEC002 [6 EC] ** Vertalen Engels-Nederlands 2 | | | | L_ETMATEC002 [6 EC] ** Vertalen Engels-Nederlands 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

JAAR 1

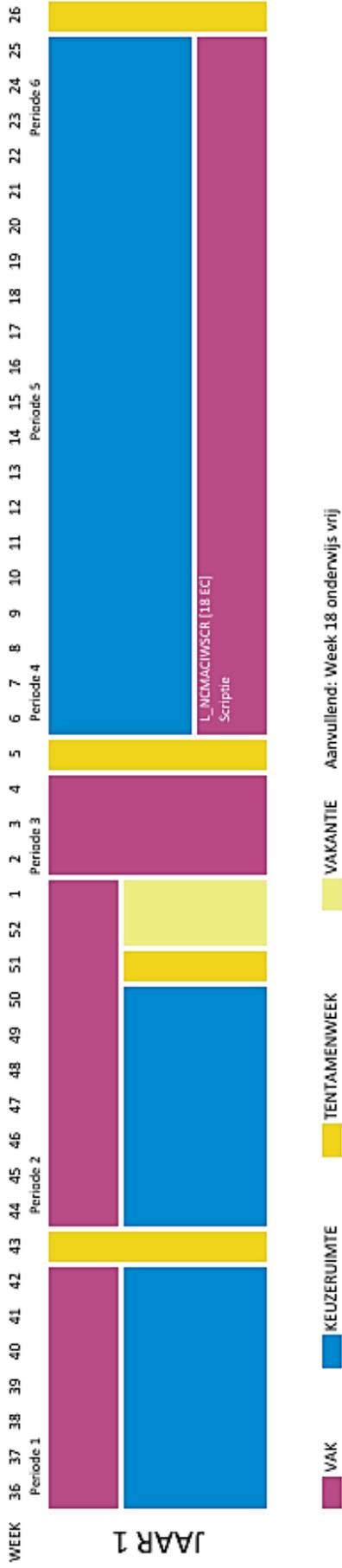
* Er is 24 EC aan keuzeruimte, waarvan 12 EC verplicht uit de genoemde modules. Binnen de verplichte 12 EC kiezen studenten in ieder geval één van de volgende vakken: Effective Genre Design (L_AAMATEC005), Web Usability (L_ETMATEC008) of Text and Image in News and Advertising (L_NCMACIW022). 12 EC mag buiten deze keuzes vallen, mits er voor deze vakken toestemming is van de eigen examencommissie. Masterlanguage-vakken (zie aanbod www.masterlanguage.nl) mogen zonder toestemming van de examencommissie gevolgd worden.

** Voor deze vakken is een voldoende beheersing van het Engels noodzakelijk. Zie de ingangsvoorwaarden in de vakbeschrijving in de studiegids

■ VAK
 ■ KEUZERUIMTE*
 ■ TENTAMENWEEK
 ■ VAKANTIE
 ■ Aanvullend: Week 18 onderwijs vrij

JAARSHEMA MASTER CIW, TRAJECT TAAL EN COMMUNICATIE IN ORGANISATIES 2024-2025

Dit traject staat per 2022-2023 niet meer open voor nieuwe aanmeldingen. Alleen herinschrijvingen zijn toegestaan.



Appendix 3. Programme of the site visit

Monday 16 June 2025

| | |
|---------------|--|
| 11.30 – 12.00 | Arrival panel and welcome |
| 12.00 – 13.00 | Internal panel meeting and lunch |
| 13.00 – 14.00 | Interview faculty board and programme management |
| 14.00 – 14.15 | Break |
| 14.15 – 15.00 | Interview students B CIW |
| 15.00 – 15.15 | Break |
| 15.15 – 16.00 | Interview teaching staff B CIW |
| 16.00 – 16.15 | Break |
| 16.15 – 17.00 | Interview exam board |
| 17.00 – 18.00 | Internal panel meeting |

Tuesday 17 June 2025

| | |
|---------------|--|
| 8.45 – 9.00 | Internal panel meeting |
| 9.00 – 9.45 | Interview students M CIW |
| 9.45 – 10.00 | Break |
| 10.00 – 10.45 | Interview teaching staff M CIW |
| 10.45 – 11.00 | Break |
| 11.00 – 11.45 | Interview alumni and members advisory committee professional field |
| 12.00 – 13.30 | Internal panel meeting and lunch |
| 13.30 – 14.15 | Final meeting faculty board and programme management |
| 14.15 – 14.30 | Break |
| 14.30 – 16.00 | Development dialogue/theme sessions |
| 16.00 – 16.30 | Internal panel meeting |
| 16.30 – 16.45 | Oral feedback |

Appendix 4. Materials

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

The panel also studied other materials, which included:

- The examination regulations and guidelines document (OER)
- A list of teaching staff of both programmes, including academic grades and titles
- Assessment policy documents of the faculty and the programmes like the assessment plans
- A faculty document on guidelines and regulations for internships
- A thesis guide for students
- The study guides of the programmes
- Formats of thesis contract and internship contract
- Several factsheets about the programmes alumni, student intake and success rates
- Yearly reports of the Examination Board and the Programme Committee of the period 2022 – 2024
- The report of the previous accreditation panel
- Several evaluation documents, such as the NSE and the National Alumni Survey (NAE)