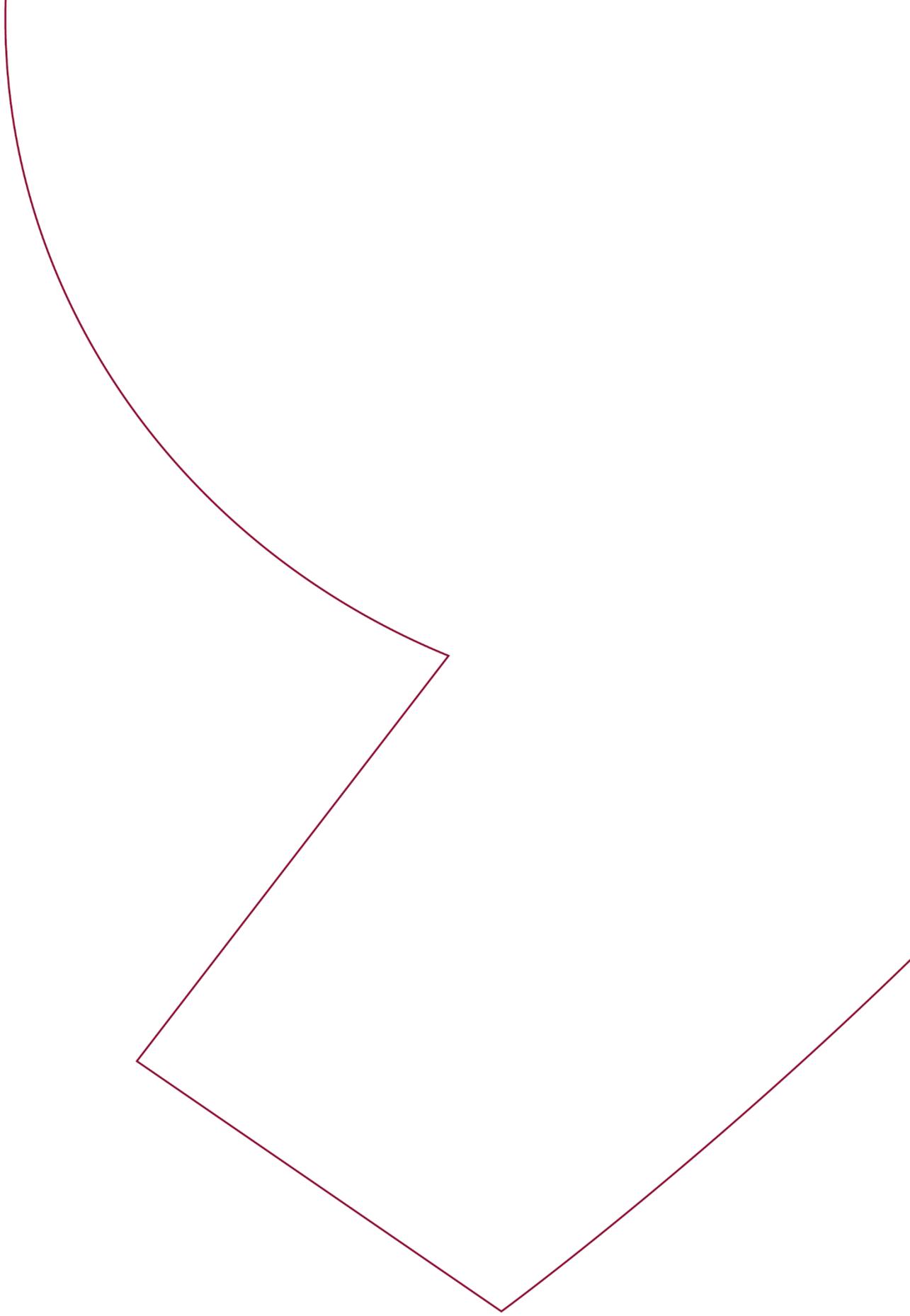# Hobéon,
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ASSESSMENT REPORT

Limited programme assessment

Master programme
Master International Communication
Full time

Hanze University of Applied Sciences Groningen

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Limited programme assessment

Master programme
Master International Communication
Full time

Hanze University of Applied Sciences Groningen

Croho registration: 49141

Audit Committee
Drs. D.J.N.M. Rijnders, chair
Dr. A.M. Cotton
Drs. J.H. van den Hoff
N. Mohamed BA
Secretary / co-ordinator:
O. Nieuwenhuis MSc(Ed)
I.A.M. van der Hoorn MSc

INHOUDSOPGAVE

1. GENERAL AND QUANTITATIVE DATA

Name Institution	Hanzehogeschool Groningen
Status	Funded
Outcomes of Institutional Quality Assessment	Positive, 26th February 2018
Name of programme in Central Register of Higher Professional Education (CROHO)	Master International Communication
ISAT-code CROHO	49141
Domain/sector croho	Economy
Orientation and level	hbo
Level of the programme	Hbo-master
Degree / title	Master of Arts
Number of credits	90
Specialisations	n.a.
Location(s)	Groningen
Variant(s)	Fulltime
Joint programme	n.a.
Language(s)	English
Date online visit	27th January 2022

2.   SUMMARY

The 90 ECTS Master International Communication (MIC) at the Hanze University of Applied Sciences Groningen (HUAS) aims to deepen the international and intercultural communication knowledge and skills of its students. Students are educated to take on organisational and societal challenges through sustainable communication. Positions MIC alumni hold, range from general jobs in communication (brand) management, consultancy or marketing, to more future-oriented and specialist positions such as Community Engagement Coordinator and Head of Social Impact.

Standard 1. Intended Learning Outcomes
The panel has seen a strong programme with a well-thought out profile that resonates with the professional field, as well as (inter)national standards. The alignment with the Dutch Qualifications Framework and the Dublin Descriptors demonstrates the Master Level of the programme. The programme's vision on both applied research and internationalisation are clear and compelling. The research is carried out with a focus on practice, but is based on a stable academic foundation. The panel notes that the international classroom and intercultural diversity that the programme envisions are powerful propositions. The programme collaborates closely with the professional field, which aligns with the vision of the HUAS and allows them to keep their learning goals up to date. The panel therefore considers the programme to meet the standard of the intended learning outcomes.

Standard 2. Teaching-learning environment
The panel is of the opinion that the sum of the teaching philosophies and the way that they were translated to a coherent curriculum results in a well-thought out, solid student-centred programme. The panel is convinced of the use of the four roles to structure the curriculum. The capstone projects are well-chosen and align with the learning outcomes that the programme aims to achieve following a scaffolding approach. The advisory committee is regularly consulted and the panel sees that the programme is kept up-to-date. The panel recognised the enthusiasm and dedication of the staff. The quality and quantity of the staff is adequate.

The panel saw that research is sufficiently present in the curriculum. The presence and utilisation of the research hubs in the programme supports this aspect. The panel is impressed by the way in which an international classroom is realized by the programme. The panel was pleased to hear the extent to which students feel at home. The panel supports the choice to conduct the programme in English and to carry an English title.

The programme aims to teach students to become reflective professionals, an aim which the panel endorses. However, the panel advises the programme to reconsider the quantity of reflection and to deepen the quality to achieve the same effect. As the students said: "too much reflection can harm the value of reflection".

The panel saw that the curriculum, teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes. This was also reflected by the very high percentage of students that finish the programme (drop-outs have been below 15% since 2016). The panel therefore considers the programme to meet the standard of the teaching-learning environment.

Standard 3. Student assessment
During the audit, the panel saw that the MIC has carefully considered their vision of assessment and has chosen a suitable method for carrying out that vision. The panel finds that holistic assessment is a contemporary, fitting choice given the content of the programme and the didactical concepts underlying the programme. The panel does note that holistic assessment is a challenging method of assessment that requires vision and dedication. Therefore, the panel recommends that the programme carefully monitors the quality of their assessment as they develop portfolio learning further. However, the panel also expresses full confidence that the

programme staff, the assessment committee and the exam board are aware of these issues and monitor quality closely.

The panel was pleased to find that students are satisfied with the feedback they receive throughout the master programme. However, the panel feels that special attention should be paid to the feedback culture and literacy, also in the light of lifelong learning. For example, by implementing best practices for achieving feedback literacy in courses in which written feedback is lacking. The panel also recommends writing the feedback that students receive down to achieve a more transparent grading process. Overall, the panel saw that the programme's vision to use assessment as a learning opportunity is carried out well.

The examination board and the assessment committee carry out their lawful duties in a satisfactory manner, the panel found. They keep their expertise up to date and properly safeguard both the programme's quality of assessment and the level of the graduates. The panel is pleased to see that the programme takes quality assurance very seriously. Taking into consideration the recommendation regarding the creation of a strong feedback culture, the panel concludes that the programme has an adequate system of student assessment in place. Therefore, it considers the programme to meet the standard of the student assessment.

Standard 4. Achieved learning outcomes
According to the panel, all 15 graduation projects reflected the master level. The panel agrees with the rubrics through which the projects were assessed. Through its conversation with the advisory board and the alumni, as well as the list of the roles that MIC alumni end up fulfilling in organisations, the panel concludes that MIC graduates are welcomed in the professional field and the match between the programme and the professional requirements is good. These findings demonstrate to the panel that the intended learning outcomes are achieved. The panel therefore considers the standard of the achieved learning outcomes to be met.

Overall conclusion:
The programme meets all the standards. During the audit the panel saw an ambitious strong programme carried out by a dedicated and motivated staff. Therefore, the panel advises the NVAO to award accreditation of the programme.

Upon agreement with the panel members the chair adopted this report on 24 March 2022.

3. INTRODUCTION

The Master International Communication (MIC) at the Hanze University of Applied Sciences Groningen (HUAS) aims to deepen the international and intercultural communication knowledge and skills of its students. Students are educated to take on organisational and societal challenges through sustainable communication. Positions MIC alumni hold, range from general jobs in communication (brand) management, consultancy or marketing, to more future-oriented and specialist positions such as Community Engagement Coordinator and Head of Social Impact.

The MIC is one of the two Master programmes that the School of Communication, Media & IT (SCMI) offers. The SCMI offers four bachelor programmes. The HUAS consists of a total of 16 schools that offer a total of 49 bachelor, 21 master programmes and 11 Associate degree programmes. The HUAS is a multidisciplinary institution with a focus on the development of entrepreneurship and innovative, applicable knowledge.

Within the SCMI, there is a lot of collaboration between the programmes in terms of research hubs in which different programmes meet, but also due to the fact that there is one Exam Board for the entire SCMI.

Recent developments
From 2009 to 2019, the MIC was a part of the Geert Hofstede Consortium (GHC), consisting of four European Universities from four different countries. Due to this, students who graduated from the programme received a double degree. However, in 2019 the programme decided to leave the consortium because taking part was no longer financially feasible.

Leaving the consortium prompted the programme to make improvements to its educational profile, competency framework and the curriculum. However, the programme still has tight connections with its previous consortium partners resulting in staff collaboration and educational opportunities for students such as a visit to Vilnius University for an intensive week (the visit took place online during Covid-19). As a result of the changes, the programme that has been taught since the start of the academic year 2019-2020 is very different from the one that was taught when the programme was still a part of the consortium. This is why the panel elected to review graduation projects from 2020-2021 rather than from multiple years.

Recommendations previous visitation
While the panel mostly evaluated the programme in its own right, where relevant it contrasted the new programme with the old programme. For example regarding the improvements the programme made after the last accreditation in 2016. Table 1 showcases the recommendations of that audit and the subsequent improvements of the programme.

Panel remark (2016)	Assimilation of the remark in the current programme
Clarify the meaning of innovation with the programme more.	The concept of innovation has been clarified by making problem solving & innovation one of the competencies that is asked of the MIC students and by incorporating innovativeness as an assessment criterion.
Found an alumni platform.	The programme established a LinkedIn community in which knowledge can be shared and interaction is fostered.
Make sure there is a MIC student representative within the Educational Committee of SCMI.	This is now the case. The 2022 panel met the student representative.

The programme was satisfied with the assimilation of the remarks in the programme. Further considerations that the panel had in light of the earlier recommendations are elaborated upon in this report.

Visitation group
The MIC forms a visitation group together with the Master International Communication Management of The Hague University of Applied Sciences.

Covid-19
Due to the Covid-19 measures that were in place at the time of the audit, the audit was held online via MS Teams. While the panel regretted not being able to meet the various groups it spoke to during the audit face-to-face, this did not influence the quality of the audit.

On February 2nd 2021 the NVAO has asked that from that point visitation reports pay explicit attention to Covid-19 measures due to the ongoing duration of the crisis. The measures could potentially influence the quality of education, the NVAO argued in their letter. The NVAO described specific criteria to pay attention to in the report. The remarks the panel made based on those criteria are described in various standards in this report.

4.   FINDINGS AND JUDGEMENTS

4.1. Intended learning outcomes

> **Standard 1: 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.**
>
> Explanation: The intended learning outcomes demonstrably describe the level of the programme (Associate Degree, Bachelor's, or Master's) as defined in the Dutch Qualifications Framework, as well as its orientation (professional or academic). In addition, they tie in with the regional, national or international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

Findings

The master International Communication (MIC) intends to prepare students as future-focused professional international communication leaders in a culturally diverse world. Graduates are reflective professionals with a global mindset and high levels of cultural sensitivity. They apply critical and strategic thinking to their work. The programme has formulated four current and future roles that international communicators play in organisations and that the programme prepares for: Corporate Communication Consultant, Strategic Brand Manager, International Change Maker and Intercultural Facilitator. These roles are based on international trends and the developing professional field. The roles are used to structure the 90 ECTS curriculum (see standard 2).

Learning competences and outcomes
The programme has based its learning competencies and outcomes on the 2018 Global Capabilities Framework (GCF) for Public Relations and Communication Management. This framework is the first internationally applicable professional competency framework. It was developed through extensive (international) research in which practitioners, educators, and employers were involved. Additional to the GCF, the programme has utilized the European Communication Professionals Skills and Innovation (ECOPSI) framework, as well as two Dutch (professional) frameworks (Logeion and LOCO) to formulate the final Programme Level Competency Framework. The resulting framework consists of five competencies that any International Communicator needs to master. From those five competencies, ten learning outcomes were specified. The ten learning outcomes are targeted to the four professional roles that the programme prepares for.

In 2019 the Dutch Association of Universities of Applied Sciences defined a set of benchmark standards that are associated with the Master level. The MIC incorporates the association's guidelines in their programme. Additionally the Dublin descriptors are utilized as well. During the audit, the panel saw that the level of the programme corresponds with the Dutch Qualifications Framework, as well as European standards. The intended learning outcomes tie in with the orientation of the (international) professional field. The core body of knowledge, skills and attitudes (BOKS) was directly influenced by the Global Body of Knowledge (GBOK) of the Global Alliance for Public Relations and Communication Management. Although the panel appreciated the learning outcomes, the programme may benefit from making the learning outcomes even more specific.

Competency	Programme learning outcome (PLO)
A. International and intercultural communication	1. Advises on the development of international communication strategy to communicate values, directions and priorities, demonstrates intercultural sensitivity and takes the international context of the organisation and the interests of

		international stakeholders into account
	2.	Shows a high level of intercultural sensitivity to local and global diversity, by demonstrating appropriate facilitation skills to engage and interact with diverse and multiple stakeholders.
B. Critical Thinking & Research	3.	Designs, conducts, and critically reviews (online) communication research to underpin communication strategies and tactics, as part of strategic decision making and with relevance to professional practice.
	4.	Employs the use of (social) media analytics and metrics in the measurement of data and translates data into actionable insights to improve communication outcomes
C. Problem Solving & Innovation	5.	Analyses complex communication problems and identifies opportunities to design strategies and core content.
	6.	Proposes innovative solutions and original ideas to improve communication outcomes, by integrating different perspectives and by using the future.
D. Strategic Thinking	7.	Aligns communication strategy and planning with organisational values and purpose, sets clear communication objectives, and uses written and visual language to communicate effectively across media channels.
	8.	Synthesizes complex concepts and behavioural insights, converts these to (brand) narratives, and advises on the use of (brand) narratives to facilitate communication with stakeholders.
E. (Reflective) Professionalism	9.	Demonstrates continuous learning and improvement independently and with others, by reflecting on professional behaviour and professional goals
	10.	Reflects purposefully on leadership, cultural values and ethics of self and others in line with professional and societal expectations.

Table 2. Programme intended competences and learning outcomes

Profile institution
The HUAS is a European Engaged University. For a European Engaged University, connecting research and learning to society is a priority. The HUAS has three strategic themes: energy, entrepreneurship and healthy ageing. Within the university research is carried out by Research Centres and Centres of Expertise. These are closely related to the professional field, as well as society. They are places where lecturers, students, the professional field and society interact, so the panel saw during the audit. Additionally, the HUAS is a proponent of internationalisation. They have an ambitious internationalisation strategy that requires their staff to engage meaningfully with internationalisation through activities and professional development. As will be seen in the next section, the MIC integrates the HUAS strategic themes. However, the panel

noticed that the programme ambitions are not necessarily coinciding with HUAs ambitions: the transition towards more flexibility puts pressure on the programme development while some reflective periods are needed to analyse the effects of changes.

Vision on Research
The MIC students conduct research with a close connection to practice. They often work for real-life clients. During the management presentation and the interview with the teaching staff, the panel was informed about the emphasis the students and researchers involved in the MIC place on producing academically informed tailor made solutions for clients. Whatever they produce needs to be of practical use, yet at the same time, the results push the boundaries of science. Students also presented two case studies highlighting how research is applied and integrated in "real life" international case studies, connecting the strategic reflections to some specific themes of HUAS: energy and entrepreneurship. This helped the panel to gain insight in how research is implemented through complementary students' case studies. The panel was interested by the close collaboration between the programme, the research hubs Energy Transition Centre of Excellence (EnTranCe) and the Digital Society Hub (DSH), and clients from the professional and societal field. The panel gained insight in how research is implemented through complementary students' case studies. The panel found that the staff and the programme formulated a clear vision of research that aligned well with the HUAS strategic themes.

Vision on Internationalisation
The MIC intends to facilitate an international classroom in which intercultural collaboration takes place and students acquire a global mindset. This vision on internationalisation is translated into the learning outcomes in multiple ways. Firstly, international frameworks were used to base the learning outcomes on. Secondly, the first and second learning outcomes are directly linked to acquiring competence in the area of international and intercultural communication. In this way the programme demonstrates the way in which the vision of internationalisation is carried through to the programme's learning outcomes.

Vision on education
The Programme's vision of education is based on the HILL (High Impact Learning that Lasts) model as developed by Dochy and Segers as well as the concept of the International Classroom and Problem-based learning. The HILL concept, among other things, emphasizes that for high impact learning to occur, a sense of urgency should be felt by learners while they work on problems. The MIC integrates this sense of urgency by working with real-world problems and (from the second semester) real clients. This aligns with the HUAS vision of applied research and the close connection they aim to achieve with society.

The programme makes a clear effort to keep the learning outcomes up to date. During the interview with the advisory board the members of the board reported that they are regularly (twice a year) asked for advice on the content of the curriculum and the learning outcomes. They experience that there is a constructive dialogue between them and the programme and that their input is valued highly. Additionally, the programme closely collaborates with the professional field through the different projects students work on. Examples of regular clients are the IBM Client Innovation Centre Europe, the PTV Group (active in entrepreneurship and sustainability). The profile of these clients aligns with the HUAS strategic themes, as well as the profile of the programme. Through these collaborations, the MIC is able to stay in touch with trends in the professional field and adjust learning outcomes if they no longer reflect the current trends.

Considerations and Judgement
The panel has seen a strong programme with a well-thought out profile that resonates with the professional field, as well as (inter)national standards. The alignment with the Dutch Qualifications Framework and the Dublin Descriptors demonstrates the Master Level of the programme. The programme's vision on both applied research and internationalisation are clear and compelling. The research is carried out with a focus on practice, but is based on a stable academic foundation. The panel notes that the international classroom and intercultural diversity that the programme envisions are powerful propositions. The programme collaborates closely with the professional field, which aligns with the vision of the HUAS and allows them to keep their learning goals up to date. The panel therefore considers the programme to meet the standard of the intended learning outcomes.

4.2. Teaching-learning environment

> **Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.**
>
> Explanation: The intended learning outcomes have been adequately translated into educational objectives of (components of) the curriculum. The diversity of the students admitted is taken into account in this respect. The teachers have sufficient expertise in terms of both subject matter and teaching methods to teach the curriculum, and provide appropriate guidance. The teaching-learning environment encourages students to play an active role in the design of their own learning process (student-centred approach). If the programme is taught in a language other than Dutch, the programme must justify its choice. This also applies if the programme bears a foreign language name. The teaching staff must have a sufficient command of the language in which they are teaching. Services and facilities are not assessed, unless they have been set up specifically for the programme concerned.

Findings

The programme aims to provide students with a teaching and learning environment in which they are able to develop themselves as international communicators that are prepared for current and future roles in their profession. This is achieved through a curriculum that is based on a strong vision of teaching and learning, the panel notes. The vision of teaching and learning, based on the HILL concept, problem-based learning and the international classroom is translated to a curriculum that is characterized by competency-based learning. The advisory committee reported that they are regularly asked for their advice on the content of the programme and the alignment with the professional field. They report that their input is taken seriously and incorporated in the programme.

Curriculum
The programme consists of three semesters that each represent 30 ECTS. A total of five modules is taught over the course of the 1,5 year programme (see table 3). During the first year, students are subjected to four different modules that are each connected to one of the four professional roles that were described in the first standard. Each of the roles is connected to a number of the ten learning outcomes and the five competencies. Every module consists of several study units in which students can engage in professional tasks associated with the professional role of that module. Consequently, the students develop the competencies that are connected to the roles and work on the programme's learning outcomes. In this way, the programme creates substantive cohesion within the modules.

In the final module, the students can choose which of the four roles suits them best. Within this role they embark on their Master Graduation Project, which is worth 30 ECTS.

Semester 1	Semester 2	Semester 3
Module 1: Corporate Communication Consultant	Module 3: International Change Maker	Module 5: Strategic Leader of International Communication (role of choice)
Module 2: Strategic Brand Manager	Module 4: International Facilitator	Graduation semester
30 ECTS	30 ECTS	30 ECTS

Table 3. Curriculum overview

In each module, the students work on a capstone project that allows them to tackle a real-world problem. This fits with the problem-based learning and teaching philosophy, as well as the HILL principles. The students report that they enjoy the contact they have with the professional field a lot. From the moment they enter the programme, they feel like they are treated like young professionals. The professional projects allow the students to start developing their professional skills right from the start of their master education. One student remarked that this was very specific to the MIC and for her it marked the difference between her bachelor and her master programme. However, during the audit the students expressed the wish to increase that contact with the professional field even more.

Student centred
One of the key principles that serves as a foundation for the HILL-philosophy is student autonomy, so the panel saw in the educational profile. The programme incorporates this principle thoroughly, but also responsibly in the programme, the panel was informed during the audit. For example, the autonomy that students are expected to exhibit during the assignments increases over the semesters. The programme consciously chooses to scaffold the amount of autonomy students are expected to display because not every student has an educational background in which student initiative and student-centred learning are incorporated. The students report that they are satisfied with the role they play in their own learning. The many opportunities for feedback and feedforward challenge them to set personalized goals and to take charge of their learning. However, the panel identified different lecturers' interpretations on how feedback is provided, some systematically building feedback in learning sessions, others mainly providing it on request. Referring to the HILL method, the panel advises to follow best practices already implemented embedding feedback in a lifelong learning perspective.

Research
In the first four modules research is incorporated as a study unit. Successively, students learn about International Research in Reputation Management, International Research in Brand Management, Digital Communication & Online Media Analytics and Sustainable Communication & Behavioural analytics. During the second two modules, for example, students work on an international brand strategy for a client, based on research. These capstone projects also serve to strengthen the connection between research and practice that both the HUAS and the MIC value highly. Most capstone projects are facilitated by the different research hubs that are both physically, as well as in terms of content close to the MIC programme. Physically because they are located in the same building. In terms of content, for example, the MIC works closely together with the Energy Transition Centre of Excellence (EnTranCe).

If students acquire 30 ECTS of knowledge and skills in sustainable energy-related areas, they are eligible for a certificate, 'Focal Area Energy', to complement their degree. One way to achieve this is to do their graduation research at the EnTranCe hub. Another is to choose capstone projects focused on energy related topics. As this certificate is differentiating MIC from other programmes, it could be more promoted that way, also highlighting the trans-disciplinary approach which will be the students daily life once they will graduate and become international communication professionals.

Reflective professional
The programme puts a lot of effort in the development of a reflective professional attitude. The students report that reflection plays an important role in the programme and that they spend a lot of time on it. However, they unanimously told the panel that "too much reflection can harm the value of reflection". Apparently, sometimes they engage in so much reflection, that it is hard to not become self-critical. The panel passed this finding on to the programme and suggests that they might adjust the frequency of reflection. In the remaining reflection moments, students might be encouraged to engage in deeper reflection to achieve the same reflective professional attitude that the second year students feel that they have developed through the programme.

International classroom
To achieve a successful international classroom, the programme adopts six evidence-based good practice principles based on Leask and Carroll (2013) and Murray (2015).

Principle 1: Focus on students as learners
Principle 2: Respect and adjust for diversity
Principle 3: Provide context-specific information and support
Principle 4: Facilitate meaningful intercultural dialogue and engagement
Principle 5: Be adaptable, flexible and responsive to evidence
Principle 6: Prepare students for life in a globalised world

The panel saw that these principles are thoroughly integrated into the programme. For example, a Dutch student informed the panel of her own how she learned how to facilitate meaningful dialogue and engagement. She said that through the intercultural sensitivity training that is a part of the first semester, she became aware of the fact that she comes from a low-context

culture. This has an impact on her style of communication that she needs to take into account when she's engaging in an international dialogue.

Another way in which the programme achieves an international classroom is through the projects that the students work on together. Students do not get to pick their own team members, the panel heard. Instead, the groups are assigned. The teachers make an effort to create diverse groups that prepare students for the global context in which they hope to work in the future.

On the whole, the panel appreciates the way in which the programme carries out the international classroom. The students specifically reported that the classroom is not a Dutch classroom with a lot of different nationalities in it. They were praising how their community was implicitly built from an open international perspective. It's an open, international environment in which they truly become internationally aware.

Given the joint degree history, the content of the programme, the emphasis that is placed on the importance of achieving an international classroom and the diverse student population, the panel understands the institution's choice to teach the programme in English and to carry an English title. To illustrate the diversity of the student population: in the 2019-2020 cohort were 22 different nationalities, so the panel was informed. The panel spoke to a number of students from different backgrounds (three international students and two Dutch student). The students told the panel that the programme truly achieves the creation of an intercultural space within the classroom. They feel at home within the programme even though for some students this is the first time away from home in their lives, so the panel heard from a Nigerian student.

Admission
Students of all nationalities are eligible for the MIC programme, provided that they meet the language requirements and are in possession of a relevant bachelor degree in communication or related fields. For international students, the programme assess their English proficiency through an independent test. A students' test score needs to reflect specific levels of proficiency. Dutch students need to demonstrate their proficiency through a motivation video to support their application to the programme.

Staff, lecturers and student support
The panel notes that the MIC has a deeply dedicated group of lecturers and staff that work together closely to achieve the programme's ambitious goals. 70% of the academic staff have a PhD degree or are PhD candidates and all staff members are in possession of a master's degree. The staff is engaged both in the professional field through international networks as well as the research field through their own research activities. The students reflected warmly on the teacher's connection to the content of the programme. They report that teachers are truly experts in whatever subject they are teaching. They also told the panel that the staff's proficiency in English was excellent. Lastly, they described that the staff is very involved in the students' well-being.

The teachers reported that they take care to pay attention to the many different (educational) backgrounds students come from. They do this on a class, as well as an individual level. On a class and programme level, they gradually increase the amount of autonomy expected from students. On a personal level, they have an open door policy in case students would like to have one on one meetings if they are nervous about speaking out in front of class. Additionally, all students have an academic councillor who can counsel them on academic as well as private matters. Students report that the amount of counselling that is available to them is adequate. They feel properly supported throughout their time in the programme. This is reflected in the very low drop-out rates of the programme. The panel congratulates the programme on the fact that drop-out rates have always been below 15% since 2016. According to the panel, this signals a student supportive environment.

The staff is very positive about the opportunities for professional development they get. The panel heard that they regularly have meetings with the curriculum committee to support them in the design of the classes and that their team manager is on top of making sure that the staff receives training to support them in ongoing developments. For example, the MIC is moving towards holistic assessment (see standard 3). This is quite a big change that impacts all of the staff, because they have to change the way in which they grade but also look at assessment.

However, when asked about this, the staff told the panel that while it is a challenge, they are very much supported in the transition. They receive training by the HUAS and there are time and resources to develop their skills.

The staff do report that sometimes there is a strain between institutional demands and the MIC's own ambitions. For example, while the MIC is moving towards holistic assessment, the HUAS has a tendency to advocate for explicit assessment and analytical rubrics. The staff regularly calibrate to navigate between the different demands. The panels feels that extra time could offer the staff more opportunities to master all the challenges.

Covid-19
Both the staff and students regret that much of the last two years of education have had to be taught online. However, both of these groups report that they have made the most of the situation. An example of this was given by one of the teachers when one of the panel members wondered how students are involved in online classes. Coming from many different backgrounds, they might not be used to speaking up in class, much less in online class. The panel was told that the students were asked how they would like to be involved and build the community of learners that the programme prides itself on online. They replied that they'd like to be asked direct questions, which the teachers then did. The teachers stressed that students also always had the opportunity to type questions as well as answers in the chatbox.

The students confirmed this anecdote and added that the teachers put a lot of effort in energizing the class during online lectures. They were always smiling and involving everyone. Another example of the effort the programme put into translating their education to an online setting was that the annual trip to the Vilnius University in Lithuania was held online. They truly succeeded at bringing the community of learners online, so the students reported.

Resources
While the audit was held online due to Covid-19 measures, the panel got an impression of the MIC's facilities through a video the students made. Additionally, all of the people the panel spoke to in the MS Teams environment had pictures of the campus as their background in the video. Through this, as well as the conversations during the audit, the panel saw that the MIC is taught in an inspiring environment. It is inspiring because of the nearness of the research hubs and the modern architecture of the building that invites collaboration. The panel also saw that the students are provided with access to a proper (media) library and computer facilities. The panel also encourages the collaborative reading of academic articles and the innovative developments in automated feedback that were demonstrated to them during the audit In short, the students are provided with the facilities that are necessary to achieve the intended learning outcomes.

Considerations and Judgement
The panel is of the opinion that the sum of the teaching philosophies and the way that they were translated to a coherent curriculum results in a well-thought out, solid student-centred programme. The panel is convinced of the use of the four roles to structure the curriculum. The capstone projects are well-chosen and align with the learning outcomes that the programme aims to achieve following a scaffolding approach. The advisory committee is regularly consulted and the panel sees that the programme is kept up-to-date. The panel recognised the enthusiasm and dedication of the staff. The quality and quantity of the staff is adequate.

The panel saw that research is sufficiently present in the curriculum. The presence and utilisation of the research hubs in the programme supports this aspect. The panel is impressed by the way in which an international classroom is realized by the programme. The panel was pleased to hear the extent to which students feel at home. The panel supports the choice to conduct the programme in English and to carry an English title.

The programme aims to teach students to become reflective professionals, an aim which the panel endorses. However, the panel advises the programme to reconsider the quantity of reflection and to deepen the quality to achieve the same effect. As the students said: "too much reflection can harm the value of reflection".

The panel saw that the curriculum, teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes. This was also reflected by the very high percentage of students that finish the programme (drop-outs have been below 15% since 2016). The panel therefore considers the programme to meet the standard of the teaching-learning environment.

4.3. Student assessment

> **Standard 3: The programme has an adequate system of student assessment in place.**
> <u>Explanation</u>: The student assessments are valid, reliable and sufficiently independent. The requirements are transparent to the students. The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards. The tests support the students' own learning processes.

Findings

The MIC views assessment as an opportunity for learning. Through a combination of formative and summative assessments, students are informed of their learning. They are actively involved in assessment through feedback- and -forward, peer-and self-assessments. This adds to their development as self-directed, continuously learning reflective professionals.

The framework behind all of the MIC's assessments is portfolio learning. During each semester and all of the modules (including the graduation semester), students create so-called artefacts. These artefacts are relevant professional products such as advice reports, presentations, persuasive essays, brand stories, case and campaign analyses, innovation catalogues and communication toolkits. During the semester they are presented with formative feedback on these artefacts. At the end of the semesters, the contributions to the portfolio for each module are graded. Additionally, each semester the student is assessed through a criteria based interview (CBI), in which they have the opportunity to demonstrate their proficiency in a professional conversation with examiners. These moments contribute to the grades they receive at the end of the semester. This entire process, in which the student is supplied with feedback and feedforward attributes to the holistic assessment that the programme wishes to achieve.

Based on the vision on assessment, the panel believes that feedback should be integrated into the content of the programme in a more structured and systematic way. Students can get feedback if they ask for it. As already mentioned in standard 2, only a small number of lecturers seem to include their feedback in learning sessions for all. These are the good practices as students also experienced these sessions as important to their learning paths.

Holistic assessment is characterized by attention to the continuous learning that a student experiences. It attempts to assess the *progress* the student makes, instead of relying on a snapshot such as an exam. Without mentioning it explicitly themselves, it seems that the programme is moving towards programmatic testing (*programmatisch toetsen*). During the audit, the staff expressed their desire to move away from analytical rubrics altogether. Rubrics are used to assess whether portfolios provide evidence that students master the programme learning outcomes and the competencies. During the CBI, students can further convince examiners of their proficiencies to receive their final grades for the semester. The grade is thus based on their overall performance, instead of one specific product.

Overall, the panel was very interested in the holistic assessment strategy of the programme. Before the audit, there were some questions about the timing of the feedback and feedforward that the students receive. It was also unclear whether students received the feedback orally or written. The panel was concerned about this, because to achieve a truly excellent holistic assessment system, it is paramount that a good feedback culture is realized.

During the audit, the panel firstly learned that there are many feedback opportunities in the programme. The teachers outlined that feedback is always available upon request and that there are set opportunities in which feedback is given as well. The students confirmed this and also added that they are very happy about the quality of feedback they receive. However, the panel members found that the feedback is mainly transferred orally, while they feel that a combination would be an even bigger contribution to a fruitful feedback culture. However, the solution lies not only in a balance between oral and written feedback, but in the insight that a living feedback culture knows the value of thoroughly written feedback.

Regardless of the points of improvement in the feedback system, students reported that they feel that the way in which they are assessed is transparent and fair. They feel that they learn a lot. Even though the system of assessment may be new to them, they are familiarized with it thoroughly at the start of the programme during the introductory week. Furthermore, programme alumni report that they still make use of the lessons they learned during the MIC assessments.

The panel saw that the backbone of the assessment system is firmly in place: there is a clear assessment policy and there is an assessment matrix that describes how the ten programme learning outcomes correspond with the different levels of learning, based on Bloom's revised taxonomy. The learning outcomes are clearly connected to the programme and the assignments that lead to the production of the artefacts. The panel sees that the artefacts can be used to evaluate the progression on the learning outcomes and thus the development of the competences the programme aims to nurture within students.

Graduation
For their graduation, MIC students produce a graduation portfolio. The graduation portfolio consists of an anti-plagiarism statement, a Research Report and Communication strategy, and a Reflective Statement. When they have handed in the Portfolio, they give a Final Presentation and there is another Criterion-based interview. For their graduation, students preferably engage with a real life client, or one of the research hubs. Due to the Covid-19 measures some students had to resort to case studies instead of being able to interact with a client organisation. The panel saw that the programme supported these students in the final stages of the programme and in this process wherever it was hindered by the measures. The panel finds that the way in which the grading of the graduation project is conducted fits with the holistic assessment approach the programme is implementing.

Looking at the completed assessment forms, the panel did find that the feedback on the graduation products was brief or even non-existent. However, during the audit the panel heard that oral feedback is given to students on their projects when they receive their final grade. The panel emphasizes that, to completely fit with the HILL approach, feedback on the graduation portfolio should also be added in written form. Thoroughly written feedback is an important step to take, also in accordance to lifelong learning. Furthermore, it will enlarge the transparency of the assessments/marks.

Exam committee and assessment committee
The programme preserves the quality of assessment through various measures. Firstly, the MIC adheres to HUAS programmes and policies on assessments and examinations, as laid down in the Teaching and Exam Regulations, which are reviewed by the Educational Committee and are published annually. The School of Communication, Media & IT (SCMI), to which the MIC belongs, has an exam committee and an assessment committee. MIC lecturers are members of these committees. The members of these committees are trained both internally and externally. All members of the assessment committee are in possession of a Basic Teaching Qualification Assessment (BKE).

The exam committee produces an annual report. The panel read this annual report and spoke with the chair and the MIC member of the exam committee. The quality of assessment is properly and professionally monitored by the SCMI exam committee, so the panel finds. The exam committee takes its duties very seriously and works thoroughly.

The quality of examinations is safeguarded by criteria for examiners specific to the master programme to preserve the master level of the examinations. Throughout the assessment system the four-eyes principle has been implemented. Additionally, at least one of the graduation examiners must be in possession of a PhD.

The staff reported that they engage in calibration sessions to ensure the reliability of the assessments. Per definition, so a member of the assessment committee told the panel, validity is warranted in a holistic assessment system. This is due to the fact that you use many more moments (data points) in which you measure and you use real-life tasks. Additionally, the professional field is consulted through the advisory board on the quality of assessments and the artefacts that are produced. For example, during the last calibration session, the advisory board was very pleased with the direction the assessment system was heading and the artefacts that had been created. They represented a professional and not only academic quality. The panel saw that this conclusion was also shown by the minutes of the last calibration session in which various members of the Advisory Board were involved.

Delegated by the exam committee, the assessment committee yearly screens parts of the MIC curriculum, examinations and procedures, including screening of graduation portfolios. It does so based on the PLOs, examination material, matrices, and the use of MIC assessment forms. The assessment committee has also been actively involved with the development of the current MIC assessments, so the panel heard.

The MIC did not significantly change any assessments due to Covid-19 except for the graduation assessment. Only the criterium based interviews have been changed from offline to online with the approval of the exam committee. The graduation assessment usually incorporates real life clients or research hubs, but the criteria were expanded so students could also do case studies in case the other two were not available.

Considerations and Judgement
During the audit, the panel saw that the MIC has carefully considered their vision of assessment and has chosen a suitable method for carrying out that vision. The panel finds that holistic assessment is a contemporary, fitting choice given the content of the programme and the didactical concepts underlying the programme. The panel does note that holistic assessment is a challenging method of assessment that requires vision and dedication. Therefore, the panel recommends that the programme carefully monitors the quality of their assessment as they develop portfolio learning further. However, the panel also expresses full confidence that the programme staff, the assessment committee and the exam board are aware of these issues and monitor quality closely.

The panel was pleased to find that students are satisfied with the feedback they receive throughout the master programme. However, the panel feels that special attention should be paid to the feedback culture and literacy, also in the light of lifelong learning. For example, by implementing best practices for achieving feedback literacy in courses in which written feedback is lacking. The panel also recommends writing the feedback that students receive down to achieve a more transparent grading process. Overall, the panel saw that the programme's vision to use assessment as a learning opportunity is carried out well.

The examination board and the assessment committee carry out their lawful duties in a satisfactory manner, the panel found. They keep their expertise up to date and properly safeguard both the programme's quality of assessment and the level of the graduates. The panel is pleased to see that the programme takes quality assurance very seriously. Taking into consideration the recommendation regarding the creation of a strong feedback culture, the panel concludes that the programme has an adequate system of student assessment in place. Therefore, it considers the programme to meet the standard of the student assessment.

4.4. Achieved learning outcomes

> **Standard 4: The programme demonstrates that the intended learning outcomes are achieved.**
> <u>Explanation</u>: The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programmes.

Findings
The audit panel studied 15 graduation projects from the year 2020-2021. Graduation projects from earlier years were not relevant for the audit, because the programme changed significantly when they transitioned from a double to a single degree. The findings of the auditors were homogeneous. They found that the level of the graduation projects corresponded with the (international) standard indicating the professional Master level. Their assessment of the projects did not deviate significantly from the programme's assessors. The content of the projects is internationally oriented and fits with the international profile of the programme, with English as the main language and the programme's English title.

The panel found that the content of the programme learning outcomes is clearly reflected in the graduation portfolio's.

The panel was pleased to learn that the advisory board was very satisfied about working with the students. They told the panel that MIC students distinguished themselves from other communication professionals because of the way they are trained from the start of their Master programme to ask the 'why' questions, instead of just the 'how' questions. In that regard, the advisory board commented, the programme coordinator doesn't take things for granted, the lecturers also engage very professionally, they are up to real dialogue, and therefore the programme achieves the goal of allowing students to become strategic and reflective communication professionals. The programme's alumni aligned themselves with the statements of the advisory board and are also very satisfied about the programme, which mixes a business focus with intercultural sensitivity, and behavioural entrepreneurship with intercultural thinking.

The achievement of the intended learning outcomes was further demonstrated by the positions that the alumni of the programme hold. For example, the programme spoke to an alumnus who is now a Global Digital Communications and Social Media Manager at Unilever's Tea Division. The panel also learned that 78% of MIC graduates find a job that fits their credentials within 6 months of graduating. Lastly, the panel was pleased with the fact that multiple student graduation works won the Euprera master thesis award for excellence in the category practical impact.

The panel was deplored to hear that at this point the programme has not established an alumni network. It feels that the programme and its students would very much benefit from this. However, the alumni did report that at this point in time there is a LinkedIn group for alumni, through which the alumni are able to remain in touch with each other. Alumni are also regularly invited to the programme in panel feedback sessions or guest-speakers. The panel recommends formalizing the LinkedIn group and founding a 'true' alumni network.

Considerations and Judgement
According to the panel, all 15 graduation projects reflected the master level. The panel agrees with the rubrics through which the projects were assessed. Through its conversation with the advisory board and the alumni, as well as the list of the roles that MIC alumni end up fulfilling in organisations, the panel concludes that MIC graduates are welcomed in the professional field and the match between the programme and the professional requirements is good. These findings demonstrate to the panel that the intended learning outcomes are achieved. The panel therefore considers the standard of the achieved learning outcomes to be met.

5. OVERALL CONCLUSION

Standard	Assessment
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	Meets the standard.
Standardd 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.	Meets the standard.
Standard 3 – Student assessment The programme has an adequate system of student assessment in place.	Meets the standard.
Standard 4 – Achieved learning outcomes The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programmes.	Meets the standard.
Conclusion	Positive

The programme meets all the standards. During the audit the panel saw an ambitious strong programme carried out by a dedicated and motivated staff. Therefore, the panel advises the NVAO to award **accreditation** of the programme.

6.   RECOMMENDATIONS

The panel was very positive about the programme that the MIC staff and students represented as well as the ways in which they still want to grow. To support this, the panel formulated the following recommendations for the further development of the programme. In this chapter the most important recommendations are summarized. However, throughout the report there are also (more minor) recommendations which are not repeated here.

1. The programme found that assessment is a key-element of learning for MIC students. It is an underpinning for the educational vision as well as the didactical approach that the programme uses. In light of this, the panel recommends the programme to consider the most effective vehicle for providing students with feedback. This recommendation follows from the panels understanding that feedback is oftentimes presented orally to students. The panel can imagine that the moments in which students receive feedback are stressful moments. Students might not be in a position that allows them to fully appreciate the valuable feedback they receive due to their heightened emotional state. This is why the panel recommends recording the feedback on paper as well as presenting it orally. Paper records enable students to look back on their feedback at a later point and to reconsider it in a more relaxed setting. This might support their learning process (even) further.

2. The panel was informed by students that at times the time they spend reflecting on their performance is perhaps more substantial than is ideal for their learning.
The panel recommends that the programme considers the balance between the quantitative number of times students are encouraged to actively reflect on their performance and the quality of those moments.

3. On a more general note, the panel wishes to express the confidence they have in the direction the programme is heading related to holistic assessment; and as it appears to the panel more specifically to programmatic testing. Being more aware of the fact that the programme is shifting towards programmatic testing can help them by designing assessments and giving feedback. However, from experience the panel knows that the process of shifting towards holistic assessment/programmatic testing is intense and requires extensive amounts of time and effort. That is why the panel recommends that the programme continues matching the current amount of time and attention that is being devoted to the shift towards holistic assessment.

4. Finally, the panel has seen that the programme has made an effort to set up an alumni community on LinkedIn. However, the panel recommends formalizing the alumni network further. The panel makes this recommendation due to the small scale of the programme and the glowing (international) student reviews, as well as the nature of the content of the programme. The panel finds that the current alumni network is perhaps not fully living up to the possibilities that are there for graduates as well as the programme. For example, the alumni can function as ambassadors in their home country for the programme even more and the programme can provide alumni from different years of the programme with the opportunity to build a network of international communicators.

Outside of the assessment framework, the panel wants to share one final remark. The panel saw that the programme is very ambitious, at times maybe almost too ambitious. In general, the panel encourages the programme to give themselves *time* for the many ambitious goals that they set. It would be a pity to rush the wonderful plans the programme has.

ANNEX I Overview of judgements

Overview of the panels judgements Hanze University of Applied Sciences Groningen Master International Communication Full time	
Standaard	**Oordeel**
Standaard 1. Intented learning outcomes	Meets the standaard
Standaard 2. Teaching-learning environment	Meets the standard
Standaard 3. Student assessment	Meets the standard
Standaard 4. Achieved learning outcomes	Meets the standard
Overall judgement	**Positive**

ANNEX II   Programme of online visit

Master International Communication, Hanze University of Applied Sciences Groningen
Date online visit: Thursday 27 January 2022

Time	Auditees[1]
08.20-08.30	Welcome
08.30-09.30	School Management / Programme Management (start with a MIC presentation) - MIC head of education - MIC programme coordinator - Chair Executive Board Hanzehogeschool - Dean School of Communication, Media & IT
09.30-09.50	Break, panel retrospective
09.50-10.50	Teaching Staff Members - Senior lecturer/researcher, chair Curriculum Committee, member Assessment Committee - Senior lecturer/researcher, member Curriculum Committee a.i.) - Senior lecturer/researcher, member Curriculum Committee & Exam Board - Senior lecturer/researcher, member Curriculum Committee - Lecturer/researcher, member Education Committee a.i. - Lecturer/researcher, PhD candidate
10.50-11.20	Break, panel retrospective
11.20-12.20	Students and Education Committee - Second year student - First year student - First year student - Second year student, member Education Committee - Second year student
12.20-13.00	Lunch break, panel retrospective, review of documents
13.00-13.30	Show and Tell - Senior lecturer/researcher - Second year student - Second year student
13.30-13.40	Break, panel retrospective
13.40-14.40	Graduation Coaches, Exam Board, Assessment Committee and Lector Communication, Behaviour & the Sustainable Society - Senior lecturer/researcher, graduation coach, member assessment committee - Senior lecturer/researcher, graduation coach - Lector Communication, Behaviour & the Sustainable Society, graduation coach - Lecturer/researcher, graduation coach - Lecturer/researcher, graduation coach, member Educational Committee a.i. - Chair Exam Board
14.40-15.00	Break, panel retrospective
15.00-15.45	Field Representatives and Alumni - MIC Alumna 2021 - MIC Alumnus 2021 - MIC Alumna 2021 - Strategy & management consultant, associate partner at Wepublic - Marketing & Communications manager at Corre Energy - CEO Communications Business Partner at Philips
15.45-16.45	Panel retrospective
16.45-17.00	Feedback session

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[1] For privacy reasons, the names are not included in this report. The names of auditees are known to the secretary of the audit panel.

Working methods

Selection of the delegations / the auditees
In compliance with the NVAO regulations the audit panel prior to the audit decided on the composition of the delegations (auditees) in consultation with the course management and on the basis of the points of focus that had arisen from the panel's analysis of the course documents.

The audit panel offered students, lecturers, and other training stakeholders who were not included in the online visit program the opportunity to use a online response form to highlight issues they deem important for the assessment. The audit panel noted that the study program brought the possibility to the attention of students and lecturers in a timely and correct manner and informed them about how to contact the secretary of the audit panel. The panel verified that the MIC programme informed all parties involved in the school community in a correct and timely manner about the online consultation possibilities. No students or staff members attend the open consultation.

Auditing process
The following procedure was adopted. The panel studied the documents regarding the programme (see Annex Documents reviewed) and a number of theses. The panel secretary organised input from the auditors and distributed the preliminary findings among the panel members prior to the audit. A preparatory meeting of the panel was held before the online visit took place, on Thursday 27 January 2022 (see Annex: Programme of the online visit).

Due to the Covid pandemic, there were still restrictions set by the national government. In close consultation between the audit panel and the MIC programme, it was decided to conduct the audit online using Microsoft Teams.

To this end, the audit panel set up its own group within Teams, in which it could prepare jointly prior to the audit and in which it could reflect on the discussions during the audit day itself and prepare for the feedback session at the end of the day. The MIC programme itself created the group sessions with the auditees, namely: the management, the students, the lecturers, the exam and assessment committee, representatives of the professional field and alumni. Prior to the audit, all those involved received an invitation or invitations via email to participate in the interviews. Prior to the audit, clear agreements were made about the quality assurance of the audit.

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

A first version of the assessment report was drafted by the secretary and circulated among the members of the panel for review and comments. The final draft was subsequently forwarded to the institute to correct factual inaccuracies. The panel finalized the report on 24 March 2022.

Coordination between the panels within the cluster
The two visitations within this cluster (Hanze University of Applied Sciences Groningen and The Hague University of Applied Sciences) are organized by the quality assurance agencies Hobéon and AeQui. Two panel members were involved in both visitations, which ensured coordination through overlap in staffing between the subpanels. Taking into account the fact that each program assessment is an individual assessment, the overlap in staffing, where relevant, has led to progressive reflection on the other visitation within this cluster.

Assessment rules
According to the NVAO assessment rules a standard meets, partially meets or does not meet the score. Hobéon applied the decision rules, as listed in the "Assessment Framework for higher education accreditation system Netherlands, September 2018.

Final conclusion limited framework
The final conclusion of a programme assessment is in any case positive if the programme meets all the standards.

The final conclusion of a programme assessment is conditionally positive if the programme meets standard 1 and partially meets a maximum of two standards, with the imposition of conditions being recommended by the panel (see Additional assessment rules regarding conditions).

The final conclusion of a programme assessment is negative in the following situations:
- The programme fails to meet one or more standards;
- The programme partially meets standard 1;
- The programme partially meets one or two standards, without the imposition of conditions being recommended by the panel;
- The programme partially meets three or more standards.

ANNEX III   List of documents examined

List of documents examined

- MIC Self-evaluation Report 2021
- HUAS Annual Report 2020
- HUAS Strategic Report 2021-2026
- MIC Assessment Report 2016
- MIC Educational Profile
- Teaching and Exam Regulations 2020-2021
- Teaching and Exam Regulations 2021-2022
- Examples of portfolios (all blocks)
- Assessment philosophy
- Assessment matrix with competencies
- Assessment plan + Scoring rubric (all blocks)
- Graduation Portfolio Rubric 2020-2021
- Assessment policy SCMI
- Quality Policy Plan 2020-2021
- Block evaluation templates, panel discussion template, improvement plan template
- Annual report Exam Board 2019-2020
- Graduation Guidebook for students starting their graduation project in sept. '20
- Graduation Guidebook for students starting their graduation project in sept. '21
- Calibration Session minutes 2020-2021
- Overview of Staff with areas of expertise
- Capstone project partners overview 2020-2021
- MIC list of graduates (anonymized)
- Professional organisation
- Mid-term review minutes
- Factsheet National Student Survey 2021
- Alumni Research 2021

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

ANNEX IV   Composition of the audit panel

The MIC programme is part of the following visitation group:

Name visitation group:	HBO M International communication Hanze HHS

Succinct resumes of participating panel members:

Name	Succinct CVs
Drs. D.J.N.M. (Nies) Rijnders	Senior Policy Advisor applied research, Avans University of applied sciences
Dr. A.M. (Anne-Marie) Cotton	Lecturer Arteveldehogeschool, programme Communication Management, Coordinator of the European network MARPE
Drs. J.H. (Jan) van den Hoff	Programme Manager of the Communication programme of Hogeschool Utrecht
N. (Nada) Mohamed BA	Student Master International Communication Management of De Haagse Hogeschool

O. Nieuwenhuis MSc(Ed)	co-ordinator/certified secretary
I.A.M. van der Hoorn MSc	Co-ordinator/certified secretary

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

On 3 December 2021 the NVAO endorsed the composition of the panel (no. 10392) to assess the Master International Communication of the Hanze University of Applied Sciences Groningen.