

Assessment report

Bachelor of Communication, International Communication Major

Hanze University of Applied Sciences



Certificate for Quality in Internationalisation



The European Consortium for
Accreditation in Higher Education

Assessment report

Bachelor of Communication, International Communication

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European Consortium for Accreditation in Higher Education



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Glossary

BComm	Bachelor of Communication program
BOKS	Body of Knowledge and Skills
CO	Communication major (Dutch language program)
ECA	European Consortium for Accreditation
EHEA	European Higher Education Area
Hanze UAS	Hanze University of Applied Sciences Groningen
HE	Higher education
IC	International Communication major (English language program)
KIC	Study association 'Keen in Communication'
LOCO	Dutch national collective consultation body for communication programs
NVAO	Accreditation Organisation of the Netherlands and Flanders
PiER	Partners in Education and Research
SCMI	School of Communication, Media and IT
QA	Quality assurance

1. Executive summary

The Bachelor of Communication with a concentration in International Communication offered by the Hanze University of Applied Sciences in Groningen was assessed by Hobéon, as mandated by the Nederlands Vlaamse Accreditatie Organisatie (Dutch-Flemish Accreditation Organization, NVAO). Hobéon convened an assessment panel which studied the self-evaluation report and undertook a site visit on April 25th, 2023 in Groningen, The Netherlands.

The panel finds that the program meets all of the underlying criteria and each of the five standards. The panel finds that with regards to standard:

1. The program sufficiently addresses the requirements. The panel recommends that the program work towards formulating more specific and measurable goals for itself and that the program demonstrate more ambition regarding its internationalisation. Furthermore, the panel would like to see the programs' goal as it relates to the internationalization of the PIER group realized.
2. The program does more than required, the panel evaluates this as good and outlines below suggestions that might enable excellence.
3. Standard 3 Is evaluated as sufficient. The program should do more to remediate the challenges of its learning environment.
4. The teaching staff of the program is excellent. The panel congratulates the program on serving as an example to its peers in the creation of its diverse team and the way in which it supports them in achieving the intended internationalization and intercultural goals of the program.
5. The program is currently hindered by a hostile political environment in pursuing a truly diverse student population. The program sufficiently addresses the standard now, primarily due to its curriculum and support for students. The panel notes however, that the generic expectation for noteworthiness in the area of a diverse student body, as required by the standard, is growing as programs in other countries diversify and the definition of diversity shifts towards a more cultural orientation. The panel foresees challenges for the program going forward in this area.

2. The assessment procedure

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation (Frameworks) published by the European Consortium for Accreditation (ECA).

A panel of experts was convened and consisted of the following members:

- J. Van den Hoff, panel chair, Program manager curriculum development communication program, Hogeschool Utrecht (Netherlands)
- Dr. A. M. Cotton, Lector Arteveldehogeschool, communication management and coordinator of the European MARPE network (Belgium)
- F. De Decker, Head of the International Relations office, Ghent University (Belgium)
- A. Manning, Director corporate communication and public affairs, Tata Steel, former director Logeion (Netherlands)
- S. Berende, Communication student Avans Hogeschool (Netherlands)

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members' expertise and experience can be found in [Annex 1: Composition of the assessment panel](#). All panel members signed a statement of independence and confidentiality. These signed statements are available from the NVAO upon simple request. The procedure was coordinated by P. Shapiro, an advisor for Hobéon, the agency that coordinated the assessment on behalf of the NVAO.

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit. ([Annex 2: Documents reviewed](#)) The panel organised preparatory meetings on April 18th, 2023 and on the morning of the audit. The site visit took place on April 25th, 2023 at The Hanze University of Applied Sciences in Groningen. ([Annex 3: Site visit programme](#))

The panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit which built upon the review of the self-evaluation report and annexed documentation.

The panel finalised the draft report on September 22nd, 2023. It was then send to the programme to review the report for factual mistakes. Some minor factual errors were reported and the report was amended where necessary to correct these errors. No feedback was received on the findings of the report.

The panel approved the final version of the report on October 3rd, 2023.

3. Basic information

Qualification:	Bachelor of Arts in Communication
Number of credits:	240 ECTS
Specialisations (if any):	Communication (Dutch language, not the subject of this report) International Communication (English language, subject of this report)
ISCED field(s) of study:	0211 – Audio-visual techniques and media production 0414 – Marketing and advertising
Institution:	Hanze University of Applied Sciences Groningen
Type of institution:	University of Applied Sciences
Status:	Accredited
QA / accreditation agency:	Hobéon, NVAO
Status period:	November 2029 ¹

Additional information:

This report regards exclusively the International Communication (IC) specialization of the BComm program at Hanze UAS. Where the report refers to “the program” it is referring to the IC specialization within the BComm program.

¹ Provisional. This report was written concurrent with the re-accreditation report. The current accreditation period expires in November 2023. The panel advised the NVAO to reaccredit the program.

4. Assessment scale

The assessment-scale relates to the conclusions of the assessment panel at the level of the standards and is based on the definitions given below. Through the underlying criteria, each of the standards describes the level of quality or attainment required for a satisfactory assessment. The starting point of the assessment scale is however not threshold quality but generic quality. Generic quality is defined as *the quality that can reasonably be expected from an international perspective*.

Unsatisfactory

The programme does not meet the current generic quality for this standard.

The programme does not attain an acceptable level across the standard's entire spectrum. One or more of the underlying criteria shows a meaningful shortcoming.

Satisfactory

The programme meets the current generic quality for this standard.

The programme shows an acceptable level of attainment across the standard's entire spectrum. If any of the underlying criteria show a shortcoming, that shortcoming is not meaningful.

Good

The programme surpasses the current generic quality for this standard.

The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.

Excellent

The programme systematically and substantially surpasses the current generic quality for this standard.

The programme excels across the standard's entire spectrum. This extraordinary level of attainment is explicitly demonstrated through exemplary or good practices in all the underlying criteria. The programme can be regarded as an international example for this standard.

5. Assessment criteria

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.

The program aims to train communication professionals who thrive in international work environments. Graduates should be able to navigate intercultural settings and have a deeper understanding of diversity than their peers.

SCMI, of which the program is a part, outlined an internationalization policy that is in line with Hanze UAS' profile and policy on internationalization. The program developed an education plan in line with these policies and adapted to its specific context. In order to realize its goal of educating internationally competent communication professionals the program aims to:

1. Develop the intercultural competencies of the teaching staff
2. Integrate more diverse perspectives into the curriculum
3. Encourage multilingualism
4. Strengthen international (exchange) networks, particularly in the program's PiER group

It is clear to the panel that internationalization targets are integrated throughout the program's education plans, intended learning outcomes, teaching staff policy, partner networks, and graduation requirements. In its discussions with stakeholders the panel noted that the goals are broadly shared and understood by stakeholders. This support is also found in documentation provided by the program and relevant course documents.

The panel finds that the program has documented its internationalization goals and that these goals are supported by stakeholders. The panel notes that the program could do more to improve international representation in its PiER group, an ongoing issue that the program is aware of. In addition, the program should make its ambitions with regard to multilingualism more concrete.

Criterion 1b: Verifiable objectives

Verifiable objectives have been formulated that allow monitoring the achievement of the programme's internationalisation goals.

As discussed above, the program has outlined several specific internationalization objectives. The objectives formulated are both strategic in nature to improve internationalization of the program over time and specific to current program elements on which students are currently evaluated.

The intended learning outcomes of the program are based on both the LOCO national profile for communications programs and the international profile of Hanze UAS. The intended learning outcomes of the program are translated into learning outcomes that students demonstrate in each course, project or other course module. The assessment of the intended learning outcomes contributes to the measurement of the success of the programs' goals.

The panel finds that the program has outlined specific targets for staff professionalization in the area of internationalization. The targets can be evaluated by investigating course content and evaluations over time and looking at the number of staff who have participated in intercultural sensitivity training.

At a more strategic level, the program intends to grow international representation in its PiER group to 50 percent. The panel supports this target but finds it unfortunate that the program has not yet met this benchmark.

The panel finds that the program has verifiable objectives that satisfy the requirements of the standard. The panel recommends that the program formulates an objective around the diversity of the student population that targets more representation of non-north western European student populations. The program should set this target for itself in line with its goals on intercultural education. This could be measurable in terms of the over or under representation of a national, cultural or linguistic group within the student population.

Criterion 1c: Impact on education

The internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning.

The panel finds that the program's objectives regarding staff and student diversity, multilingualism, and the international curricular requirements directly contribute to the quality of the program as a whole. The program has outlined the strategic relationship between its internationalization goals and the educational benefits of the international classroom.

As part of course evaluations, students are asked to give feedback on their lecturers and tutors. The program uses this feedback in quality assurance and discussions with teaching staff. The evaluations reflect teachers' ability to utilize the international classroom.

The panel finds that the internationalization goals do relate to teaching and learning. The program gives attention to the impact the goals have on the quality of education and incorporates internationalization in its PDCA cycle.

Overall conclusion regarding Standard 1. Intended internationalisation

The panel finds that the program meets all of the underlying criteria of the standard. The panel encourages the program to be even more explicit about its goals and aims for development in the future. However, the panel is pleased with the programs' intentions regarding its PiER group. The panel assesses standard 1 as satisfactory.

Standard 2: International and intercultural learning

Criterion 2a: Intended learning outcomes

The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.

As discussed in criterion 1b, the program utilizes the national LOCO profile while adding its own competency requirements to outline an international profile. Internationalization requirements are woven into the body of knowledge and skills (BOKS) that students must demonstrate in order to graduate. The program's educational plan outlines the way in which intercultural abilities are taught throughout the program and specifies the sensitivity that the program aims to teach students.

The program aims to instil an intercultural mindset in students. Students gain intercultural literacy through the multicultural perspectives included in the curriculum, are trained to reconcile cross-cultural differences, and attain intercultural agility. The panel finds that the international and intercultural learning outcomes align with the programs broader internationalization goals as demonstrated in its education plan. The program translates its intended international and intercultural learning outcomes into module learning outcomes and details how the outcomes are achieved over the course of four years.

The panel concludes that the intended international and intercultural learning outcomes correspond with the programme's internationalisation goals. The panel considers the program to be an example regarding the deep integration on its internationalization goals into its ILOs and curriculum.

Criterion 2b: Student assessment

The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

The assessment of the international and intercultural ILOs, is included in the overall assessment of the ILO's of the curriculum. BComm makes use of theoretical exams, particularly for conceptual courses, essay style exams, and professional product exams. Students work on projects for clients with a focus on communication with an international/intercultural component starting in their first year. This continues throughout the program. All of the program's graduation assignments explicitly necessitate an international and/or intercultural element.

The program uses the scrum method to encourage personal ownership of work while enabling group work. The program considers group work as crucial in facilitating the acquisition of intercultural soft skills. The variety of assessment methods used from integrative formative oral assessments to summative knowledge exams also plays to different cultural strengths and encourages students to learn best practices from one another.

The panel considers that the international and intercultural elements are well evaluated by the rubrics used for evaluation and that the integration of the international/intercultural assessment into the broader assignments is conducive to success.

The panel finds that the assessment methods are suitable for assessing the achievement of the intended international and intercultural learning outcomes.

Criterion 2c: Graduate achievement

The achievement of the intended international and intercultural learning outcomes by the programme's graduates can be demonstrated.

The realization of the intended international and intercultural learning outcomes is an explicit criterion for graduation. The panel finds that the theses of the program show that graduates command the intended international and intercultural learning outcomes. The panel is pleased that all students demonstrate a distinctly international focus in their graduation portfolio. Alumni informed the panel that the program contributed to their development of international and intercultural communication competences. Discussions with industry representatives confirmed for the panel that graduates' international and intercultural competencies are highly valued in the labor market.

The panel finds that the graduates demonstrably achieve the intended international and intercultural learning outcomes.

Overall conclusion regarding Standard 2. International and intercultural learning

The panel finds that the program meets all of the underlying criteria of the standard. The panel encourages the program to reflect on how it can drive further innovation in its curriculum for international and intercultural education with an eye to the future. The panel assesses standard 2 as good.

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.

Standard 2 of the accreditation report describes the curriculum of the program. In particular the emphasis on group work and students self-directing their learning along with their peers enables the realization of intercultural soft skills. The panel reviewed documentation on the theoretical components of intercultural education that students learn in each year of the program and the way theories are integrated into modules.

The 'community of learners' concept that the program employs provides a strong basis for self-supported learning of intercultural soft skills. In addition, the requirements that students take foreign language courses and spend two semesters abroad builds international experiences into the curriculum. In its educational planning documentation, the program expands on the connection between the intended international and intercultural learning outcomes and the curriculum.

The panel finds that the content and structure of the curriculum provide the means necessary for achieving the intended international and intercultural learning outcomes.

Criterion 3b: Teaching methods

The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.

As discussed in criterion 3a above and in standard 2 of the NVAO report, the program employs didactic methods that demand active student participation. The focus on projects, particularly for international clients or clients with otherwise international communication targets allow all students to achieve the intended international learning outcomes.

The panel concludes that the teaching methods are suitable for achieving the intended international and intercultural learning outcomes.

Criterion 3c: Learning environment

The learning environment is suitable for achieving the intended international and intercultural learning outcomes.

The learning environment of the program is open and demands active student participation. The panel concluded in the NVAO accreditation report that the learning environment is dynamic – teaching staff serve primarily as coaches for students, guiding them in their acquisition of communication related skills, but also, more importantly here, mediating intercultural issues within groups. It is left up to students to resolve issues and work with one another – while the program plays a facilitating role. The panel finds that this arrangement can work well for the acquisition of the desired soft skills. The environment the program strives to create is documented both in its educational plan as well as in its professionalization policy for teaching staff – demonstrating the connection between didactic methods and the realization of the learning outcomes.

The panel concludes that the learning environment is suitable for achieving the intended international and intercultural learning outcomes. In its discussions with students, the panel found that the program's achievement in creating a balanced learning environment suffers from an over emphasis on the learning and working attitudes of north-western European students. The panel suggests that the program could do more active expectations management, mediation, and integrative work between students from different cultures to ensure that all students are pushed out of their cultural comfort zone and improve the learning environment.

Overall conclusion regarding Standard 3: Teaching and Learning

The panel finds that the program meets all of the underlying criteria of the standard. The panel encourages the program to work on the balance of its learning environment as discussed in criterion 3c. The panel assesses standard 3 as satisfactory.

Standard 4: Staff**Criterion 4a: Composition**

The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.

The 30-member teaching staff of the program represents 14 nationalities. As discussed in standard 2 of the NVAO accreditation report, the teaching staff of the program are capable and qualified to teach the curriculum of the program using the described didactic methods. The program actively works within its international network of partner institutions to facilitate lecturer exchanges and thus also bring educators from other countries to the program for short assignments contributing to the diversity of the teaching staff.

The panel finds that the composition of the staff facilitates the achievement of the intended international and intercultural learning outcomes.

Criterion 4b: Experience

Staff members have sufficient internationalisation experience, intercultural competences and language skills.

Many of the staff at the program have their own international networks from time they spent working in industry abroad, teaching, or as a student themselves. The program works to actively recruit international candidates to stimulate the diversity of its teaching team and expand its own international network from which students benefit.

As discussed in standard 2 of the NVAO accreditation report all staff members have sufficient command of English to teach in it. Where there are linguistic barriers the panel considers that the positive attitude of the staff facilitates students learning to handle these challenges constructively which is a critical intercultural skill. The teaching staff also possess the intercultural skills to work in the learning environment of the program, and as discussed below in criterion 4c the program facilitates professionalization in this area.

The panel concludes that staff members have sufficient internationalisation experience, intercultural competences and language skills.

Criterion 4c: Services

The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills.

As discussed in criterion 4a, the program facilitates teaching exchanges. These are primarily within Europe but have also occurred with institutions in east Africa.

The program is aware of the challenges that biases and subtle prejudices can present towards its intended learning environment. To address this, the program works to increase awareness within the teaching team of lecturer's own biases and prejudices as well as those of others. Most lecturers are trained in intercultural competences by the Hanze Intercultural Competence Learning Lab (ICLL) and the program aims for all staff to have taken at least one course at the lab.

The program finds it important for staff to be able to share their experiences of the international classroom and learn from one another. The program hosts 'diversity and inclusion lunches' three times a year to discuss solutions to challenges that teachers face in the international

classroom. Teachers experiences are central to these discussions. All of the program's staff participate in these sessions.

The panel finds that the services provided to the staff are consistent with the staff composition. These services adequately facilitate international experiences, intercultural competences and language skills.

Overall conclusion regarding Standard 4: Staff

The panel finds that the program meets all of the underlying criteria of the standard. The panel considers the program as an example for others in the way it facilitates its staff's ability to realize the international classroom concept. A slight suggestion would be for the program to secure more structural funding for staff exchanges; however, the panel considers that this is beyond the control of the program and that the program demonstrates its commitments in this area well. The panel assesses standard 4 as excellent.

Standard 5: Students

Criterion 5a: Composition

The composition of the student group (national and cultural backgrounds) is in line with the programme's internationalisation goals.

As discussed in criterion 1b and 3c the panel considers that the student population is heavily concentrated on cultures in north-western Europe (NWE; defined here as including BeNeLux, France, Germany, Scandinavia, Switzerland, the UK and Ireland). The student population represents 41 different nationalities of which 15 are from outside the EU. The program thus represents 26 out of the 27 EU countries. However, the panel notes that 68% of the program's population is from NWE. Furthermore, 83% of nationalities represented in the student population account for less than 5 students each. The panel wonders the extent to which the international classroom can be fully realized in relatively culturally homogeneous environment.

The panel notes that the program is aware of the challenges in this area and acknowledges that the program is making efforts to address the situation to the extent permitted by a hostile political environment towards internationalization. Although the political environment is beyond the control of the program, the panel cannot ignore the negative impact it has on the program's ability to achieve its intended internationalization goals.

The program does ensure that students within the program have extensive international and intercultural experiences and exposure via its curriculum. In particular the panel notes projects with international clients, and two semesters that all students spend abroad. Within the institution the panel notes again that the didactic methods employed demand cultural mixing and collaboration.

The panel finds that the program satisfies the requirements of the criterion because the program does achieve its intention. However, the panel notes that the intention itself as formulated is insufficient because of the aforementioned hostile political environment. The

panel is concerned that the ability of the program to meet the standard will be limited in the long term due to circumstances beyond its control.

Criterion 5b: Experience

The internationalisation experience gained by students is adequate and corresponds to the programme's internationalisation goals.

As discussed earlier in this report, all students are required to spend two semesters abroad for internships, graduation assignments, and taught courses at other institutions. In addition the program didactic approach gives students experience in an intercultural setting without leaving their home institution. Studying abroad for students is facilitated by the SCMI internationalisation department, which maintains an extensive network of partner universities and allocates spots to students. The network includes 65 partner universities in 30 different countries. The program industry network facilitates internships and graduation assignments for students along with those partners that students find themselves.

The panel concludes that students experiences are adequate and correspond with the program's internationalization goals.

Criterion 5c: Services

The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and correspond to the composition of the student group.

Students can join the study association KIC, which has a separate community for international students (KIC International). This is an extracurricular association that organizes, for example, social events, group trips, and guest lectures. The program utilizes a buddy system that pairs second year students with incoming first year students to ease their transition and address issues with the intercultural environment.

As discussed in standards 2 and 3 of the NVAO accreditation report as well as the institutional accreditation of Hanze UAS (which addresses institutionally provided student support, e.g., mental health) services available to students are adequate and address the needs of the diverse population.

The panel finds that the program's and institution's services are adequate for the student population.

Overall conclusion regarding Standard 5: Students

The panel finds that the program is working within a difficult environment that detracts from its ability to excel in diversifying its student population. For current students at the program, the panel finds that the program sufficiently ensures that their experiences allow them to achieve the intended international and intercultural learning outcomes. The panel finds that the underlying criteria of the standard are met. The panel assesses standard 5 as sufficient.

6. Overview of assessments

Standard	Criterion	Level of fulfilment for each standard unsatisfactory/satisfactory/good/excellent (see descriptions in chapter 4)
1. Intended internationalisation	1a. Supported goals	Satisfactory
	1b. Verifiable objectives	
	1c. Impact on education	
2. International and intercultural learning	2a. Intended learning outcomes	Good
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	Satisfactory
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	Excellent
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	Satisfactory
	5b. Experience	
	5c. Services	

Annex 1. Composition of the panel

Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• J. van den Hoff	X		X	X	
• Dr. A. M. Cotton	X	X	X	X	
• F. De Decker		X	X	X	
• A. Manning	X	X			
• S. Berende					X

- Subject: Subject- or discipline-specific expertise;
 Internat.: International expertise, preferably expertise in internationalisation;
 Educat.: Relevant experience in teaching or educational development;
 QA: Relevant experience in quality assurance or auditing; or experience as student auditor;
 Student: Student with international or internationalisation experience;

Chair: J. van den Hoff, program manager, Hogeschool Utrecht

Mr. van den Hoff has taught communication at the Hogeschool Utrecht since 2003. Before starting in academia he worked in the communications industry in and around Amsterdam. Next to his role as an educator he has fulfilled management, curriculum development, and quality assurance roles within various communications programs. He has participated in accreditation audit panels since 2017. Mr. van den Hoff helped develop the professional profile for Logeion, an industry umbrella organization.

Dr. A. M. Cotton, Lector, Arteveldhoogeschool

Dr. Cotton completed her PhD at the Université Bordeaux-Montaigne in 2021. Her research focuses on the evolution of the function of communication professionals from the perspective of industry practitioners in Belgium. Dr. Cotton has taught communications at Arteveldhogeschool since 1992. She has coordinated the Master in European Public Relations (MARPE) network, a consortium of European universities, since 1997. Related to this she organized Erasmus+ intensive study programs connected with the consortium. From 2004 until 2010 she was the secretary general of the European Public Relations Education and Research Association (EUPRERA). She has extensive experience as an auditor in higher education.

F. De Decker, Head of international relations office, Ghent University

Mr. De Decker is currently the Head of the International Relations Office at his alma mater Ghent University in Belgium. Previously he had different responsibilities related to

internationalisation and educational policy in various Belgian higher education institutions. Before returning to Ghent University he worked as the head of the Office for educational development and internationalisation at Artevelde University Of Applied Sciences (2000-2006) and as a senior education advisor (advising the board in various educational policy matters) at the umbrella organisation Ghent University Association (2006-2014). He participates regularly as an expert in international projects and activities, mainly dealing with internationalisation, educational development, qualifications frameworks and quality assurance.

A. Manning, Director of corporate communications and public affairs, Tata Steel

Mr. Manning has worked as a communications executive for a number of large corporations in The Netherlands, Switzerland, the United States, and the Czech Republic. His areas of expertise include reputation management, international media relations, and transformation management. In addition to his corporate work Mr. Manning has worked as a guest lecturer at Nijmegen University (NL), Utrecht University(NL), the Rotterdam School of Management (NL), Quinnipiac University (US), and NYU (US). He holds a masters degree in History and Communications from Groningen University (NL). He received executive leadership training from the Wharton School of the University of Pennsylvania (US), and Cornell University (US).

S. Berende, student, Avans Hogeschool

Ms. Berende is a bachelors communications student at Avand Hogeschool (NL). She is a member of the educational program committee of her bachelors program. She has completed internships in the communications industry as part of her bachelors program.

Coordinator: P. Shapiro, Advisor for Hobéon (certified by the NVAO)

Annex 2. Documents reviewed

SER CO-IC HG_EN.pdf
01 HG Beleidsplan 2021-2026.pdf
01 Inrichting organisatie CO IC.pdf
01 LOCO Opleidingsprofiel 2019.pdf
01a HUAS Strategic Plan 2021-2026.pdf
01b NSE Improvementplan IC 2021.pdf
01d IC cijfers NSE 2022.xlsx
02 Alumni HBO monitor.pdf
02b Educational Plan OOP CO-IC.pdf
03b Annual Report Education Committee-2021-2022 vastgesteld.pdf
03b Rapportage Werkbelevingsonderzoek IC.pdf
03b TER IC 2022-2023.pdf
04a Meerjarenpersoneelsplan (MPP) SCMI 2021-2025.pdf
04b Educational Vision 2020.pdf
04b MPP addendum.pdf
04d Educational Frameworks.pdf
05 Quality assurance.pptx
06 Toetsbeleid SCMI.pdf
07b Our Partners in Education and Research (PiER).pdf
08a Beleidsnotitie Betrokken Internationalisering november 2020.pdf
08b Internationalisering SCMI .pdf
20230208_Assessment Plan year 1 IC.docx
20230210 Assessment plan year 3 IC.docx
20230210 Assessment plan year 4 IC.docx
3rd Year Internship Information Manual IC 2020-2021.pdf
3rd Year Internship Information Manual IC 2021-2022.pdf
Assessment plan year 1 IC.docx
Assessment plan year 2 IC.docx
Assessment plan year 3 IC.docx
Assessment plan year 4 IC.docx
BOKS CO IC 2022.xlsx
CMI-standaard voor presenteren 2022-2023.pdf
CMI-standaard voor rapporteren 2022-2023(1).pdf

Design Research Handbook.pdf

Graduation Manual 2020-2021 (Corona version).pdf

Graduation Manual 2021-2022.pdf

Graduation Manual 2022-2023.pdf

How it's done! IC standards for writing and presentations 2019-2023.pdf

IC alumni survey results.pdf

Overview of Staff IC with Areas of Expertise.xlsx

Annex 3. Site visit programme

Overview

Date:	April 25 th 2023
Institution:	Hanzehogeschool Groningen (Hanze University of Applied Sciences Groningen)
Programme:	Bachelor of Communication, International Communication track
Location:	Zernikeplein 7, 9747AS Groningen, The Netherlands

Program

Time	Activity
08:00 – 8:30	Arrival, welcome and quick start of the day
08:30 – 09:00	Executive board, school management, program management
09:00 – 09:30	Internal panel discussion
09:30 – 10:15	Interactive show (teaching staff and students)
10:15 – 10:30	Internal panel discussion
10:30 - 11:15	Teaching staff
11:15 – 11:30	Internal panel discussion
11:30 – 12:15	Students and student representatives
12:15 - 12:45	Lunch
12:45 – 13:15	Guided tour of program-specific facilities
13:15 – 13:45	Alumni and industry representatives
13:45 - 14:00	Internal panel discussion
14:00 – 14:30	Bachelor level assurance - exam board, program committee & educators
14:30 – 14:45	Internal panel discussion
14:45 – 15:45	Internationalization (eca-label)
15:45 – 16:30	Internal panel discussion
16:30	Feedback

For privacy reasons, names of auditees are not included in this report. The names of auditees are known by the secretary of the panel.



The European Consortium for
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